



# ENGLISH POLICY

Members of staff responsible: KS 1 Karen Duffy, KS 2 Jayne Webb  
Date policy written: September 2018  
Date to be reviewed: September 2019

## **1. AIMS**

At St Anne's we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of National Curriculum 2014 for English within a broad and balanced approach to the teaching of English, with opportunities to consolidate and reinforce taught literacy skills. English will be promoted in all areas of the curriculum and throughout each classes theme.

At St Anne's school we strive for children to be a 'Primary Literate Pupil'

By the age of eleven, year 6, we aim for a child to be able to:

- 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.
- Be ready for the next stage of their education

## **2. STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Early Years Foundation Stage. (EYFS)

### **3. STATUTORY REQUIREMENTS continued**

**In the Foundation Stage (Nursery and 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,
- begin to read and write independently and with enthusiasm.,
- use language to explore their own experiences and imaginary worlds.

**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,
- read a range of texts and respond to different layers of meaning in them,
- explore the use of language in literary and non-literary texts
- learn how the structure of language works.

### **THE GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor who is Kath Slaughter

This policy will be reviewed every two years or in the light of changes to legal requirements.

### **4. SUBJECT ORGANISATION**

The English Curriculum is delivered using the new updated National Curriculum framework. The Early learning Goals in EYFS setting are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Pupil provision is related to attainment, not age.

The Lancashire guidance linked to the National Curriculum 2014 for key skills in reading and writing will be used at St Anne's to ensure progression and correct pitch and expectation for each year and ability group.

In each year one hour of Literacy will be taught each day (see teaching and learning policy)

Planning will be as follows:

- Each class teacher will produce a long term yearly plan which will state the English units being taught, writing outcomes and cross curricular links where appropriate.
- A unit overview plan for each unit of work taught, units for each year group to be given to class teachers which includes they key learning, scaffolded and independent writing opportunities, texts to be used and links to the class theme if appropriate. This is more detailed than the yearly overview and includes the phased teaching weeks- reading, analysing and gather and writing.
- A weekly plan linked to the phases to show the above in more detail-ability groupings, differentiation, assessment for learning, resources, teaching assistant support, feedback and next steps for subsequent lessons, writing outcomes and specific spelling, grammar, punctuation teaching.
- Reading and writing skills to be taught included in all stages of planning. A short writing opportunity to be included in phase 1 and 2 of each unit, where appropriate.

## **5. APPROACHES TO SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies 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.

We encourage our children to speak/respond in full sentences and speak clearly so others can understand them. Standard English is encouraged.

## **6. APPROACHES TO READING / NON NEGOTIABLES**

Word reading and comprehension are the two strands to teaching reading. Each year group has skills to be taught linked to these areas.

To ensure progression and consistency throughout school the following points are to be followed in each year group:

- Key skills and learning in reading to be clear on unit plans
- Each class to have a reading log to record frequency of reading-guided, independent or at home
- Use the KLIPs documents to assess reading and record progress
- At the end of each term the class teacher is to assess each child's reading ability using the KLIPs and record their judgement in the given format. These are in each class teacher's subject assessment file.
- Reception, year 1 and year 2 to have daily phonics teaching
- Year 3 children who haven't reached phase 6 to have intervention 'Fast Track' phonics in Autumn Term
- Shared reading to occur in each unit of work
- Guided reading to occur four days each week (Mon, Wed, Thurs, Fri)-one ability group per week as a carousel. Children should be reading a text that is one band above their current reading attainment. (Teaching reading). This is to gather reading evidence and provide an opportunity to teach that years reading skills.
- Years 2 to 6, independent reading to occur weekly to allow the children to build up reading stamina
- Home reading scheme to follow book banded books e.g. Oxford Reading Tree and progress / notes to be recorded in individual reading record. Children should be reading a book matched to their current reading attainment. (practising reading)
- All reading books are book banded throughout school
- Children should read the book band colour which they are currently assessed at for home reading to practise reading
- Guided reading groups to use the next book band above the current level of reading to be taught new reading skills
- Home reading books to be changed as and when needed

## **7. APPROACHES TO WRITING / NON NEGOTIABLES**

The teaching of writing is split into four sections; handwriting, spelling, composition and vocabulary grammar and punctuation. Children will be taught skills in each of these four areas and in order to do this the subsequent points are to be followed:

- Key learning to be clear on unit plans and opportunities for shared, scaffolded and independent writing to be planned for
- Each class to give children weekly spellings to learn and practise in class and ensure the meaning of them is clear. The spellings and the spelling rules are to be taken from the appropriate year's word list in the national curriculum. This system incorporates the new spelling lists for the National Curriculum 2014.
- Emergent writing to be recorded using the EYFS objectives
- Within each unit of work shared, scaffolded and independent writing is to be planned for and recorded
- Weekly independent extended writing will be used to, increase writing stamina, opportunity to practice skills previously learned, assess children at the end of each term and to increase imagination and flair.
- All English work / writing to be recorded in yellow exercise books.
- Giving feedback to writing will be clear focussing on the learning objective/skill and clear steps to success will be given to the children before they write. This is to be shown in exercise books.
- Each English unit (usually three weeks) taught will have four clear outcomes:
  - End of unit write (morning lessons)
  - Three afternoon independent writes – linked to previous English unit, cross curricular and an enjoyment/free write piece

### **Spelling Punctuation and Grammar (SPAG)**

Years 1 to 6 will have a daily spelling or grammar warm up to cover that strand of the writing curriculum. Over a week of five lessons there will be three spelling warm up sessions where spelling is taught and two punctuation and grammar sessions.

This will be assessed half termly using the Rising Stars SPAG test. This is to assess children's current level in this area. The data will be used to highlight the child's next step and to form a whole school view of SPAG. Each year has the Rising Stars SPAG disc which includes the tests and guidance.

### **Handwriting**

See separate handwriting policy (as an appendix)

### **Feedback**

See separate feedback policy (as an appendix).

Generally feedback will be verbal through a quality guided group or an acknowledgment. Writing to be given distance feedback at the end of an extended piece or end of unit write.

### **Learning Environment**

Each class will have an English working wall which displays the current unit and teaching phases. This should be used as a learning aid / prompt. Vocabulary, planning outlines, writing prompts, analysis of texts, spelling and grammar will be displayed. The International Phonetic Alphabet will be displayed and referred to when teaching spelling.

## **8. CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Using the whole school and class themes, teachers are to incorporate English into these where appropriate. Included in some year groups units is a novel study where a theme will be used for that particular unit of work, other subjects to be clearly identified.

One writing outcome each unit will be cross curricula linked.

## **9. THE USE OF ICT / COMPUTING**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. This will include the reading and use of on screen text types. Purple mash will be used to enhance the English teaching e.g. grammar skills, writing frames, reading on screen.

## **10. ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy. Children are to be assessed in reading and writing at the end of each term and the results updated on the schools teacher drive in the correct year group folder. The tool used for assessment will be the Key learning Indicators in Performance (KLIPs) for reading and writing. Intervention programmes and extra support will be identified using these assessments.

Each half term teachers are to plan and deliver an assessment writing session where children independently write from a given stimuli. This is done in the purple assessment book.

## **11. INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

## **INTERVENTION PROGRAMMES**

Interventions are carried out where a group or individual isn't making sufficient progress or has a specific need. The programme used will depend on the needs of the child/group and will be discussed with the subject leader, SENCO and class teacher.

## **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.

## **12. ROLE OF SUBJECT LEADER:**

The Subject Leaders (one for keys stage one and another for key stage two) should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress
- monitoring planning and children's books
- provision of Literacy (including Intervention and Support programmes to support DAPs children)
- 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**

Parents can help children by reading at home as often as possible (minimum three times a week as outlined in the homework policy) and share the love of books with their child. Parents can volunteer to listen to readers in class organised with the Head teacher. During book days / weeks parents are encouraged to visit classes to read and share their favourite books. Computing is encouraged to bridge links between home and school. Each class has a page on the website to keep updated with learning and for ideas to help children at home. Purple mash is also accessible at home and when necessary children will be given 2dos to complete as homework.

### **14. CONCLUSION:**

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

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Display policy
- Special Educational Needs Policy
- ICT Policy
- SEN policy
- Equal Opportunities Policy
- Health and Safety Policy

### **15. APPENDICES**

**(See subject leader for copies of these documents or access them from the teachers drive)**

- Handwriting section of the policy
- Units of work for each year group
- National Curriculum for English 2014
- Planning proformas
- Key learning in reading
- Key learning in writing
- Key learning in CLL for reception
- KILPs assessment tools
- Support for spelling
- Support for grammar
- LAP's

