



## St. James' CE Primary School, Haslingden

ENGLISH POLICY	
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ENDURANCE FORGIVENESS PEACE  
FRIENDSHIP TRUST KOINONIA  
THANKFULNESS

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# English Policy

## 1. VISION

We are a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God. We nurture the talents given by God to inspire pupils to achieve and succeed, and foster a sense of awe and wonder of God's world:

- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.
- Guide Pupils to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- A curriculum which has a breadth of experience and equality of opportunity for all.

## 2. INTENT

At St James' we aim to inspire our pupils to acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our Book-Led curriculum.

By the age of 11 we aim for a child to be able to:

- speak, read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

## 3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

**In the Early Years Foundation Stage (Reception)** children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

**At Key Stage One (Years 1 and 2)**, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

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**At Key Stage Two (Years 3-6)**, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

## **THE GOVERNING BODY**

Termly reports are made to the governors on the progress of English provision. Our English Governor, also attends whole school INSET as appropriate and visits school.

## **4. SUBJECT ORGANISATION**

St James' English Curriculum is planned from the National Curriculum 2014. English units, planned around the National Curriculum programmes of study, have been developed to support cross-curricular themes. St James' has a long-term plan of themes for each year group. The Early Learning Goals are used to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

English units are planned following the teaching sequence from reading to writing. Phase one includes creating interest and reading comprehension and response. Phase two includes reading analysis and gathering content. Phase three includes planning, writing, editing and improving, and presenting.

In Foundation Stage and Key Stage One, phonics is taught discretely on a daily basis. Application is planned for throughout the curriculum.

In Key Stage One and Key Stage Two classes, grammar is taught discretely through phases one and two and its application is taught during phase 3. Spelling is taught discretely and application encouraged throughout.

In Foundation Stage, handwriting is linked to phonics and planned for during continuous provision. This includes both child initiated and adult directed activities. In Key Stage One and Key Stage Two, handwriting is taught discretely and applied across the curriculum. (See separate handwriting policy).

English is taught daily in every class and additional tailored intervention is provided for children with gaps in learning. Booster classes are provided for Year 6 pupils in the Spring and Summer terms.

## **5. APPROACHES TO SPOKEN LANGUAGE**

In order to meet the requirements of the national curriculum programmes of study, activities such as speaking, listening, group discussion and drama are planned for at an age appropriate level. Interactive teaching strategies (see Teaching and Learning Policy 2019) are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Children are encouraged from the Reception class onwards to talk about experiences both in and out of school. Opportunities for imaginative play take place daily in foundation stage and frequently in Key Stage One. Older children are also given the opportunity to discuss and debate more complex issues e.g. the environment or topical items of news. Some opportunity will be given for all children to learn poetry by heart and perform for a range of audiences.

Class assemblies enable every child in school to stand and talk to a large audience of adult visitors. Participating in school plays and school services in school and Church provide more opportunities of a similar nature.

Children are given opportunities to listen to various adult speakers who come into school to share their expertise and knowledge. Learning to ask thoughtful, pertinent questions during and after such visits is encouraged.

Children can develop their speaking and listening skills through the use of ICT. They have the opportunities to record and listen back to recordings of themselves and others and can evaluate speaking performances.

## **6. APPROACHES TO READING**

### **Shared Reading**

English lessons in Phase One and Two often feature the use of an age appropriate shared text which is clearly visible for all children. Adult modelling of reading to punctuation and use of appropriate expression is then mirrored by the children. Together they re-read a section of the text before discussing. Each shared reading session is based around an age appropriate objective.

### **Whole Class Guided Reading**

At St James' the differentiated teaching of reading is delivered through daily whole class guided reading sessions in Y1-Y6. In Foundation Stage and Key Stage One, phonically decodable books are selected to closely match the children's developing phonics ability (up to the end of phase five). In Foundation Stage and Year One we Use Read Write Inc. to deliver phonics and additional guided reading.

From Phase six onwards, ability appropriate books are selected according to the objective of the guided reading session. The objective of the guided reading session is based upon pupil needs and next steps.

During whole class guided reading each pupil has access to their own copy of the novel/text so that they can be fully engaged in their learning. The teachers questioning and the pupils learning is based around six key principles. V-Vocabulary, I-Inference, P-Prediction, E-Explain, R-Retrieval, S-Summarise/Sequence which link directly to the reading domains.

### **Home Reading**

As children start school in reception, parents are invited to a reading and phonics meetings to outline the development of reading within school. This also explains the importance of reading at home with their child.

In Foundation Stage and Key Stage One, each child takes home phonically decodable books relating to the phonics phase the children are working within and books chosen by the child from an ability appropriate selection (up to phase five only).

From phase six onwards, all children choose a reading book to take home. This is from a colour coded Book Banding scheme and the child's book will be appropriate for their reading age.

In addition to this all children have the opportunity to visit the school library and choose their own book each week.

### Phonics

In Foundation stage and Year 1, daily phonics is taught using RWInc strategies and resources. In Year 2 systematic synthetic phonics is structured through the use of the Letters and Sounds programme where appropriate. Phonics is taught using a variety of strategies, which incorporate auditory, visual and kinaesthetic learning.

Children who fail to reach the expected standard as measured by the year one phonic check, take part in additional sessions using Fast Track Phonics. Children who have not acquired the age appropriate decoding skills by the end of Key Stage One, take part in tailored intervention sessions based around their needs.

## 7. APPROACHES TO WRITING

At St James' the reading to writing teaching sequence ensures that written outcomes reflect a breadth of relevant reading experience.

In Foundation Stage children will use emergent writing strategies to begin their writing process beginning to apply phonic knowledge in line with their development.

During the English lesson teachers will demonstrate writing skills through shared and modelled writing. This allows the children to see the processes involved in writing including planning, composition, editing and improving. The application of the focused grammar skill is modelled by the teacher and included in success criteria for the children.

At St James' differentiated teaching of writing takes place in class with groups of children being led by the teacher or teaching assistant. This guided session allows teachers and pupils to focus on a specific writing target.

Each English unit will result in three writing outcomes, with the exception of poetry which will result in one. The first is scaffolded piece whereby the teacher models writing skills (including grammar focus) in context and the children then produce their own version. This is usually completed over several days with the teacher modelling daily. This piece of work is heavily marked and includes improvement points. The second outcome is an independent piece whereby the children produce an extended piece of writing. The children are given greater opportunity to plan and write this piece more independently i.e. there is no shared writing. This may be used as an assessment of the children's progress across the unit and is marked in a summative fashion. The third outcome is another independent piece of the same genre of writing produced in a cross-curricular context. This can be produced at any time in the year after the English unit and is marked according to the lesson objective. All writing in phase three should be completed on the right hand pages of the child's writing book with marking on the left. All three writing outcomes should have the success criteria stuck in next to the work and marking should be geared towards this.

Children should complete an extended writing piece in their Big Write every fortnight.

## 8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

As well as the planned third writing outcome, additional opportunities will be provided for the children to write across the curriculum.

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## 9. THE USE OF IT

Opportunities to use IT to support teaching and learning in English will be planned for and used as appropriate.

## 10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. Teachers use KLIPS and LAPS to support their summative and formative assessments throughout the year and set appropriate targets for pupils.

## 11. INCLUSION

We aim to provide for all children to reach their maximum potential in English. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided.

## INTERVENTION PROGRAMMES

Fast track phonics is used in Year 2 for children who did not achieve the expected standard in the Year 1 phonics screening test.

Tailored intervention is provided for phonics in Key Stage Two for children who are not secure in phase 5. This is provided on a weekly basis and children are grouped according to ability.

For children who are not meeting the expected standard in English in their year group, tailored intervention is provided in both Key Stage One and Key Stage Two. This takes place three times a week and follows the phases of the English teaching sequence.

## EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Please see equalities policy.

## 12. ROLE OF SUBJECT LEADER:

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent Literacy developments

## 13. PARENTAL INVOLVEMENT

At St James' CE Primary School we believe that parents play a vital part in their child's education and as such, we attempt to involve them at every level of their child's learning in English.

## 14. CONCLUSION:

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This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Handwriting Policy

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

Computing Policy

Equal Opportunities Policy

Health and Safety Policy