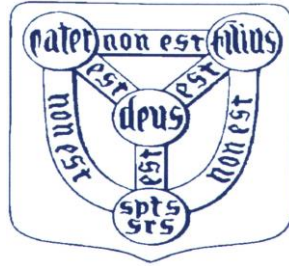


Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

ENGLISH POLICY

Our English curriculum at Shellingford CE (A) Primary School aims to promote high standards of language and literacy by equipping pupils with a strong oral and written skills, and to develop their love of literature through widespread reading for pleasure. English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins all areas of the curriculum. The acquisition of language and early reading skills are of the utmost importance at our school and enable children to communicate creatively and imaginatively, preparing them for their future journey in their education and beyond.

1. INTENT

By the end of Year 6 we aim for all children to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have a good understanding of their own writing and reading skills and ways in which they can develop and improve
- have developed a love of books and reading for enjoyment
- have an interest in words and 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
- use a variety of spelling strategies to spell words accurately and understand punctuation in text
- have developed neat, cursive handwriting

We aim to develop pupils' abilities within an integrated programme of:

- Spoken Language
- Reading and Writing
- Vocabulary, Grammar and Punctuation (including phonics and spelling)

At Shellingford CE (A) Primary we interrelate the requirements of English throughout the curriculum, with opportunities to consolidate and reinforce taught literacy skills. We pride ourselves on the value we place on a broad and balanced curriculum which is relevant for our pupils, often through linking it to our 'Project Based Learning' approach as children learn best when the subject matter is of interest to them. This has been recognised in the recent DfE publication '*Teaching a Broad and Balanced Curriculum for Education Recovery*' (2021).

2. STATUTORY REQUIREMENTS:

The Key Stage One and Two statutory requirements for the teaching and learning of English are identified in the '*National Curriculum in England*' (2014).

The Early Years Foundation Stage statutory requirements are set out in 'The Communication, Language and Literacy' section of the '*Statutory Framework for the Early Years Foundation Stage*' (2014).

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

- experience a rich language environment
- develop their confidence and skills in expressing themselves
- speak and listen in a range of situations

Children should also be:

- encouraged to link sounds and letters and to begin to read and write.
- given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

At Key Stage 1 (Years 1 & 2), children build on their work from the Early Years Foundation Stage. They learn to blend sounds together, using phonics knowledge and skills they have learnt previously, to support their reading. In Year 1, children should use their phonics skills to decode words, reading most words quickly and accurately, gradually building up these skills in Year 2. Children should use language to explore their own experiences and imaginary worlds. They should build up fluency and confidence in reading, developing a pleasure of reading. They should become increasingly familiar with and retell a wider range of stories. 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, learning to spell common exception words, applying spelling rules. They should be able to formulate written, simple sentences dictated by the teacher, developing their writing for different purpose and consider their writing before beginning.

Key Stage 2 (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 to them. Children should explore the use of language in literacy (in fiction and non-fiction texts) and learn how the structure of language works. As children progress to Key Stage 2, pupils should become more aware of the targeted audience and adapt to suit this. They will be exposed to a wider range of genre, including a more in-depth knowledge of performance poetry. They will have a better understanding of inference and its role when reading a text. Children will learn to retrieve and record information from non-fiction text, participate in discussion about books they have read or have had read to them, recognize some different forms of poetry and have a point of view, participate in discussions and debates. They will also develop inference such as commenting on character's feelings, motives and actions, develop use of root words, prefixes and suffixes, develop dictionary skills and join up handwriting. Children will learn to plan, draft, evaluate and edit their own and other's work, whilst developing the use of writing a range of sentences in their writing. They will learn to improve grammatical knowledge. Children will use an increasingly wider range of punctuation and be able to spell all words on the National Curriculum key stage word list.

3. THE GOVERNING BODY

The Governing Body are kept informed with regular reports on the provision of English in the school. Governor Monitoring Visits are also scheduled annually, and these visits focus on priorities in the school's Raising Achievement Plan.

4. IMPLEMENTATION:

The framework for the National Curriculum for Key Stages One and Two is delivered in a wide range of ways in order to engage and motivate pupils:

For children to read easily, fluently and with good understanding KS1	systematic phonics system- followed from week 1 in reception to ensure all children make a strong start.	Small focused group teaching that has pace and engages children.	Regular 6-8 weekly assessments and regrouping to ensure no child is left behind	High quality CPD, training and coaching for staff.	Use of regular high quality 1:1 intervention for the poorest readers.	Application of reading in phonics sessions	Home reading books closely matched to phonics being taught in groups.	Letter formation and spelling run alongside as reading is taught.
To develop the habit of reading for pleasure	Daily story time in all classes	Book nook	Accelerated reader - competitions	Whole class text-mapped out exposure to quality new and classic texts.	Reading corners/VIP shelves	Teacher's attitudes to reading ad the culture of reading.	Quiet reading time to get in the 'flow'	World book day Author visits
For children to read easily, fluently and with good understanding KS2	Questioning and rich discussion- 'Book Talk'	Whole class guided reading approach	VIPERS	Written practice	Infer wonder observe Likes/dislikes/patterns and puzzles	Drama and roleplay	Targeted small group intervention when needed.	Accelerated reader quizzes
Acquire and use a wide vocabulary	Magpie from quality texts	Explicit teaching	Frayer model	Shades of meaning/ shade'o' meter	Dictionary/thesaurus work	Word of the day/week	Taught across the curriculum	Vocab rich environment
For children to be able to write for a variety of purposes with accuracy and cohesion	Quality text- based literacy units of work mapped across school.	Engaging writing tasks with clear Audience, purpose and intent.	High quality modelled/shared writing sessions- Use of working walls.	Targeted oral and written feedback	Opportunities to write across the curriculum e.g. writing as a scientist, historian	Planning/ Drafting/redrafting- presentation	Oral story telling/ publishing writing in different ways	Multi sensory & Systematic cursive handwriting program
To be able to communicate clearly their thoughts and ideas in writing	Taught in the context of a quality text and modelled clearly	Agreed & consistent terminology and approach/end of year expectations	Systematic spelling program	Non- negotiables for each year group	Success criteria clearly given for written tasks	Editing and improving time given to SPAG	Rapid intervention when needed	Daily practice :Games /warm- ups
To confidently present to others and take part in demonstrations or debate.	Use of ICT: VR, Green screen etc.		Performances/church service Oral storytelling		In class debates/discussion		Drama/roleplay techniques	

The EYFS 'Development Matters' framework and 'Early Learning Goals' are followed to ensure continuity and progression into Key Stage One and the National Curriculum. Pupil provision is related to attainment, not age.


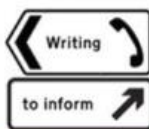


Across the school pupils are organised into groups to allow for differentiated activities and levels of support as appropriate. Learning objectives are identified by the Teacher based on the needs and abilities of pupils to ensure high levels of challenge for all. Teaching staff have high expectations that all pupils can achieve their full potential. 1:1 teaching is provided both within the classroom and discrete sessions on a daily/weekly basis to support pupils with Special Educational Needs (SEN).

APPROACHES TO WRITING:

Our guiding principle for any piece of writing is 'purpose'. We want the children to see a reason for their writing and to feel motivated to work to the best of their abilities.

For this reason, we select texts according to 'purpose' rather than 'type':

The Purposes of writing Writing signposts...

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Our writing approach is based on these principles:

- Quality texts are mapped into our school 'Learning Journey' (Long-Term Reading Curriculum Overview Plans)
- Vocabulary, Grammar and Writing techniques are taught in context of a piece of writing linked to these texts. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing
- Children have a wide range of experience in using different sentence structures
- Pupils learn to choose and apply grammar and literary techniques in their independent writing
- High quality texts and teacher modelling ensures that children have experience of what high quality writing looks like and understand the process of writing
- Vocabulary is taught as an integral part of the writing process and developed in every lesson

Children plan, write and edit an independent piece of writing linked to the main text towards the end of each unit of work, with a success criteria are shared. Pupils are encouraged to demonstrate the skills and knowledge about sentences and genre they have learnt.

Editing:

During independent writing it is crucial that pupils' errors or amendments are highlighted directly but in a way that expects the children to use their knowledge and understanding to address any corrections. This is mainly done through verbal feedback.

In **EYFS/KS1** the "**5 star sentence**" is used once children are writing independently.

Does your sentence have:

- a capital letter
- finger spaces
- a full stop (extended to ? !)
- careful handwriting (cursive as appropriate)
- good use of phonics to sound out less familiar words

In **KS2** the suggested approach is:

Revise – spelling, punctuation and grammar. Children are given a limited number of SPaG errors to find using the 'Dotty Marking' scheme.

Rewrite*.....* indicates the sentences that are to be re-written by the child

Add more Where the ^ indicates that the child is expected to write an additional sentence or sentences giving more detail specifically about the previous sentence

APPROACHES TO PHONICS AND SPELLING:

PHONICS:

Twinkl Phonics is used across the Foundation Stage, Year One and Year Two to deliver phonics. This is a fully comprehensive, synthetic phonics teaching programme, that complements the progression laid out in Letters and Sounds and is delivered through stories and focused activities. Synthetic phonics is a method of teaching reading and writing in which words are broken up into their smallest units of sound or 'phonemes'. The scheme builds and develops the skills and understanding children need to become effective, independent readers and writers.

Although mainly delivered in EYFS and KS1, phonics teaching is also delivered through individual or small group interventions across KS2 using the same scheme and accompanying resources. By following one scheme as a whole school, we have a progressive, consistent phonics curriculum where children will progress and succeed. As part of this cohesive approach, all staff, children and parents use the same terminology and language when talking about phonics. Reading books follow the same teaching progression as the phonics scheme so that children immediately apply their new knowledge in context.

SPELLING:

In Foundation Stage and Key Stage One, spellings are closely linked to the Twinkl phonics scheme and are used to revisit and consolidate previous learning.

In Key Stage Two, the Jane Considine approach is used to teach spellings. This is a system based on strong phonics teaching with a focus on teaching pupils the connections between words, their sound associations, etymology (the origin of words) and patterns. This approach also incorporates 'The Spelling Rainbow' – a comprehensive approach that targets reading patterns of spelling, the pressures of spelling and the remembering of spelling.

EMERGENT WRITING:

The interests of the children are followed as much as possible to encourage emergent writing. This may take the form of:

- children writing their own names and those of their friends on labels, stickers, their own work
- Making labels, signs, posters etc for the classroom (e.g. the role play area in Class One)
- 'Have a go' writing when the children are encouraged to mark-make/write a reminder for themselves to take home
- Regular sessions when the children are directed towards a particular form of writing, e.g. caption writing, lines for a class poem
- Writing with a range of materials (big chalks, paints, mark-making in sand) both in the classroom and within the outdoor environment

HANDWRITING:

The school uses a cursive style, supported by the 'Spectrum' scheme. This is delivered as appropriate across KS1 and KS2 with most children beginning to learn the cursive script in Year 1. 'Write From The Start' is used as an intervention for those children requiring additional support with fine motor skills. In the Early Years, Dough Disco and Squiggle Wiggle are also used to develop gross and fine motor skills.

APPROACHES TO READING:

Our approach to Reading is based on 3 guiding principles:

- High quality, small group synthetic phonics teaching which enables our youngest children to make a strong start with reading
- Exposure to a wide range of inspiring, high-quality texts to instil a love of reading in our pupils. These are mapped out in our school Learning Journey (Long Term Overview plans) to ensure children have a breadth and depth of experiences with fiction, non-fiction books and poetry.
- High quality whole-class guided reading session to develop the skills of comprehension based on the Reading Vipers.



For further information regarding the teaching of Reading, see our 'Reading Policy'.

APPROACHES TO SPOKEN LANGUAGE:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.

We therefore seek to:

- ensure the continual development of pupils' confidence and competence in spoken language and listening skills.
- develop a capacity in our pupils to explain their understanding of books and other reading, and to prepare their ideas before they write.
- assist in making their thinking clear to themselves as well as to others
- ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.
- Teach pupils to understand and use the conventions for discussion and debate.

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, for example:

- opportunities for all pupils to speak and listen during daily Collective Worship, and regular whole school Celebration Assemblies for pupils, staff and the wider school family
- regular cross-class projects, e.g. weekly paired reading sessions, whole school projects related to different curriculum areas
- annual whole school drama productions, e.g. Nativity performance led by EYFS/KS1 and summer performance led by Y5/6 and KS2
- additional opportunities such as our regular Music Serenade, drama/poetry recitals, World Book Day activities etc

5. RESOURCES:

There is a wide range of resources to support the teaching of Literacy across the school:

- Phonics resources from the 'twinkl' scheme
- All classrooms have dictionaries and Y2 – 6 have thesauruses.
- Each classroom has sets of textbooks appropriate to their year group.
- All classrooms have a selection of fiction and non-fiction texts.
- Access to the Internet is also available in all classrooms.
- There is a range of ICT equipment which can be used e.g. digital cameras.
- The library contains a range of books to support children's individual research.
- Children are also encouraged to use cursive letter mats, word banks and class displays to support their independent writing

6. 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 English lessons to other areas of the curriculum.

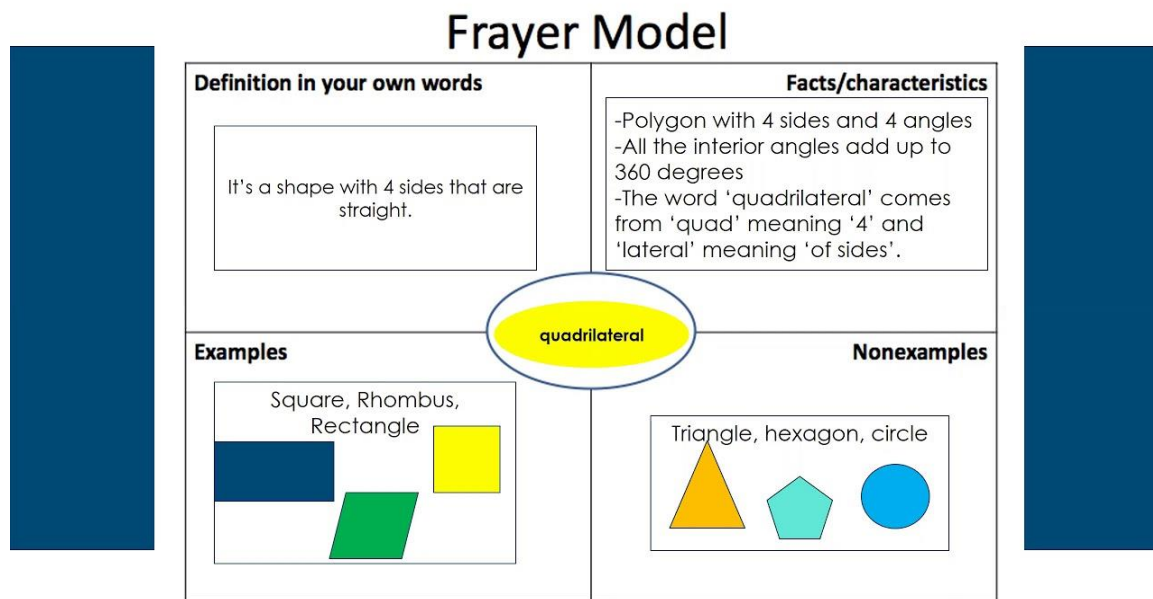
'Common Exception' spellings from the National Curriculum are also integrated into appropriate areas of the curriculum wherever possible to make them more relevant to the children.

Mathematics:

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways:

- Children in the EYFS develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children.
- Children in EYFS and KS1 experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic.
- Children in upper KS1 and KS2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

The 'Frayer Model' is used across the curriculum to develop vocabulary but is particularly appropriate for Mathematics:



Personal, social, health and education (PSHE):

English contributes to the teaching of PSHE by encouraging children to take part in class and group discussions on topical issues.

Older children also research and debate topical problems and events. They discuss lifestyle choices and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural (SMSC) development:

English also contributes to the children's spiritual, moral, social and cultural development:

- The children can offer critical responses to the moral questions they meet in their work.
- Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures.
- The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

IT / Computing

Opportunities to use Information Technology (IT) and computing strategies, with clear learning objectives, to promote, enhance and support the teaching and learning of English at word, sentence and text level is used where appropriate.

- Interactive Alphascreens are used regularly to project text to enable it to be read and shared and used to model writing to allow children to interact and engage with the writing process.
- Pupils can work at laptops to input text.
- Lessons can focus on what pupils have achieved using IT, or IT can provide the means of presenting their outcomes (via multimedia presentation or the school website).
- A range of software is used to develop specific grammatical and spelling skills.
- Equipment such as digital cameras and iPads are also used to promote speaking and listening and to prepare children for writing experiences

7. ASSESSMENT FOR LEARNING

We assess children's work in English from three aspects (long-term, medium-term and short-term), as set out in the table below:

Test / Task	Mid-term 'Assessment weeks'
Early Years Baseline Assessment	First 6 weeks of Autumn Term One
Early Years Foundation Stage Profile (Development Matters 0-5 and Early Learning Goals)	Sept / Nov / Feb / June
Long writing tasks (Y1 - 6)	Nov / Mar / June
PIRA Reading tests* (Y1 - 6)	
GAPS Grammar, Punctuation and Spelling test (Y1 - 6)	
Test / Task	Start of term assessments:
Phonics assessments	Beginning of Terms 1, 3 and 5
GRT Reading test	Beginning of Terms 1 and 4
Young's Spelling test	
Assessment of all other subjects: evidence collated through observations, marking and next step feedback in children's books and annotated notes on weekly planning	

*We are planning on moving from PIRA assessments to NFER in the Spring Term 2022.

We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and will often be made from daily observations and use of toolkits by children and adults.

We make medium-term assessments (as shown in the table above) to measure progress and to help us plan the next unit of work. These assessments are made against the 'key objectives', taken from the National Curriculum Statutory Requirements.

We make long-term assessments towards the end of the school year and use them to assess progress against school and national targets. We can then set targets for the next academic year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report.

We assess children's reading ages at the beginning and end of each academic year and put strategies in place to support children where necessary. We make these assessments with the help of on-going Teacher Assessment/use of reading comprehension tests and the end of key stage Statutory Assessment Tests (SATs) in Year 2 and 6.

8. 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, either through in-class support or 1:1 targeted support as directed by the school's SENCo. More Able and Gifted Learners will be identified, and suitable learning challenges provided, although all teachers plan for challenge with the aim that all children will have the opportunity to access this higher challenge.

9. INTERVENTION PROGRAMMES

Pupils requiring an intervention programme are identified through Teachers' ongoing formative and summative assessment. Refer to the Special Educational Needs (SEN) Policy

10. 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.

11. ROLE OF SUBJECT LEADER:

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

- + Monitoring and evaluating
- + Pupil progress
- + Provision of English (including Intervention and Support programmes)
- + The quality of the learning environment
- + The deployment and provision of support staff
- + Leading in policy development
- + Auditing and supporting colleagues in their CPD
- + Purchasing and organising resources
- + Keeping up to date with recent Literacy developments

12. PARENTAL INVOLVEMENT

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- o holding Parent Teacher Interviews in the Autumn and Spring terms to discuss children's progress
- o sending an annual report to parents in the Summer Term in which we explain the progress made by each child and indicate how the child can develop their learning
- o explaining to parents how they can support their children with homework and reading

We believe that parents have the responsibility to support their children and the school in implementing school policies by:

- o supporting their child with reading, spelling and other home-school activities
- o informing us if there are matters outside school that are likely to affect a child's performance or behaviour at school
- o promoting a positive attitude towards school and learning in general
- o fulfilling the requirements set out in the home/school agreement

13. CONCLUSION:

This policy should be read in conjunction with the following school policies:

Reading Policy
Curriculum: Teaching and Learning Policy
Assessment for Learning Policy
Special Educational Needs (SEN) Policy
IT / Computing Policy
Spiritual, Moral, Social and Cultural (SMSC) Policy
Personal, Social Health and Education (PSHE) Policy
Equality Policy
Homework Policy

Written by: Verity Roberts (English Subject Leader)

Date written: January 2022

Review Date: January 2025

Policy Agreed by the Governing Body on: 13th January 2022

Signed Chair of Governing Body

Signed Headteacher

This policy was approved remotely by the Governing Body (virtual FGB meeting due to COVID)