



Living by our Christian Values of

Peace  
Trust  
Love  
Hope  
Friendship



Headteacher: Mrs K.L. Lewis BEd Hons NPQH  
Chair of Governors: Mrs Kate King

Church Road, Dorrington,  
Shrewsbury, Shropshire  
SY5 7JL  
01743 718462

# English Policy

## St Edward's CE Primary School

<b>Approved by:</b>	Governors	<b>Date:</b> 25 <sup>th</sup> September 2016
---------------------	-----------	--

<b>Committee:</b>	Curriculum and Standards	<b>Co-ordinator:</b> Rebecca Elvins
-------------------	--------------------------	-------------------------------------

<b>Last reviewed on:</b>	September 2017
--------------------------	----------------

<b>Next review due by:</b>	September 2018
----------------------------	----------------



**The Bishop Anthony Educational Trust**

## ENGLISH POLICY

### Overview

We will provide a consistent whole school approach to raising standards in English across the curriculum.

This policy consists of key paragraphs that explain how English is taught;

- Teaching and learning
- Reading
- Writing
- Handwriting
- Phonics
- Spelling, Punctuation and Grammar

### Aims and Objectives

We intend to help children develop skills and knowledge that will enable them to communicate creatively with the world at large, through spoken and written language. We also intend to help children to enjoy and appreciate literature and its rich variety.

We aim to:-

- Provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated;
- Provide opportunities for pupils to become confident, competent and expressive users of the English language with a developed knowledge of how it works;
- Encourage children to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- Foster an interest in words and their meanings, and to promote the development of a growing vocabulary in both spoken and written form;
- Engage children in a range of text types and genres;
- Foster an enthusiasm for, and love of, reading for life;
- Enable children to write in a variety of styles and forms showing awareness of audience and purpose;
- Develop the powers of imagination, inventiveness and critical awareness in all areas of English;
- Teach the children to use grammar and punctuation accurately;
- Develop the understanding of correct spelling conventions;
- Encourage the production of effective, well presented written work using cursive handwriting;
- Provide opportunities for pupils to communicate ideas through the use of ICT;
- Provide opportunities for role-play and drama.
- Provide opportunities for children to peer and self-assess their own work enabling ownership over their work and set targets.



## **Expectations and requirements**

By the time, the children leave St Edward's C.E. Primary School they should have made significant progress, reaching their potential, with most pupils at least meeting their year group expectations. We will make every effort to foster an enjoyment of literature.

## **Teaching and Learning**

The National Curriculum Programmes of Study (2013) form the basis of teaching and learning. St Edward's C.E. Primary School has adopted a comprehensive and consistent approach to the teaching and learning of reading and writing skills. Clear objectives are set for each session and the success criteria is shared with the children. Teachers differentiate according to the needs of the children and intervention programmes are used to target and support identified children. Teachers work towards independent learning and plan for different working groups e.g. whole class/small group/paired/individual. Teachers employ a range of generic teaching strategies based on 'Principles underpinning English teaching', these include:

- Instruction/direction
- Modelling/demonstrating/scribing
- Explaining
- Questioning
- Discussing
- Consolidating
- Evaluating
- Summarising

English across the curriculum takes place and cross-curricular links are made where appropriate.

ICT is used where it enhances, extends and complements English teaching and learning. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

## **Reading**

Reading is at the heart of high quality English teaching at St Edward's C.E. Primary School. There is clear reading progression that builds on children's reading skills and confidence. From Reception to Year 6 there is a planned and consistent approach to whole class and guided reading sessions.

The 'Babcock No Nonsense Literacy' programme supports guided reading in KS1 & KS2. The programme uses a range of quality, age appropriate books (fiction, non-fiction and poetry). From Reception to Year 2 'Oxford Press' books are used for guided reading. These books are organised within colour book bands, which clearly allows teachers to monitor progress within reading. Programmes of Study are referred to during guided reading sessions and records are kept.

At least once a term the children are assessed using the PM Benchmarking assessment kit to monitor progress within reading.

Short daily whole class sessions provide further teaching opportunities for reading comprehension.



**The Bishop Anthony Educational Trust**

Teachers monitor reading progress using Sheffield Stats assessment reading statements. Evidence is collected through discussion, questioning and through written reading comprehension activities.

Each term children in Years 1 to 6 are formally assessed through the use of comprehension test papers. The results from these tests are used to support the teacher's judgements.

Reading Ages are assessed using the Salford Reading tests, these are tracked and progress is measured termly.

Outside of class reading sessions, children are actively encouraged to read a range of text types in school and at home. Children are encouraged to read regularly at home in order to complete the half termly reading challenge. Shared and independent reading is recorded in their reading records. Pupils continued reading at home is celebrated and this partnership with parents to support pupils reading is actively encouraged. Expectations of reading are highlighted in the home school agreement.

## **Writing**

At St Edward's C.E. Primary School, a range of high quality texts are used to provide the stimulus for extended writing.

- Each class will study a high quality text each half term. These cover a wide range of book types; including picture books, non-fiction books, poetry anthologies and novels.
- The session plans will provide the basis for learning, which will be adapted to suit the particular needs of the class. These sessions will use a range of creative approaches to support the pupils understanding and exploration of the text, including drama, speaking and listening tasks and text and illustration studies.
- There are regular opportunities for extended writing.

Moderation of work will focus on ensuring the writing process is followed and standards of writing are assessed against national expectations.

## **Grammar, Punctuation and Spelling**

In Year 1 children are expected to learn to spell the high frequency words and use these within their writing. Each week eight words are taken home to learn to spell and are tested on a regular basis.

From Year 2 to Year 6 children follow the objectives as set out by the National Curriculum Programmes of Study (2013).

Spelling rules and patterns form the basis of daily discrete sessions, this is taught through the 'Babcock No Nonsense Spelling' programme.

Punctuation and grammar is embedded in daily sessions and referred to, when appropriate, in extended writing.

Each child in KS1 & KS2 has been equipped with an author's journal to support their writing.



Teachers ensure that there is appropriate differentiation for all ability groups, addressing the gaps so that children do not continue to miss spell particular words.

## **Phonics**

From Reception to Year 2 the Letters and Sounds document along with the Jolly Phonics actions are followed. Children are expected to reach Phase four by the end of Reception. Phase five is taught throughout Year 1 and Phase six is taught throughout Year 2. Phonic intervention is provided in each class for those children identified by the class teacher as not making expected progress. These programmes are devised and developed by the class teacher and teaching assistant by taking into account the needs of the children. As children progress into Key Stage Two discrete phonic intervention is provided for those children who have not made expected progress identified by the class teacher.

The national phonics screening test takes place in June for all Year 1 pupils and those pupils in Year 2 who did not meet the expected standard the previous year.

## **Handwriting**

Children are taught cursive handwriting from Reception where they are learn how to form letters with the correct orientation with leaders and exit points. Our expectation is that by the end of Key Stage One children will be able to join their writing with emphasise on presenting writing that is neat and legible.

## **Foundation Stage**

The Reception children will experience Communication, Language and English as part of the seven areas of development as laid out in Foundation Stage Curriculum. Through careful planning teachers will ensure that the Reception children's needs are provided for through activities linked to Development Matters. Speaking and listening skills are highly regarded and the environment should be rich with language with a focus on developing vocabulary. Reception children will be taught phonics through a synthetic and systematic approach as laid out in Letters and Sounds document supported by the Jolly Phonics actions.

Guided reading approaches are followed in line with the rest of the school when children are ready to embark on the schools colour banded reading system. Emergent writing is encouraged through role-play experiences and informal writing opportunities. When children are familiar with the phonics and letter formation they are encouraged to attempt a more focused form of writing using the initial, end and medial sounds in words, learning high frequency words and make phonic attempts at writing across all areas of learning.



## **Inclusion**

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. Where identified some pupils are considered to require targeted support to enable them to work to age appropriate objectives. Intervention strategies are mentioned on individual children's 'Child Centred Plans' and discussed with parents.

The needs of children with English as an additional language will be met through planning and support. This is supported by our Equal Opportunities Policy.

## **Parental/Community involvement**

We believe it is vitally important to work together with parents and carers to support their child's development in English. We promote a positive home school partnership in the following ways:

- Asking parents/carers to read regularly at home and record and write comments in the pupils reading record.
- Sharing information – newsletters, parents' leaflets, reading diaries;
- Celebrations – special events such as World Book Day, assemblies, displays, book fairs, etc
- Home Learning - in line with our homework policy and home school agreement;
- Parental help - volunteer helpers to hear children read.

We have strong links with local playgroups and nurseries to ensure smooth transition from nursery to Reception.

## **Assessment, Recording and Reporting**

Assessments are made in line with the school assessment policy. Teachers report to parents three times a year at parents' evenings, short reports (received during the Autumn and Summer term) and a long, more comprehensive report (received in the Spring term). Children are assessed on entering the school and are formally assessed at the end of each key stage (SATs), as well as at the end of EYFS.

Reading and Writing results are regularly updated using the online assessment tool, STAT online. Three times a year (Baseline for FS, November for the rest of the school, March and June) this data is then analysed and targets are set and tracked.

Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set numerical targets and whole school English curricular targets. Staff use the Sheffield Stats descriptors to assess pupils reading. This enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils.

Whole school areas of development are included in the school improvement plan, which are then reflected in performance management targets for staff.



**The Bishop Anthony Educational Trust**

## **Staff Development**

Supported by the English Leader, teachers are expected to keep up to date with subject knowledge and use current materials that are available in school. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan which includes the English Action Plan. Additional adults who are involved with intervention programmes will receive appropriate training.

## **Resources and Accommodation**

Every class has easy access to basic resources for English such as dictionaries, thesauri and reading books. Guided reading books are kept centrally for Reception and KS1 and kept in classrooms for KS2, these books are banded according to year groups. Enrichment events may be organised including storytellers, authors, visiting drama specialists and theatre groups.

## **Monitoring and Evaluation**

English is monitored by the Head teacher, Deputy Head and SLT. Having identified priorities, the English Leader constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, book scrutiny etc.



## Appendix A

### Non-negotiables

- Formal and informal assessments are carried out and parents are informed of reading ages once a term.
- Phonics and spelling strategies to be taught throughout both Key Stages and Early Years.
- Children are taught to read by phonetically decoding.
- Teachers must focus on teaching phonics as ‘the route to decoding’ and early reading and not become reliant on other approaches, such as a focus on sight vocabulary or picture cues.
- A record needs to be kept of sounds and tricky words sent home to parents.
- Phonics should filter into a variety of activities not just taught in isolation.
- All teaching staff will ensure correct enunciation of sounds is used by pupils and staff
- Children are taught letter sound alongside correct letter formation including holding a pencil comfortably and correctly
- Decodable reading books are closely matched to pupils phonic knowledge and current phase where necessary
- Leadership and management will hold teachers to account for the progress that pupils make in reading and set challenging targets
- Reading diaries will be used daily by pupils and parents. These will be used to communicate examples of the range of texts, the strategies used and frequency of reading. Staff will monitor these and where it is not occurring, intervention will be take place.
- Reading bags, books and diaries should be brought into school daily, this is the expectation and teachers need to ensure this is happening.
- Comments from parents should be ticked and initialled to show that the comment has been acknowledged.
- Guided reading will take place at least three times a week.
- Children will increasingly use independent reading strategies when reading a range of texts of different genres in a quiet, purposeful environment.
- Teachers will develop pupils wider reading in all subjects to support their acquisition and knowledge.
- Immediate intervention to be given to children who are not making progress based on teachers assessment for learning during lessons as well as following the schools assessment cycle.
- All pupils will read books from their colour bands as appropriate to their reading level.

