

English Policy 2022/23

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*To nurture and inspire our pupils
to develop a love of learning
in a supportive Christian community
and become the best they can be*

Contents

1. Subject Intent

2. Subject Aims and Implementation
 - 2.1 Speaking and Listening
 - 2.2 Reading
 - 2.3 Writing
 - 2.4 Spelling
 - 2.5 Handwriting

3. Assessment

4. Support and Inclusion

5. Roles and Responsibilities

6. Subject Impact

1. Subject Intent

"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

Roald Dahl

We believe that literature and language is at the heart of all learning. A quality English curriculum should develop children's love of reading, writing and discussion. Pupils at St Michael's learn to speak and write fluently so that they can communicate their ideas and emotions to others, and through reading and listening, others can communicate with them. Reading in particular supports pupil's cultural, emotional, intellectual, social and spiritual understanding. It is with these skills that they can not only excel and be challenged academically but also contribute positively to the wider world, feeling confident to be themselves.

We have a rigorous and well organised programme of study that enables children to:

- read easily, fluently and with good 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 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.

2. Subject Aims and Implementation

Speaking and Listening

Aims:

- To communicate effectively, speaking with increasing confidence, clarity and fluency.
- To participate in discussions and debate in a variety of contexts.
- To listen to the views, opinions and ideas of others with increased interest.

- To articulate ideas and thoughts clearly with appropriate tone and vocabulary, recognising audience.
- To respond to questions and opinions appropriately.
- To retell stories and poems which are known by heart.
- To ask questions with increasing relevance and insight.

Opportunities for speaking and listening are carefully planned into all subjects and across all phases. This is emphasised from Nursery where we believe the foundations of excellent oracy begin.

Pupil voices are encouraged within school council, subject ambassador and house captain roles. Pupils are also provided with a broad range of opportunities for performance such as school plays, church services, class assemblies, poetry recitals and community shows.

Reading

Aims:

- To create a curiosity for, and a love of, language.
- To develop the fluency of all readers through the teaching of a consistent and progressive phonics programme.
- To provide children with genuine 'real life' opportunities for reading, throughout the entire school day.
- To provide children with opportunities to build confidence through reading aloud with expression.
- To provide access to a broad range of texts, genres and themes. We aim to ensure all pupils can see themselves reflected in the books they read.
- To work in partnership with parents and wider community for the promotion of reading.

Phonics:

- Nursery pupils are exposed to a range of pre-phonics communication and language activities during the Autumn term. In the Spring term they begin learning through the school phonics programme: Read. Write, Inc. (RWI).
- Reception pupils follow the RWI programme through discrete, daily sessions. These sessions are structured and well-paced. New sounds are introduced at a rate of every other day, alongside 'Word Time' sessions and the teaching of 'Tricky Red Words'. Practitioners have clear expectations for the pace of the programme.
- Year 1 pupils will continue their progress through the RWI phonics programme by taking part in daily, 20 minute sessions. These aim to help improve word reading skills and strategies to engage with texts.
- All pupils are given as much opportunity as possible to practise their sounds meaningfully within books, in school and at home, to reinforce their learning.

Story Time:

Teachers in all phases read from a class novel on a daily basis. We believe this plays an important role in promoting literacy skills, curiosity, emotional understanding and imagination. Parents and carers are encouraged to read to children at night. School volunteers are allocated time with pupils who we feel would benefit from additional one-to-one reading.

Home Reading:

To support our children to become fluent readers, we expect all pupils to read at home every day:

Reception and Key Stage 1: 10-15 minutes

Years 3 and 4: 20 minutes

Years 5 and 6: 30 minutes

Families are expected to listen to children read also, as well as spend time discussing books to aid comprehension.

Pupil's home reading in KS1 is monitored using a reading record and books are changed regularly. Both staff and parents are asked to write constructive comments in reading records once per week.

Pupils in KS2 read at home using books within the Accelerated Reader collection. This program aims to inspire, motivate and reward children's progress. Teachers are able to monitor and support progress through use of program data.

Library and Reading Forests:

At St Michael's, pupils have access to an extensive and inspiring collection of literature. Our whole school library stocks a range of fiction, non-fiction and poetry texts – carefully chosen to match our curriculum, reflect our families and broaden children's knowledge of the world.

Pupils in Early Years and KS1 visit the library to read and/or borrow books once per week. Key Stage 2 pupils do the same fortnightly.

Our pupils also have access to their own classroom 'Reading Forest'. This is a space which aims to further promote a lifelong love of reading through providing dedicated spaces to the enjoyment and safekeeping of books.

Guided Reading:

KS1 pupils are taught daily, discrete guided reading sessions:

- Year 1 pupils focus on a book that corresponds with the sound they are currently learning and is the inspiration for a variety of comprehension and written tasks.
- Year 2 pupils are taught guided reading through a carousel of activities. These activities may include adult led discussions or tasks to promote the independent application of taught skills.

- Class teachers aim to read with differentiated ability groups of around six children once per week.
- A mixture of phonic, scheme and non-scheme books will be used in these sessions.

KS2 pupils are taught discrete guided reading sessions every week:

- Year 3 pupils continue using a carousel approach, switching to a whole class method during the spring and summer term.
- Years 4, 5 and 6 pupils use a whole class approach. These sessions follow a carefully chosen and challenging text which is part of the Literacy Curriculum's guided reading scheme - Literacy Leaves. Each session introduces or builds upon specific skills within the English Programme of Study.

2.1 Writing

Aims:

- To provide experiences where children feel inspired and confident to write.
- To support children in seeing themselves as authors from the earliest stage, by creating meaningful opportunities for writing.
- To use writing as a tool for self-expression and communication.
- To develop stamina and resilience as independent writers.
- To build a varied and rich vocabulary range.
- To understand the rules and conventions for writing English, applying these consistently across the curriculum.
- To write for an increasingly diverse range of purposes and audiences, choosing the appropriate form and register.
- To develop the critical skills needed to evaluate and edit pieces that meet or exceed age related expectations.

The teaching of English is delivered in a creative, cross-curricular way and English lessons are based around quality core texts, many from within the CLPE Power of Reading scheme. We establish the purpose and audience for writing and make the learning journey explicit so that children know why they are studying a particular text type, the skills and knowledge they will develop, and what the expected outcome will be.

We provide a range of writing opportunities and different levels of support including: shared, modelled, guided, collaborative, paired and independent writing. Children write in a variety of genres and forms, in different curriculum areas and using a wide range of stimuli. Writing is usually modelled and success criteria are shared or agreed with the children before they start writing to ensure they know what they need to do to be successful.

Children in KS2 take responsibility for assessing whether they have achieved the criteria and what they need to do to improve their writing. They are also taught to plan, draft, edit and publish their writing. A use of year group non-

negotiables is displayed in each classroom to encourage consistent high standards.

Each classroom has a working wall to reinforce the key elements of the text type or book being studied, and is added to throughout the unit of work. This includes a section for high quality vocabulary which the children are encouraged to use in their work.

2.4 Spelling

Aims:

- To spell confidently most of the words pupils are likely to use in their writing (Reception: First 45 words, Y1: First 100 words, Y2: Next 200 words, Y3/4 word list, Y5/6 word list).
- To learn how to spell common exception words.
- To apply taught rules and conventions to their writing across the curriculum.
- To make conscious and plausible attempts to spell words they have not used before.
- To be able to use a dictionary or other resources to spell correctly.
- To recognise that spelling is a lifelong skill.

Spelling is taught through activities and investigation. In Reception and KS1, spelling is linked to phonics, with teachers using the RWI programme. From Years 2 to 6, spelling is taught weekly within English sessions using the No Nonsense spelling programme. Spelling is taught through a variety of methods. These may include:

- Focus on key words
- Studying rhyme
- Studying patterns
- Investigating word families
- Teaching phonics
- Learning weekly words, followed by a test or dictation

2.5 Handwriting

Aims:

- To ensure the importance of handwriting is recognised and given appropriate time.
- To ensure progression of handwriting is consistent across the school.
- To acknowledge that handwriting is a whole body activity with emphasis placed on posture and pencil grip.
- To link handwriting with grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.

- To ensure children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- To ensure children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Handwriting is taught using the Penpals for Handwriting scheme. We see handwriting as a cross curricula subject: it is therefore taught discretely and within other sessions. The development of fine and gross motor skills is an embedded part of the scheme. Classroom displays and teacher handwriting also adhere to scheme expectations.

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to our audit of needs or individual plans.

3. Assessment

Assessment is continuous through the planning, teaching and learning cycle. Teachers assess attainment in English every term, in line with the school assessment policy. Formal testing is in line with national expectations.

Speaking and Listening:

In EYFS, the three Early Learning Goals for Communication and Language are assessed termly using age bands. Speaking and listening skills are assessed through teacher assessment in KS1 and KS2 according to the National Curriculum requirements.

Reading:

Formative assessments are made regularly using guided reading sessions, class discussions, phonic groups and records records. Accelerated Reader data in Key Stage 2 allows teachers to explore pupil comprehension and word reading further and set up appropriate intervention.

In Reception, children's progress towards the Early Learning Goal for 'Reading' is assessed termly using age bands. In KS1 and KS2 children's reading is tracked termly using the Target Tracker statements which set out the end of year expectations for each year group. KS1 and KS2 complete a termly NFER test or practice SATs paper. **TBC – year 1 don't but we would like?**

Gap analysis for statutory assessments is looked at annually and year group data is used to set reading priorities for the following year: whole school, year group and individual pupil targets.

Writing:

In Reception, children's progress towards the Early Learning Goal for 'Writing' is assessed termly using age bands. In KS1 and KS2 children's writing is tracked termly using the Target Tracker Statements which set out the end of year expectations for each year group. Years 2 and 6 will make final judgements against statements within the Teacher Assessment Frameworks.

Writing judgements take place over time and pupils will build a portfolio of independent work for assessment throughout the year. We take our definition of independent work from section 6.2 of the 2018 Teacher Assessment Framework.

Spelling:

Spelling is primarily assessed within pieces of children's best and, where relevant, proof read writing.

KS1 and KS2 complete a termly Spelling, Punctuation and Grammar assessment, as well as a weekly spelling test.

Handwriting:

Children's handwriting is assessed on an ongoing basis through the marking of children's work and during handwriting sessions.

4. Support and Inclusion

We aim to ensure all children have equal access to the curriculum, regardless of gender, race, culture or ability.

- Pupils who are falling behind with the pace of the phonics programme, or struggling with other early reading skills, are recognised quickly. They are supported through a variety of additional phonics interventions and one to one reading sessions, as well as next steps or resources that can be focussed upon at home.
- Pupils identified as needing further support at the beginning of Year 2 continue to be taught lessons that support their position within the RWI scheme.
- Pupils identified as needing additional support for Reading in Key Stage 2 attend intervention groups and/or take part in small group work and 1:1 sessions, depending on need.
- Pupils identified as needing further support with handwriting are assessed using Penpals resources and provided with intervention relevant to their specific need.
- Pupils identified as needing further support with spellings are assessed and provided intervention relevant to their specific need. This may include online games, spelling groups or one-to-one programmes.

- To engage and encourage pupils identified as more able readers we aim to ensure that they are challenged through the complexity of texts and focussed questioning.
- The books our children read are chosen carefully so that issues related to equal opportunities are handled sensitively.
- We ensure that the books and literature available to children represent as wide a range of cultures as possible.

5. Roles and Responsibilities

It is the responsibility of the **English lead** to ensure that the standard of teaching and learning across the school raises the quality of and enjoyment of Reading. This objective may be supported and implemented in a variety of ways:

- Monitoring and evaluating the quality of teaching in books.
- Observing colleagues and offering supportive and instructional feedback.
- Attending relevant CPD courses to ensure that approaches are dynamic and up to date with curriculum changes.
- Looking for and sharing good practice, within St Michael's and in other schools.
- Leading on staff CPD sessions according to need.
- Liaising with the senior leadership team to monitor progress and attainment data.
- Organising further enrichment opportunities such as book week, trips or visitors.
- Creating opportunities for parents to be involved within our reading curriculum.
- Organising and budgeting for necessary resources.

It is the responsibility of **classroom teachers and support staff** to ensure that their practice is in line with the aims and guidance of this policy.

The school encourages **parents/carers** to take an active role in supporting their child's progress in Reading by:

- Providing them with guidance and information for each key stage.
- Encouraging reading at home every day for increasing lengths of time.
- Encouraging the completion of their child's Reading record and any homework tasks.
- Asking their child questions about the texts or books they are reading.
- Encouraging parents to take part in Reading activities at school where appropriate.

6. Impact

The positive impact of our successful practice will be that every child has been given the best possible opportunity to thrive within the English curriculum, the broader curriculum and the wider world.

The reading and writing experiences we give to our pupils will impact the rest of their lives. We recognise that books provide children with knowledge, language and ideas. They create experiences and memories that cannot be covered by the school curriculum alone, allowing them to find out more about who they are and the world we live in.

Where practice is at its best:

- Pupils clearly love reading and writing for its own sake.
- Pupils have a range of strategies for independent reading and writing.
- Pupils confidently discuss their favourite books and/or authors.
- Pupils talk positively about reading and writing experiences in school.
- Pupils are reflective and happy to share ideas and feedback on their learning and how it relates to real life situations.
- Pupils are engaged and interested in story time.
- National standards are met or exceeded.
- Pupils are ready for the next step in their education.