



Trinity St. Peter's

Church of England Primary School

where children shine

English Policy

ENGLISH POLICY

Rationale

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

Introduction

At Trinity St Peter's Primary School, we believe that English unites the important skills of reading, writing, speaking and listening, discussion and reflection. We believe that children should be entitled to a rich, broad and balanced curriculum in a happy, safe and supportive atmosphere.

All staff at Trinity St Peter's Primary School have a strong commitment to helping all children succeed whatever their background or abilities. We aim for all children to become confident, critical readers and writers who have the capacity to express themselves through a variety of different literary activities.

Aims

Literate children should:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their viewpoints, opinions, understanding and ideas
- be good listeners; developing their own ideas as they share with and listen to others
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching and Learning

The school believes that its teachers and support staff must work together to plan, deliver and moderate the teaching of English, in order to ensure that expectations are high and that children are able to achieve to the best of their ability.

The expectations of the individual year group are followed as per the National Curriculum 2014. These expectations are covered in creative ways in line with

our thematic approach to learning wherever possible, that actively engages pupils in the learning process by helping them make sense of it. Only then will there be understanding.

The main vehicle for curriculum delivery will be through theme related teaching and where necessary direct teaching will take place. A varied range of teaching strategies will be used, including:

- Demonstration – whole class sharing a text together with a balance of reading and writing.
- Modelling – teacher modelling different genres of writing and the writing process.
- Explanation – teacher directed phonics, spelling and word work.
- Grammar, punctuation and comprehension.
- Questioning – pertinent questioning on texts and use of open questions, which probe, challenge, extend and clarify thinking. This is done through the school's 4C Model.
- Shared – smaller group work directed by teacher with specific intention to the group's learning.
- Discussion – talking about the language and style of the writer.
- Drama.
- Use of film and other visual resources.

Time Allocation

We devote on average 1 hour per day to the teaching of English through thematic approach to learning. Additional time is also given to other literacy based activities e.g. hearing children read, guided and individual reading, differentiated spelling, the teaching of grammar, handwriting skills as well as class story time.

Teachers use creative approaches when teaching English and will match the needs of each class, in particular, extend time for creative writing. The English lesson consists of direct teaching, either as a whole class or in small groups depending on the activity and needs of the pupils. Pupils are taught daily phonics in 'Read Write Inc' groups in Foundation Stage, Year 1 and 2. Key Stage 2 pupils who require Phonics teaching may access this through small group or individual teaching.

As Literacy underpins the school curriculum, all staff have a role to play in promoting and modelling confidence and competence in reading, writing, speaking and listening skills.

Planning, Subject Coverage and Timetabling

The school's Senior Leadership Team and the English Subject Leader will take overall responsibility for ensuring effective planning and consistency of approach by teachers in accordance with the National Curriculum 2014.

Short term planning is carried out by individual teachers using the expectations for the individual year groups as per the National Curriculum.

Planning will ensure that in addition to the requirements of the National Curriculum, there are frequent and regular opportunities to enhance learning through cross-curricular teaching, extra curricular activities, homework, planned enrichment and extension work.

Both Key Stage 1 and Key Stage 2 follow a two week process which incorporates spelling punctuation and grammar, reading and writing. This model ensures that children have the opportunity to work independently, in a group, with a shared writing partner and to observe high quality modelled writing on a regular basis. It also ensures that children are able to edit and improve their work before creating their final copy.

Foundation Stage

We teach Literacy, which incorporates discrete teaching of phonics, in our Foundation Stage classes as an integral part of the topics covered. We relate the literacy aspects to the objectives set out in the EYFS Document [2012]. The development of skills in Literacy is a crucial element within the Literacy Early Learning Goals. (ELG) and the C&L areas: Listening & Attention, Understanding, Speaking, Reading & Writing. Further information is outlined in the Foundation Stage's Approach to Teaching and Learning document.

Phonics

The whole school will follow Ruth Miskin - Read Write Inc. Phonics which will be taught at the same time every day to all children requiring Phonics.

Foundation Stage

Phonics is through a daily 20 minute session in both Nursery and Reception. In Nursery, the children are initially taught through Letters and Sounds and will move onto Read, Write Inc. Phonics when appropriate. Reception children use the Read, Write, Inc. ditty books on a daily basis to reinforce previous learning. Sentences are dictated on a daily basis that include sounds covered in Phonics sessions. The children write these in their Busy Books.

Key Stage 1

In Year 1, phonics will take place on a daily basis in 20 minute sessions. Phonics sessions will take place with small groups which is supplemented by Read, Write Inc. Phonics. Learning that takes place during the daily sessions will be reinforced through the use of Read, Write Inc. Ruth Miskin books for Guided Reading. In Year 2, phonics will continue in Autumn term. Following this, phonics support will be put in place for those children identified as needing additional help.

Children accessing Phonics will be regularly assessed to ensure Phonics sessions are meeting their needs. This may mean that their Phonics group or Phonics teacher may change in order for the child's progress to be monitored and to ensuring that teaching is most appropriate for the child.

Reading

All children across the whole school are encouraged to read each day both in and out of school. For some children these may be the reading scheme books whilst the older and more confident readers may select from the class library.

Foundation Stage

In Foundation Stage, the children are introduced to the Jelly and Bean books, Ruth Miskin and Oxford Reading Tree when appropriate. Every day, a member of staff will share a range of books with the whole class and at other times with individuals or small groups as required. We help the children to develop pre-reading skills by touching each word as it is read, enabling the children to match the spoken to the written word and to follow print in the correct direction. The children are encouraged to use picture clues and to predict events. We discuss the content of the books to ensure understanding. We provide a fully literate environment in our Early Years and the children are exposed to many signs, labels and captions.

Key Stage 1

Guided Reading will closely link to Phonics sessions. Children will have the opportunity to apply their phonic knowledge to reading sentences in age appropriate texts. Children will be questioned on the current text against the Assessment Focus for that session. There will also be opportunities for children to take part in whole class reading with the teacher, whole class comprehension activities and independent comprehension activities. The class teacher remains accountable for all pupils reading progress.

Key Stage 2

Reading will take place daily in 30 minute sessions. Reading opportunities are linked to the class learning theme where possible. Children will be questioned on the current text against the Assessment Focus for that session. Daily reading sessions focus on a number of activities across the Key Stage including whole-class reading with the teacher, individual reading with the class teacher and whole class comprehension practice. The class teacher remains accountable for all pupils reading progress.

Spelling, Punctuation and Grammar (SPAG) and Handwriting

Whole School Spellings

Spellings will be taken from Rising Stars. Each year group will have Autumn, Spring and Summer spelling lists that are taken from the National Curriculum. Children will have a list of 10 spellings sent home alongside homework on a Friday. The spelling books will be due in on Wednesday and a test will be administered on the Thursday. The children will be tested on the 10 spellings learnt, plus an additional 2 spellings that follow a similar spelling rule. Every

fourth week, there will be a refresher week of spellings where the children will be tested on spellings from the previous three weeks.

Key Stage 1

Children will be secure in the National Curriculum high frequency words for their year group. Weekly handwriting sessions will consolidate sounds taught in phonics or reinforce spelling of high frequency words. Year 1 will complete grammar, punctuation and spelling sessions throughout the week to teach and assess. In Year 2, daily SPAG sessions should take place to reinforce concepts taught in previous lessons.

Key Stage 2

Daily SPAG activities will take place in each class; these will include 4 questions; each one reinforcing either punctuation or grammar and the third focusing on spelling. New teaching opportunities for grammar and punctuation will be taught through English sessions and reinforced and revised within daily SPAG sessions.

Spelling words will form handwriting practice. Handwriting will be taught and practised for 30 minutes a week across KS2. Opportunities to develop typing skills are made available regularly through the use of iPads, developing the children's touch type skills.

Writing

Foundation Stage

In an environment rich in print and opportunities to write, our goal is to help children to understand the power of the written word as a basis for communication, knowledge acquisition and entertainment and, when they are ready, to encourage children to use written and drawn symbols for themselves in drawing, letter-like forms, invented spellings, dictated stories and emergent writing. A variety of mark-making implements for drawing and writing are offered to the children and they are encouraged to draw and write about things which interest them and which they want to communicate about. The children are encouraged to use mark-making tools in all areas of the room, such as: shopping lists; telephone pads; letters and notes. We encourage and help each to transfer their spoken language into the written form. The level of writing is matched to each child's ability. This also includes scribing for the children to enable them to compose at length. In Reception, the children compose 2 pieces of writing a week following modelled input from the teacher. Handwriting is practised in the air, on paper, in sand, with paints, on whiteboards and is developed both indoors and outdoors.

Key Stage 1

Writing opportunities will be project based when possible to enthuse, motivate and inspire writing. Children will have the opportunity to prepare for writing through role play, modelled and shared writing as well as practical activities.

Children will be taught to use different formats for planning writing including mind mapping, paired and group planning and the opportunity to develop individual preferences. Children will participate in fortnightly guided writing sessions where the teacher models and supports writing. Different genres of writing are planned into project work as appropriate. Grammar, Punctuation and Spelling are also to be embedded and consolidated during guided and independent writing sessions. ICT will be used to motivate and support pupils in their writing.

Key Stage 2

Children will be exposed to a range of writing genres through various themes being studied. The teacher will model and guide the genre in initial session enabling children to then apply this writing independently into project work as appropriate. Children will participate in weekly guided writing sessions where the teacher models and supports writing. Children will embed and consolidate spelling, grammar and punctuation during guided and independent writing. Again, ICT will be used to motivate and support pupils in their writing.

Special Educational Needs

Quality First Teaching throughout the whole school allows all children's learning to be personalised allowing them to access the curriculum fully. The SENCo will liaise with all staff to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed.

Teachers will be mindful of the literacy needs of the children and differentiate questions, activities and support to allow all children access.

Support is given by Teaching Assistants in accordance with the needs of the pupils for example hearing children read daily, delivering additional phonics and reading intervention.

Able and Talented

Class teachers will ensure individual needs are met and that challenging targets are set and reviewed regularly.

Ethnic Minority Achievement for EAL Pupils

These children will be supported in language and classroom work by the class teacher and/or the teaching assistant, either in the classroom or withdrawn in small groups. Individual needs will be considered and planned for.

Equal Opportunities

At Trinity St Peter's Primary School we are committed to providing the highest quality teaching and learning in Literacy for all our children. Every pupil is given the opportunity and entitlement of learning regardless of gender, race, ethnicity or national origin, citizenship, culture, ability or disability.

We aim to:

- Provide an entitlement curriculum in English, which offers a coherent and balanced curriculum and learning experiences to all learners.
- Provide a differentiated curriculum in English lessons by developing classroom approaches which allow individual differences but which do not make distinctions, which have negative effects on children learning and developing.

Marking and Assessment

Marking will be carried out regularly and in accordance with the school's Marking and Feedback Policy.

In Reception, pupils are assessed against the EYFS Statutory Framework expectations for Literacy.

In Key Stages 1 and 2 teachers assess children against the English National Curriculum expectations. Children are assessed as: 'working towards the expected standard', 'working at the expected standard' or 'working at a greater depth within the expected standard.'

NFER Assessments are carried out in the summer term in Years 3 - 5 and these results inform the teacher of the pupil's individual attainment in reading. This is used to support current teacher assessment. In Key Stage 1, teacher assessment is used to form the pupil's individual attainment in reading. Writing is assessed throughout the writing process and children are encouraged to identify their own ways of improvement by responding to the teacher's feedback. Termly assessments are tracked on the school's chosen monitoring system of 'Target Tracker'.

At the end of each half-term the pupils in both Key Stages 1 and 2 complete a piece of cold writing that focuses on a previously taught genre from that term. This is used to support and inform teacher assessments.

Statutory assessments take place in the summer term for Years 2 and 6. Year 1 pupils undertake the statutory Phonics Screening in June.

This provides data for assessment for each unit taught, which enables individual children to be tracked to monitor progress and identify any appropriate support.

Use of ICT

The use of ICT will be built into the delivery of the teaching of English wherever possible in order to enrich learning. In particular, activities can be demonstrated through the use of the Interactive Whiteboard (IWB), iPads or Apple TV.

Resources

- National Curriculum September 2014 - English Programmes of Study : KS1 and KS2
- Read Write Inc – Ruth Miskin Programme
- NLS Letters & Sounds (FS,KS1 through to KS2) where appropriate
- Collins Grammar & Punctuation in each KS2 class
- Jelly and Bean decodable reading books for FS and KS1
- Oxford Reading Tree and TreeTops is the core reading scheme and all relevant books are Book Banded
- Reading Boxes for KS1 and KS2
- Big books
- Fiction and non-fiction texts are available in the class reading areas for children in Foundation Stage, KS1 and KS2 which are age appropriate. Children are also encouraged to use the public library.
- Range of CDs and DVDs
- Computer programs and iOs applications

SEN Intervention Resources for Literacy

- School Start
- Listening Programme
- Speech & Language Programmes
- Intervention Phonics - Read Write Inc Programme – Ruth Miskin Phonic Programme
- ELS (Early Literacy Support) Programme
- KS1& KS2 Reading Support 1:1
- Better Reading Partnership
- Wave3
- Target Literacy Groups in KS2
- Target Spelling
- Literacy Booster Groups in Year 6

Monitoring and Review

Monitoring of Literacy is undertaken annually through the School's Improvement Plan (SIP). The school priorities are discussed with staff and particular focus to certain areas in English are identified and an action plan agreed by all staff.

Short term plans are made available to all staff and the Senior Leadership Team upon request and they are uploaded to the Teachers' Shared Drive on the computer network and scrutinised on a regular basis.

The National Curriculum is used as a working document. Teaching staff highlight and date the coverage of the subject and this document is monitored and reviewed by LMT alongside evidence of children's work in books.

The Senior Leadership Team and English Co-ordinator will observe lessons and provide evidence on standards related to the National Curriculum, strengths and weaknesses of teaching and points for development. Sampling a range of pupil's work will take place termly; books from all classes will be collected and evaluated by the Senior Leadership Team and Literacy Co-ordinator. Feedback to staff is provided as soon as possible and is agreed by both parties.

The SATs results at the end of both years 2 and 6, along with the GL assessments from Years 3 – 5, are analysed each year looking for trends and areas of improvement. These are fed back to teachers and subject co-ordinators to take account of these findings and inform them of areas of development for their subject. The Senior Leadership Team uses the analysis to identify individual pupils and inform class teachers of particular areas needing improvement.

The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their planning and teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- follows the subject's monitoring and evaluation schedule;
- provides the Headteacher a termly and an annual summary report in which s/he evaluates the strengths and weaknesses in English and indicates areas for further improvement.

Revised and adopted by Governing Body – Summer 2018