



ENGLISH POLICY

Our Mission

At St. Anne's we aim to be a caring Christian school, within the community where everyone is respected and valued. To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can be.

Our Vision

Our vision has the promise by Jesus of 'life in all its fullness at its heart. At St Anne's we believe:

- in our children and each other,
- we are uniquely created in the image of God,
- we were made to be awesome,
- that together we are family,
- we were created to live in community,
- in equipping the St Anne's family to be the best we can be,
- in our individual talents and abilities, and
- we can make a difference.

Our Values

At St Anne's CE Primary School, the following core values underpin all that we do. They are reflected in the daily life of the school and our relationships with other:

Respect, Thankfulness, Hope, Forgiveness, Love and Faithfulness.

'...let your light shine before others, that they may see your good deeds and glorify your father in heaven.' Matthew 5:16

'I thank you because I am awesomely made...' Psalm 139:14

'...I come that they may have life and have it to the full.' John 10:10

What is the Intent of the English curriculum at St Anne's?

At St Anne's we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. We have a well-organised curriculum, ensuring a broad and balanced approach to the teaching of English, that provides pupils with many purposeful opportunities for their reading, writing and grammar; pupils are also provided with as many real-life experiences as possible to use as a hook for their writing which interrelates the requirements of National Curriculum 2014 for English.

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
- Acquire a wide range of vocabulary to articulate responses
- Use discussion in order to learn; children should be able to elaborate and explain their understanding of ideas in the classroom.
- An understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 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.
- Write clearly, accurately and coherently, adapting language and style in a range of contexts, purposes and audiences.

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)

In the Foundation Stage (Nursery and Reception) children will 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 will:

- 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 will 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.

We encourage children, from all backgrounds, to be inquisitive and to share their thoughts confidently in a supportive environment. Each child is given the opportunity to acquire the knowledge and skills needed to succeed in an ever literate world.

How is the English curriculum Implemented at St Anne's?

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 as well as Accelerated Reader 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). Lessons usually include a grammar warm up and a main teaching activity along with a plenary session.

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 the 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 gathering, 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; grammar warm up focussing on a particular skill for the week.

IMPLEMENTATION OF 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 all of our children to speak/respond in full sentences and speak clearly so others can understand them. Standard English is expected.

IMPLEMENTATION OF 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 and Accelerated Reader data 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 Accelerated Reader, and record their judgement in the given format. Findings from Accelerated will tell teaching staff which children need intervention and this will be implemented as soon as the new half term/ term begins. Copies of these are in each class teacher's subject assessment file and call also be found on Accelerated Reader for their year group only.
- Reception, year 1 and year 2 have a daily discreet phonics lesson.
- Children who did not pass the Phonics Screening in Year 1 will have Fast Track Phonics intervention in Year 2.
- 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 reading workshop (KS1 and KS2). 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 year's reading skills.
- Years 2 to 6, independent reading for pleasure to occur weekly to allow the children to build up reading stamina
- Home reading scheme to follow ZPD codes (age 7+) taken from the Star Reader programme used for summative assessment at the end of each term. 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 show the level of book (in relation to ZPD code) and are all colour banded.
- In KS1 reading books are decodable up to Orange book band to provide readers opportunities to apply new taught phonics.
- Children should read books that link back to their ZPD code band, 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 in KS2 and to be changed on a Monday, Wednesday and Friday in Key Stage 1 and EYFS.
- EYFS and Key Stage 1 to send a Library book home for encouraging reading for pleasure.
- Nursery send home a reading book to encourage reading for pleasure, once a week.
- In Key stage 1 pupils have reading rainbow charts in our home readers and children are rewarded for reading at home.
- In Key Stage 2 pupils are also rewarded for reading at home over the week.
- Star Reader assessment to be completed at the end of every term as well as the first week back after the summer holidays to give teachers a more accurate baseline.
- Children to be completing Accelerated Reader quizzes after finishing their reading book.

IMPLEMENTATION OF 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 practise 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
- Half termly a writing assessment is completed in purple writing books to show progression and for assessment purposes. This is moderated with teachers half termly.

Phonics

At St Anne's we use Red Rose Letters and Sounds alongside decodable Big Cat Phonics reading books. Phonics is taught daily as a discreet 20-minute lesson. The teaching sequence in a phonics' lesson is Revisit, Teach, Practise and Apply.

In Nursery the children will be immersed in rhymes, everyday sounds and initial sounds (Phase 1). In Reception the children will complete Phase 2, Phase 3 and Phase 4 Phonics to prepare them for Key Stage 1. In Year 1 the children will complete Phase 5 by the end of the year. Year 2 will teach Phonics if needed to close any gaps in their Phonics knowledge. In Year 2 the pupils will use No Nonsense spelling scheme in line with the National Curriculum. All pupils in Key stage 1 have a Phonics book to record any written work at desks. All lessons are active with a reading and writing focus in each lesson.

Spelling Punctuation and Grammar (SPAG)

Years 1 to 6 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 two spelling warm up sessions where spelling is taught using the No Nonsense Spelling scheme, and three grammar sessions focussing on a specific skill and taught to fit in with a relevant genre of writing (in the next phase) using the 'I Model' strategy. Across a two week teaching block a total of five no-nonsense spelling warm ups and five warm ups using I Model will be evidenced during the reading and understanding, and analysing and gathering phase.

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.

Reception and KS1 to display Phonics graphemes and tricky words taught.

IMPLEMENTATION OF 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.

IMPLEMENTATION OF THE USE OF COMPUTING AND ENGLISH

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

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and it is a continuous process. It is the teacher's responsibility to assess all pupils in their class using the Lancashire KLIPS (Key Learning Indicators of Performance) and Accelerated Reader; Star Reader is used termly to monitor, and Accelerated Reader is used by children after every book, in school or at home, is finished.

In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: talking to the children, observing their work, marking their work and the use of end of term tests. This information will be recorded

on the KLIP assessment guidelines sheets as well as Accelerated Reading, and will be used to inform future teaching and learning.

The role of the class teacher:

- to ensure progression in the acquisition of English skills with due regard to the National Curriculum 2014 and the school's English policy
- to develop and update skills, knowledge and understanding for reading and writing
- to identify misconceptions and gaps in learning and plan intervention strategies to address them
- to keep appropriate on-going records
- to plan effectively for English, liaising with the subject leader when necessary.
- to inform parents of pupils' progress, achievements and attainment.

The role of the subject leader:

- ensuring continuity and progression from year group to year group
- advising on in-service training to staff where appropriate.
- advising and supporting colleagues in the implementation and assessment of reading and writing throughout the school.

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 school's teachers' drive in the correct year group folder. The tool used for assessment will be the Key Learning Indicators in Performance (KLIPs) and Accelerated Reader for reading and writing. Accelerated Reader has recently been implemented to help build vocabulary, develop fluency, advance comprehension of text of increasing difficulty, and give students the opportunity to communicate their ideas verbally and in writing. Intervention programmes and extra support will be identified using these assessments.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English and aspire to be their best 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

Intervention groups 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.

Fast Track phonics will be used in Key Stage 1 and Bounce Back Phonics to be used in Year 3.

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. We expect all children to be equipped with the English knowledge and skills they need to succeed in life.

PARENTAL INVOLVEMENT

At St Anne's we encourage parents to be involved by doing the following:

- Asking parents to read 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.
- Teachers setting homework on Purple mash so it's accessible at home to encourage and bridge links between home and school.
- Inviting parents in to discuss the progress of their child: parents evening, yearly reports, curriculum evenings, concerns about their child.
- Encourage parents to help in classroom if able to.
- Holding phonics workshops in autumn term to inform families on how we teach phonics.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to the identified governor who liaises often with the English lead via email and face-to-face contact. The governor reports back to the curriculum committee/governing body on a regular basis.

How do we measure the Impact of the English curriculum at St Anne's?

- The English curriculum leads to good results which is evidenced in the school's data picture (attainment and progress).
- Data and teacher assessment is used to identify disadvantaged pupils and pupils with SEND to monitor whether they are acquiring the knowledge and cultural capital they need to succeed in life. If there is a case where this is not sufficient, intervention is put into place for those children to ensure they are aspiring to be the best they can.
- Whole school tracking is used to monitor all children's learning in English.
- PIVATS tracking is used to assess and track children with SEND half termly to ensure the English curriculum is providing the cultural capital needed to succeed in life.
- Pupils' work, in addition to assessment outcomes, will show the quality of the learning in English. This is monitored rigorously by subject leaders.
- We expect all children to be equipped for the next stage of their education.

At the end of each term children are formally assessed, and along with teacher assessment, a judgement is made for that child's ability in English. This data is submitted to the head teacher where it is then entered into the whole school tracker.

Year 2 and 6 national tests are compared to local and national schools to indicate St Anne's performance in English.

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
- Computing Policy
- SEN policy
- Equal Opportunities Policy

- Health and Safety Policy

APPENDICES

(See subject leader for copies of these documents or access them from the teachers' shared 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
- LAPs
- Accelerated Reader
- Red Rose Letters and Sounds
- Fast Track Phonics and Bounce Back Phonics.

Review

This policy was reviewed October 2022.