



St Mary's CE Primary School
Felsham Road
Putney

English Policy

At St. Mary's we provide an education of the highest quality to enable every child to realise their potential within a nurturing Christian community.

2017-18

Introduction

This policy is a statement of the aims, principles and objectives for the teaching of English at St Mary's Church of England Primary School.

The purpose of this policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice. It replaces the previous English Policy and affects all year groups in the school. It takes into account the National Curriculum for English and recent curriculum developments.

The implementation of this policy is the responsibility of all teaching staff and should be overseen and monitored by the subject leader and the senior leadership team.

Rationale

At St. Mary's we recognise that achieving competence in English language is a vital part of the education of our pupils. All members of our school community play an important role in facilitating this.

We believe that all the skills of language are essential to participating fully as a member of modern day society.

Aim

The school's aim is that every child should achieve the highest standard of performance of which he or she is capable in every aspect of English. We aim to provide our pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.

Objectives

- To promote a culture of communication, reading and writing through a language rich environment
- To develop in pupils a love of books that will not only support their learning across the curriculum, but also will enrich their lives
- To value and use books as a basis for learning, pleasure, talk and play
- To teach children the craft of writing, including handwriting, in order to develop in them the confidence and skills to write well for a range of purposes and audiences
- To systematically teach spelling, handwriting, grammar and punctuation – to ensure accuracy within creativity
- To foster in pupils, the confidence, desire and ability to express their views and opinions both orally and in writing
- To raise the standards of communication, reading and writing so that every child makes good progress
- To value and celebrate diversity in culture and language

Children deserve:

- to be set appropriate learning challenges
- to be taught well and be given the opportunity to learn in ways that maximise the chances of success

- to have adults working with them to tackle the specific barriers to progress they face.

The English Curriculum

The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

English is a core subject of this National Curriculum and the knowledge, understanding and skills for this subject are set out in the *National Curriculum for England: English Programme of Study (2014)*.

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with 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 the 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 understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Literacy at the Early Years Foundation Stage

We teach Literacy in our Early Years Foundation Stage (EYFS) in accordance with the *Statutory Framework for the Early Years Foundation Stage (2014)*. We recognise that all areas of learning and development are important and inter-connected however specifically;

Communication and language development involves:

- giving children opportunities to experience a rich language environment
- developing children's confidence and skills in expressing themselves
- opportunities to speak and listen in a range of situations

Literacy development involves:

- encouraging children to link sounds and letters
- encouraging children to begin to read and write
- ensuring access to a wide range of reading materials (books, poems, and other written materials) to ignite interest

At this stage the educational programme involves providing children at St. Mary's with activities and experiences that:

- encourage children to investigate and experience things and 'have a go'

- encourage children to concentrate and keep on trying if they encounter difficulties
- encourage children to enjoy and celebrate achievements
- encourage children to have and develop their own ideas and make links between ideas
- encourage children to develop strategies for doing things with other children and independently

PLANNING

The teaching and learning of English at St. Mary's is currently derived from the guidelines provided by the *Statutory Framework for the Early Years Foundation Stage* and *English Programmes of Study: Key Stages 1 and 2* documents.

The school has devised its own curriculum maps for Y1- Y6 to provide whole-school coverage and progression in order to meet these guidelines – **see Appendix 1.**

Planning for the teaching and learning of English at St. Mary's follows this expected format:

- Long Term Planning
The 'Curriculum Maps' are documents for each year group which outline when each of the teaching units for English will be taught throughout the academic year. It is this document that will inform the teacher's Medium Term Planning.
- Medium Term Planning
The 'Medium Term Plan' document provides an overview of what key objectives are to be taught for each term. A medium term plan is required for Autumn Term 1, Autumn Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2. It will be these documents that inform the teacher's Weekly Planning.
- Weekly Planning
Weekly planning is completed using a school designed pro-forma – **see Appendix 2.**
Planning identifies key objectives to be taught and the teaching sequence (Ref Power of Reading) to be followed.
Differentiated activities are set and guided/shared writing opportunities are highlighted.
The role of the Teaching Assistant (when appropriate) is always included on these plans. Plans are evaluated weekly.

All of these planning documents should be available to view for monitoring and assessment purposes by the Subject Leader and Senior Leadership Team and as such teachers are required to file these in their 'Planning Folder', under the section 'English Plans' on the Public folder.

Approaches to Spoken Language.

Spoken language permeates the whole curriculum. We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life.

At St. Mary's there are a wide variety of opportunities to develop these skills e.g. sharing work in class, debating, whole school and class assemblies, talk partners, drama and many performances!

As stated in the National Curriculum: 'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.'

All speaking and listening skills are taught in English, across the curriculum and during extra-curricular activities too.

Throughout the school we aim:

- To provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening
- To develop children's awareness that different situations require different forms of oral expression
- To develop the mechanical skills required for effective oral communication
- To offer enriched curriculum opportunities i.e. drama, theatre opportunities, acting opportunities, talent shows, reading in assembly etc. to all children

READING

The Programmes of Study for reading at KS1 and KS2 consist of

- **Word reading**
- **Comprehension (both listening and reading)**

At St. Mary's we believe in the value of books and the pleasure they can give. By using different approaches for different children, and a range of texts we hope to inspire children's interest and enthusiasm in books and reading.

The Power of Reading Project is embedded in our teaching throughout the school.

At the heart of our English planning are texts chosen by The Power of Reading Project. www.clpe.org.uk/powerofreading

The Power of Reading is a school development project which engages teachers and children in the English curriculum through using high quality books and creative teaching approaches.

We aim to enable all children to enjoy reading a range of materials with fluency, accuracy and understanding. We want children to become

enthusiastic about reading and consequently become confident and independent learners.

The Teaching of Phonics

In EYFS the teacher introduces concepts of print and teaches synthetic phonics using **Jolly Phonics**.

The emphasis on teaching phonics is not just the 'discrete' teaching of sounds (phoneme/digraph/trigraph) but the practical application of these phonemes in words, texts and spelling. Pupils are regularly assessed and gaps in learning are identified and targeted individually. In Key Stage 1 this practice is continued with the implementation of the Jolly Grammar.

In EYFS and KS1 phonics is timetabled daily for at least 20 minutes however additional 'booster' sessions are introduced if and when the need is identified for specific children/groups.

Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students achieve. The letter sounds are split into seven groups. The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

Using a synthetic phonics approach, Jolly Phonics teaches children the five key skills for reading and writing. The programme continues through school enabling the teaching of essential grammar, spelling and punctuation skills.

The five skills taught in Jolly Phonics

1. Learning the letter sounds

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs, trigraphs, split digraphs and alternative letter sounds and spelling patterns.

2. Learning letter formation

Using different multi-sensory methods, children learn how to form and write the letters.

3. Blending

Children are taught how to blend the sounds together to read and write new words.

4. Identifying the sounds in words (Segmenting)

Listening for the sounds in words gives children the best start for improving spelling.

5. Tricky words

60 tricky words have irregular spellings and children learn these separately.

During the autumn term parents/carers are invited into school to learn more about how Jolly Phonics is taught in school and how they can support their child at home.

The Subject Leader ensures that all staff working in EYFS and KS1 have regular and up to date phonics training and that the Phonics Screening is administered annually by the KS1 Deputy Head. Half termly phonics screening assessments are carried out in Y1 to monitor progress.

Reading Progression

Jolly Phonics is taught in Nursery and Reception. Letter sounds are sent home as they are introduced in class to consolidate learning and to keep parents up to date on the progress made at school. Once secure with the individual letter sounds, Jolly Phonics word lists and 'tricky words' are sent home.

Children are continually assessed and when secure with all sounds and blends they will move on to the **Oxford Reading Tree Scheme (ORT)**.

Children in Y1 and Y2 are sent home with two reading books in a special book bag each week. This bag also contains a Reading Record Book. Reading Records are used as a vital link between home and school with a focus on reading progression and confidence alongside a 'love for reading'.

The expectation is that both books are read during the week and a parent/carer comment noted in the Reading Record Book.

Parents are encouraged to support their child in developing reading skills, alongside a love of reading, by taking note of the prompts on the inside front/back cover of the ORT books. These include great ideas for what to do before reading, during reading and after reading.

We strongly encourage the re-reading and discussion around the text to ensure a firm foundation for reading development is in place.

Books for all children in Y1 and Y2 are changed on a weekly basis. Any questions regarding progress are directed to the class teacher who hears children read and make assessments in class on a regular basis including regular comments made in the Reading Record Book.

Oxford Reading Tree is supplemented with a range of 'real' books and books from a variety of other schemes. Children progress through the scheme then onto simple chapter books – although, in all classes, a wide range of reading material and books are available to share and enjoy.

Parents (DBS checked) are welcomed into the school to support reading with appropriate training/induction given prior to working with the children.

In Key Stage 2, the progress made in Key Stage 1 is built upon. The focus is on developing higher order reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically. Where necessary, specific phonic support is used to develop children's reading skills through the use of interventions.

Guided Reading

Children are taught reading strategies through shared reading during daily English sessions and during guided reading sessions once a week.

Sets of Guided Reading books are available in every classroom within the book corners.

Guided Reading happens daily in every class Y1 – Y6. A group will work with a teacher on a focused reading activity every day during this session. Children who are not in the focus group undertake different activities, such as reading individually or with a partner, follow-up work from a previous guided reading session, poetry reading, playing word games, listening to story tapes, reading to another adult, or using talking books on IT. Guided reading books can be taken home in Upper KS2 as long as a record is kept of who has which text.

Children take class or KS2 library books home on a daily basis to read either independently or with their parents.

A guided reading record of each guided reading session is kept by the class teacher, indicating progress towards the expected standard.

Book Corners

Every class teacher is responsible for ensuring that the classroom has a vibrant designated book corner that supports the curriculum and promotes reading for pleasure. Classrooms are full of appealing books where children can browse in comfort. Wall displays, pictures, notices, topic words and captions are on view to stimulate an interest in reading.

A wide range of books, both fiction and non-fiction, including big books, poetry, picture books, folk tales, traditional tales, myths and legends, plays, dictionaries are easily accessible for all children.

Paired Reading

At least once a half term class's pair up for shared reading sessions. This is an opportunity for children to share the enjoyment of books with children of a different age.

WRITING

The Programmes of Study for writing at KS1 and KS2 consist:

- **Transcription (spelling and handwriting)**
- **Composition (articulating ideas and structuring them in speech and writing)**

In EYFS and KS1 children learn about the different purposes of writing by seeing teachers model writing in a variety of contexts and then practicing these skills themselves. They use a variety of stimuli for writing and write in a wide range of genres including both narrative and non-narrative forms.

In Key Stage 2 children learn how to write in a variety of styles, for a variety of audiences. They are taught more complex rules of grammar and syntax and are encouraged to use these in their independent writing. Children are encouraged to use a more sophisticated range of vocabulary and imagery by accessing dictionaries, thesauruses and reading more challenging texts. Children are encouraged to take an active part in revising their own and others' work before the teacher marks it.

Approaches to writing

We encourage the children to write independently from an early stage. The teaching of phonics, spelling and handwriting complement this process and are used systematically to supporting writing and encourage accuracy and speed. The Jolly Phonics scheme is introduced in Nursery and used throughout KS1.

The children participate in whole class shared writing and grouped guided writing with the teacher modelling the appropriate style of writing and particular writing needs for the group.

All forms of writing are delivered in meaningful contexts and children will value the importance of applying IT skills, drafting, developing autonomous strategies for spelling and correcting their own mistakes, editing, re-drafting and producing a final, neat copy.

Children are provided with the opportunity to participate in role-play and speaking and listening activities, to enhance their creative flair and writing skills.

We provide the opportunity for children to apply their written skills to all areas of the curriculum, and expect children to write at a sustained high level, matched to their potential and current writing level, in any context in which they write.

Writing tasks/activities will be appropriately matched to individual abilities in the classroom (differentiation), with realistic targets identified and planned for.

Children from Year 1 to Year 6 complete weekly longer writing sessions, where they are given the opportunity to write for a sustained period for up to 45 minutes. These longer writing sessions are identified within weekly plans.

Handwriting

Across the school we follow the **Letter-join handwriting scheme** www.letterjoin.co.uk -see **Appendix 3 - Handwriting Policy**.

Letter-join is an on-line resource for teaching cursive handwriting at school and at home. It uses interactive animations to demonstrate joined-up letter formation and hundreds of activities/worksheets for real handwriting practice.

Handwriting is explicitly taught and demonstrated (little and often) as opposed to simple being practiced. The Cursive handwriting style is being used throughout both key stages. The letter formations and joins will be adapted to conform to the exemplification sheet (which is displayed in each classroom).

The EYFS teachers will teach the individual letter formations. In YR and throughout Year One, children will be taught the graphemes in a cursive form. This will progress to practicing words and full sentences in Years 2, 3 and 4 and writing paragraphs in Year 5 and 6.

In Year 1 and Y2 handwriting is taught daily (5-10 minutes)
In Years 3, 4, 5 and 6 handwriting is taught 3 times a week (10 minutes)

In KS1 children write in pencil. As the children progress into KS2 and develop a neat cursive style they move onto black ink. By Year 6 all children are expected to be writing in ink.

Spelling

We aim to build positive attitudes about spelling and to promote an on-going interest in words and language stressing the importance of phonetically decoding and segmenting words.

Throughout EYFS and KS1 **Jolly Phonics** is the main focus when teaching spelling. Much of the teaching is done away from texts through direct teaching using a range of teaching strategies. The processes of reading, checking for sense and re-reading are taught as independent strategies in Guided Reading and demonstrated through Shared Reading.

By Year 1 and Year 2 spelling books are introduced and spellings are set to be learned and practised at home. Children are encouraged to use the look/say/cover/write/check method when learning new spellings. Spellings taught one week are then used for dictation practise the next week to reinforce the spelling.

In KS2 spelling objectives are drawn from the 'Transcription' strand of the NC and are taught within the whole class lessons. Each class follows the '**Spelling for Literacy**' scheme which provides word lists and activity sheets to support the teaching of words and spelling patterns specified in the current national policies.

The statutory spellings identified in the NC appendices are taught in addition to this scheme. Strategies and processes for finding the spelling/meaning of words are built on from KS1.

Spelling lists are sent home weekly for children to learn and explore meaning – these are linked to the half term objectives being studied.

When writing independently children are continually encouraged to proof read and self-correct spellings using the strategies taught before asking the teacher for help or using a dictionary.

Grammar and Punctuation

To ensure consistency and progression **Jolly Phonics** teaching is followed by **Jolly Grammar** teaching in KS1. Teachers use Jolly Grammar twice a week to cover the structural aspects of the English language.

In KS2 **Collins Primary Focus: Grammar and Punctuation** is used by class teachers in order to develop the range of grammar and punctuation skill areas identified in the National Curriculum. Each unit focuses on a clearly explained grammar point, with cues to support learning, and activities for practising, consolidating and applying the concept. Practical teaching ideas

integrate reading, writing and spoken language to establish a solid foundation in all the core literacy skill areas.

Promoting High Expectations

All teachers have high expectations in regard to the standard of pupils' writing, taking due account of the child's stage of development. All pupils are encouraged to achieve the highest possible standard of writing according to their stage of development and level of ability.

These expectations are made explicit in a variety of ways:

- Use of positive feedback (oral or written)
- Stickers/stamps
- Star writer awards/certificates
- Reading children's writing to the class
- Child reads writing to the class (or another class)
- Display children's writing around the school
- Publish children's writing in 'books'

Cross-curricular Opportunities

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Assessment for Learning

Assessment for Learning (AfL) is embedded into each English lesson and teachers use AfL techniques and strategies on a daily basis in order to identify pupils' strengths and difficulties, inform guided group work and improve the learning outcomes for each child.

Short-term planning is constantly reviewed and modified on the basis of these assessments.

Pupil Assessment

Pupil progress will be assessed using a combination of both formative and summative techniques. Formative assessment in Reading/Writing/Speaking and Listening will be measured using a system of statements and steps provided by *Target Tracker* (the school's assessment tool).

Assessment in English at St. Mary's follows this expected format:

- Ongoing
 - Staff to monitor attainment of each child by selecting statements from *Target Tracker* once they have been achieved
 - Weekly spelling tests
 - Feedback from Phonics/Guided Reading Sessions
 - Marking/Effective Feedback in books
- Termly
 - Using data from both *Target Tracker* and *formative assessments* the class teacher provides an overall assessment of

each child in Reading and Writing based on moderation of assessments with peers.

- This overall assessment will be recorded in *Target Tracker*
- Towards the end of each full term a 'Pupil Progress Meeting' is held between the class teacher and members from the Senior Leadership Team to discuss each child's attainment in relation to their teacher assessment
- To decide on any interventions and to identify trends
- Half termly writing assessments are carried out and these assessments are moderated internally and externally.
- Statutory Testing
 - Phonic Screening is carried out in Y1 (+Y2 for any child who did not meet the standard in Y1) in June
 - NFER Optional Test for Y3/Y4/Y5 in May
 - Children are formally assessed at the end of key stage 1 (Year 2) and at the end of key stage 2 (Year 6) according to statutory tests (SATs) administered in May
 - The Year 2 test will consist of tests in Reading and Grammar, Punctuation and Spelling and TA in Writing
 - The Year 6 test will consist of tests in Reading and Grammar, Punctuation and Spelling and TA in Writing
 - The raw scores from tests will be converted into a scaled score and each pupil will receive an overall result indicating whether or not they have achieved the required standard on the test.
 - Test data will provide statistics on pupil attainment that are reported in school performance tables

In the EYFS each child's level of development must be assessed against the Early Learning Goals. The class teacher must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (emerging). In the final term of the year in which the child reaches age five the EYFS Profile must be completed for each child. The EYFS Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for moving into Year 1.

The Role of Information Communication Technology (ICT)

The effective use of ICT can enhance the teaching and learning of English when used appropriately. When considering its use, we take into account the following points:

- ICT should enhance good literacy teaching. It should be used in lessons only if it supports good practice
- Any decision about using ICT in a particular lesson or sequence of lessons must be directly related to the teaching and learning objectives for those lessons;
- ICT should be used if the teacher and/or the children can achieve something more effectively with it than without it.

Inclusion and Equal Opportunities

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities.

We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children are identified and suitable learning challenges provided.

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, age, religion, sexuality, disability, ethnicity or home background.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

Differentiation and Special Educational Needs

At St Mary's the class teachers usually deliver the English curriculum and teaching is organised to enable pupils of all abilities access to the learning.

During a lesson children are often taught in ability groups and work is differentiated in order to give appropriate levels of work to each ability group. Where appropriate these groups or individual children, including pupils with Special Educational Needs and Disability (SEND), are supported by either the class teacher or a teaching assistant or other learning support staff.

Differentiation at St Mary's can occur in various ways:

- grouping according to ability so that the groups can be given different tasks when appropriate. Activities are based on the same theme and usually at no more than three levels;
- stepped activities which become more difficult and demanding but cater for the less able in the early sections;
- common tasks which are open ended activities or investigations where differentiation is by outcome;
- resourcing which provides a variety of resources depending on abilities

Following the introduction of the lesson, groups of pupils will sometimes move outside the classroom to carry out practical work, to use ICT or to work with our support staff.

All pupils return to be present for the plenary session at the end of the lesson.

The most able are provided with appropriate materials to ensure that they are challenged and stretched, and individualised materials are used to broaden their understanding of topics.

Children with special educational needs are encouraged to take full part in literacy activities. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated to meet the individual needs of the pupil.

Where necessary, pupils are withdrawn for short periods, to participate in individual or small group programmes, based on their targets. Care is taken not to disadvantage pupils by this withdrawal. Care is also taken to ensure that children with special educational needs are given many visual and structured opportunities to develop their literacy skills, to meet their specific needs (for more information see Inclusion Policies).

English as an Additional Language (EAL)

We support our EAL children in a variety of ways during lessons. Whole class sessions provide helpful adult models of spoken English and opportunities for careful listening, oral exchange and supportive shared repetition. Group work provides opportunities for intensive, focused teaching input. We repeat instructions for EAL children when necessary and emphasise key words. Some language may need careful explanation.

Intervention programmes

Termly Pupil Progress meetings between class teachers and the Senior Leadership Team identify interventions to be put in place that term. These interventions may be provision within class (use of TA) or outside class (specialist teacher) i.e. Dyslexia Specialist Teaching, EAL support etc. These interventions are monitored and evaluated regularly by the Inclusion Manager.

Role of Subject Leader

The subject leader for English is responsible for the following areas:

- ensuring an understanding of the national curriculum for English amongst teachers, teaching assistants and other support staff;
- keeping up to date with developments in the teaching of English;
- observing colleagues and monitoring the planning and quality of teaching;
- leading by example in the way of teaching in own classroom;
- preparing policy documents;
- advising colleagues and helping to develop expertise;
- encouraging the development of literacy activities that are appropriately differentiated and enable progress;
- liaising with the Head Teacher, Deputy, Senior Leadership Team and reporting to Governors as appropriate;
- making purchasing decisions;

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

Monitoring and evaluating: -

- teaching and learning in English
- pupil progress
- provision (including Intervention and Support programmes)
- the quality of the learning environment;
- the deployment and provision of support staff

Links with other School Policies and Practices

This policy links with and should be read in conjunction with a number of other school policies, practices and action plans including:

- Handwriting Policy
- Effective Marking and Feedback Policy
- Inclusion Policy
- Pupil Behaviour and Discipline Policy

It would be good practice for all staff to familiarise themselves with this document and the suggested linked documents.

Monitoring and Review

The English subject leader will then review this policy once every year as well as responding to trends that suggest the need for earlier review.

Policy last reviewed by:

Name: **Mrs Amanda Bishop**

Date: **October 2016**

The School's English Policy was reviewed in: **October 2016**

It was reviewed and largely rewritten in: **September 2017**

Formally adopted by Governors: **December 2018**

Suggested Date of Next review (Annually): **September 2018**

APPENDIX

- 1. St. Mary's English Curriculum Maps**
- 2. English Weekly Planning Pro forma**
- 3. Handwriting Policy**