



St. James' Church of England Primary School

**'Building One Faith,
One Family,
Our Future'**

English Policy

Written by M.Tindall & Lynsey Bryan Spring 2023
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Foundation, Vision and Intent

St James' Lower Darwen

Church of England Primary School



"Building One Faith, One Family, Our Future."

"We offer a holistic curriculum that champions our community and is aspirational."

PERSONAL DEVELOPMENT

through

ENRICHMENT

THE NATIONAL CURRICULUM

SKATS

FORGIVENESS

COMPASSION

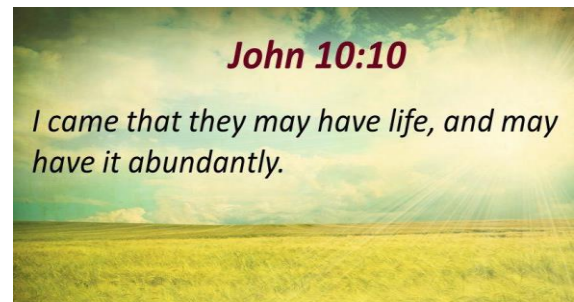
LOVE

TRUTH

JUSTICE

Jeremiah 29:11

John 10:10



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

English

At St James' we believe that literacy - speaking, listening, reading and writing - is a key life skill which contributes to all aspects of academic, social and emotional development. This is why we have put literacy at the heart of our curriculum through which children not only learn the skills but have regular opportunities to apply them for a purpose through real experiences. Developing spoken language – including vocabulary – is essential for the academic progress of all children. It is critically important to develop vocabulary explicitly – particularly in the early years. It is therefore our aim that our children become enthusiastic readers and writers and are able to communicate effectively and confidently through using a wide range of vocabulary across the curriculum. The English curriculum works alongside the oracy initiatives (Voice 21) that have become a part of the culture at St James.

The English Team

English Coordinator: Melissa Tindall
Writing Lead: Melissa Tindall
Reading Lead: Melissa Tindall
Phonics Lead: Lynsey Bryan
Early Reading Lead: Lynsey Bryan
Spelling Leads: Melissa Tindall, Lynsey Bryan & Leeann Malik
Oracy Lead: Melissa Tindall
Oracy Champions: Lynsey Bryan & Leeann Malik

Reading

Reading is an integral part in the process of learning and also an essential life skill. We are always looking for ways to champion reading in everything that we do. It is crucial for children to develop a lifelong love of reading. At St James' we develop this from the start of the children's school journey in the EYFS. Language comprehension is developed in a language-rich environment. At St James' we ensure that children hear, share and discuss a wide range of high quality texts.

Aims

- To develop early reading through daily phonics teaching and learning sessions in the EYFS
- To teach the dimensions of the programmes of study for Key stages 1 and 2:
-word reading
-comprehension (both listening and reading)
- To enable children to read with fluency, accuracy and understanding.
- To develop and enhance children's vocabulary through quality texts and discussion.
- To use quality text, discussion and modelling to develop spelling, grammar and punctuation.
- To develop skills of inference and deduction; look for meaning beyond the literal; make connections between different parts of the texts; use their knowledge of other texts they have read.
- To read for information: scan, skim, obtain specific information through detailed reading; draw on different features of texts such as print, sound and image; use organisational features; distinguish between fact and opinions and consider an argument critically.
- To develop a habit of reading for both pleasure and for seeking information.

- To develop an understanding and comprehension of a wide range of literary texts and to be able to engage in high quality discussions with teachers and their peers.
- To develop an understanding and appreciation of structural and organisational features of non-fiction and non-literary texts.
- To understand language structure: read texts with greater accuracy and understanding; identify and comment on structural and organisational features of English.
- To develop an appreciation of the words and styles of a variety of genres and authors.

Writing

Writing is another important element English. Learning is built upon from their Reception year, where children begin to know what a letter is and how it is formed, up to leaving school in Year 6 where children can independently write extended, coherent pieces across different genres. An emphasis is also placed on the transference of writing skills to other areas of the curriculum to give a purpose and context to what the children write. This is reflected on each year group's curriculum maps.

Aims

- To prepare children for writing by developing their mark making and drawing skills through regular sessions of Drawing Club in the EYFS.
- To provide the two programmes of study for writing at Key stages 1 and 2:
 - transcription (spelling and handwriting)
 - composition (articulating ideas and structuring them in speech and writing)
- Choose form and content to suit a particular purpose and audience; use language and style that are appropriate to the reader; draw on reading to inform and adapt features of layout, presentation and organisation; broaden their vocabulary and use it in inventive ways.
- To develop the ability to write creatively and with expression and feeling.
- To use planning, revising and proof-reading as a means of improving the content of their work; develop their writing on paper and on screen; present, evaluate and discuss their own and others' writing.
- To understand the effect and purpose of punctuation marks and to correctly punctuate their own writing.
- To use spelling strategies that include knowledge of phonemes, analysing syllables in words, applying knowledge of spelling conventions, letter strings, visual patterns and analogies; to check spelling using word banks, dictionaries and spell checkers; to understand and use common prefixes and suffixes; to use appropriate terminology when discussing spelling.
- To develop understanding of the difference between Standard and Non-Standard English usage and learn how formality varies according to the form of writing.
- To understand different word classes, identify features of different types of sentence, grammar and organisational features and apply this knowledge to their own writing.
- To apply spelling, vocabulary, grammar and punctuation developed through reading and discussion in their own writing
- To use different styles of handwriting for different purposes with a range of media, developing a consistent and fluent style.

Oracy (Spoken Language)

Being articulate and speaking confidently in public (be that 1 person or 100) is a key life skill and one that is central to all that we do in school. It is also one of our Skills and Attitudes (SKATS) that runs alongside the National Curriculum requirements. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Through a high quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

The Oracy Policy ensures that all teachers provide plenty of carefully planned opportunities to develop the oracy of children at St James. The oracy outcome overview for each year group ensures that children are challenged to communicate through speech at the start of their school journey in Reception all the way through to Year 6 through the use of spoken language strands. All oracy outcomes have been given a purpose and an audience to make the learning and experience meaningful. Each year there is a designated Oracy Lead teacher and two Oracy Champions to make sure that progression and improvements are taking place in the spoken language of our children.

Aims

- To reflect the importance of spoken language in pupil's development across the whole curriculum-cognitively, socially and linguistically.
- To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences.
- To listen, understand and respond appropriately to others.
- To talk effectively as members of a group.
- To participate in a wide range of drama activities and to evaluate their own and others' contributions.
- To understand the grammatical constructions which are characteristic of spoken Standard English and apply this knowledge appropriately in a range of contexts.
- To learn how language varies according to context and purpose, for example between standard and dialect forms and between spoken and written forms.

Equal Opportunities

Our aim as a staff is to ensure that all children have equal access to a rich, varied and rewarding curriculum for English and that they experience this curriculum in ways which are appropriate for their needs. Consequently, we will make use of a suitable range of learning activities, teaching strategies, educational materials and technological aids to meet the needs of the individual learners.

Every effort will be made to ensure that methods and materials used are free from prejudice or bias against any particular group.

Teaching and Learning

English is taught using a variety of teaching strategies that include: modelled, shared, guided, independent and extended reading and writing. We also consider different learning styles in our teaching strategies to encourage visual, aural and kinaesthetic learners.

EYFS

In the EYFS during the planning process teachers carefully consider using a wide range of texts that represent all genres and that are chosen based on the children's interests. In preparation for using the Lancashire teaching phases from Year 1, children in the EYFS build a foundation of understanding based on Drawing Club. During Drawing Club, children use ambitious vocabulary, oral rehearsal, modelled speaking and mark making/writing to explore the key texts.

(Y1 – Y6)

During the planning process, teachers carefully consider the most appropriate methods to deliver English objectives for the pupils in their class. This will include taking account for the various learning styles and abilities of different children. Teachers assess the stage of understanding the children are at and the skills that need developing within the next unit of study. Teachers use the Lancashire teaching phases as a driver to teach a combination of objectives in a stimulating and motivating way.

Year group English curriculum maps (YR – Y6) ensure the wide coverage of genres throughout school. They also identify the plethora of rich and diverse texts that each child will be exposed to as well as the opportunities for further extended writing opportunities within other curriculum areas.

The National Curriculum details what we are required to teach in the long-term for each year group. Lancashire unit plans can be used to provide an overview of ideas for teachers to plan from. Teachers then use the phases from the teaching sequence to plan in their own way. This planning is based on ongoing teacher assessments using Target Tracker to ensure coverage and understanding. Planning is based on the children's current needs and aims for the next stage of development.

Teaching Sequence

We use the Lancashire Teaching Sequence to provide a consistent approach to embedding reading and writing skills.

This consists of:

- Creating interest
- Phase 1 (Reading-Responding and Analysing quality text)
- Phase 2 (Gathering Content/Planning)
- Phase 3 (Planning and Writing)
- Independent write
- Presentation (Audience and Purpose for the writing)

Within these phases children are immersed in quality texts that provide enjoyment and interest as well as providing quality models of vocabulary and grammar. There are many opportunities to develop comprehension of the text at many levels. A wealth of speaking and listening activities allow to develop children's enthusiasm,

creativity and oracy skills. This then provides children with the confidence and fluency to create their own written pieces in a variety of shared and independent pieces.

Guided Reading

Guided Reading begins in EYFS. They start the year using Drawing Club to learn new vocabulary, use copycat reading strategies and they also are introduced to the use VIPERS. In the autumn and spring, they have Drawing Club sessions three times a week. As they master this approach they then progress to using the whole school Guided Reading model.

In Key Stage 1 and Key Stage 2 children follow the Guided Reading cycle introduced in 2021 (Reception start this cycle in the summer term).

Monday- Pre-teach vocabulary (Children do not see the text).

Tuesday- Activating Prior Knowledge.

Modelled reading by the teacher.

Children follow the text and highlight vocabulary words.

Wednesday- Shared reading

VIPERS questions in groups/partners or independently.

Thursday – Children read the text independently.

VIPERS – work through the model answers and mark/discuss

Friday – Application Task/Spelling sessions

Children also have opportunities for small group reading and one to one reading in order to develop children's fluency and understating of texts.

Home Reading

Children are greatly encouraged to read and discuss texts regularly at home. Information is shared at various times of the year with parents/carers on how to best support their child with their reading depending on their age and stage.

Year 6 pupils also read with their buddies in EYFS to promote a love of reading for pleasure.

The SOLs group updated the home reading texts in the summer term of 2022 to make sure that the books on offer reflected the interests of children in school and that they are diverse and representative of all backgrounds and cultures.

EYFS & KS1– A book from their reading band that is phonetically decodable and a book to share chosen by the child (Reading for Pleasure) are sent home weekly.

KS1 – A book from their reading band that is phonetically decodable and a book to share chosen by the child (Reading for Pleasure) are sent home.

KS2 – A book from their reading band and a book to share (Reading for Pleasure).

Phonics

In Reception, Year 1 and Year 2 phonics is taught daily with our bespoke phonics programme (Phonics @ St James').

Our Aim for Teaching Progression in Phonics:

Progression will be carefully considered in line with the cohorts needs and stage of development, using professional judgement and discussion with the subject lead.

Teaching phoneme and grapheme correspondences (GPC's) is only a small element to the teaching of phonics. A huge emphasis is placed on the application on known GPC's to reading and writing. Every phonics session includes;

- Revise & Rehearse
- Learn & Apply
- Reading & Writing Rehearsal
- Challenge
- Teaching tricky words

The children are assessed regularly using phonics tracker and the results are monitored by the class teacher, the phonics lead and SLT.

The lowest 20 % in each class have daily interventions and are pre-taught any new GPC's.

Children in KS2 who have gaps in their phonetical knowledge will be assessed then have an intervention suitable to support their needs.

Information is shared at various times of the year with parents/carers on how to best support their child with their phonics depending on their age and stage.

Spelling

At St James' we place great emphasis on the relationship between phonetical knowledge and spelling patterns. We now make explicit links between the KS2 National Curriculum spellings and the knowledge that children ascertained in the EYFS and KS1 during their Phonics acquisition.

In Y2 children start to learn the spelling patterns for their year group. They do this based on the same visuals and actions they know from their phonics learning.

In KS2 the National Curriculum Spellings list have been distributed between Year 3 and 4 and then between Year 5 & 6. Often some spellings are repeated or appear more than once but we believe this helps our children.

Homework packs from Y2 – Y6 link the visuals from our phonics programme to their spellings. The spellings are taught in class weekly, these spellings will then be practised at home as part of their homework pack. Then the following week a quiz will be done in class to allow children to share their learning and for teachers to identify any gaps.

Spellings are one of our priorities for our school. In order to promote a more meaningful approach to spelling, as well as the explicit lesson on spellings Year 2- Year 6 have a spelling curriculum overview. This highlights all the opportunities within the curriculum for Teachers to model, use and highlight the use of year group spellings in an authentic manner. They are also placed on display for children to use as a working wall.

Handwriting

In EYFS children are taught to form their letters using handwriting stories that are linked to the visuals used in the Phonics @ St James' programme.

In KS1 this approach is continued and developed allowing children to become confident and fluent in their letter formation.

In Year 2, once children are confident in their letter formation they are encouraged to join their letters.

In KS2 all children who write legibly in a consistent manner are given a blue biro pen.

Ultimately, we encourage our children to produce writing that is legible.

Teachers are expected to model writing in all lessons to a high standard in all areas of the curriculum.

A bespoke handwriting intervention has been created for Year 2 - Year 6 for any children who require extra support with their handwriting. This is used as an 8-week daily intervention as part of their English lesson. This aims to remind children of the expectations on how to form each letter and then to progress to writing fluently in all their lessons. From this, children who need further interventions are identified for further support.

Early Years Foundation Stage

The Statutory Framework for the early year's foundation stage outlines the key requirements for Literacy for those children entering school in their Reception year. The Early Learning Goals that children work towards by the end of the year in Literacy are:

Comprehension:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
Anticipate – where appropriate – key events in stories;
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Reading:

Say a sound for each letter in the alphabet and at least 10 digraphs;
Read words consistent with their phonic knowledge by sound-blending;
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:

Write recognisable letters, most of which are correctly formed;
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

Contributions of English Teaching to other curriculum areas

Wherever possible learning in English reflects and develops the learning within other areas of the curriculum. This helps to stimulate interest and provides the opportunity for the children to practise and apply the skills, knowledge and understanding acquired through English lessons within a variety of contexts and for specific purposes.

Writing opportunities have been carefully planned to support the learning in English each half term. The additional independent writing opportunities are on each year group's curriculum map.

Teaching English to children with SEN Special Needs

English work is planned and adapted to support the understanding of the variety of abilities within a classroom. Intervention is provided where needed to support and help all children develop and meet their potential. Within classrooms support is given to ensure children with special needs are able to access the English curriculum. Individual education plans (IEP) note any particular concerns in English and a plan of action to meet these needs is indicated on this document and shared with parents/carers. Some children learn through working on specific PIVATs targets in English.

Teaching English to children with English as an Additional Language

Providing for pupils with English as an Additional Language should take account of each pupil's ability and grasp of the English language. Teachers should both adapt planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

Assessment

At St. James' we use the End of Year Expectations to assess children's reading and writing at the end of each term. To do this, pupils complete reading and grammar tests, at their own stage of development, which, combined with teacher assessments, help to monitor pupil progress towards end of year expectations. Children's progress towards the End of Year Expectations are recorded via Target Tracker. Year 2 and Year 6 use the end of Key Stage criteria, provided by the government, to inform their judgements. Termly assessment results are analysed and this information informs teacher's planning and any further intervention that may be needed. Parents/carers are informed of their child's progress through parents' evenings or an end of year written report. The Senior Leadership team monitor whole school assessment data to ensure progress against agreed targets. In the EYFS, children are assessed to give a baseline entry level and progress targets are set as a result of these. In Reception and Key Stage One they also use Phonics Tracker alongside teacher judgements to ensure all children are making progress.

Marking

Marking in English is as detailed in the schools marking policy. Marking is linked to the Learning Objective and often provides next steps for development. As well as written marking, teachers will try to give oral feedback where possible. Where this has been carried out, it will be referenced in written note form at the side of the work. Spelling errors are also identified and children fix these.

Children are actively encouraged to be involved in the assessment and development of their own learning. Peer and self-assessment is used regularly in classrooms and children are provided with opportunities to edit and improve their work during fix it time by responding to feedback from the teacher or their peers. Official conferencing also takes place at times during the year in order to provide in depth and detailed feedback following assessments.

Roles (Governing Body, Head teacher, Teachers, Staff, Parents, Pupils)
Head Teacher and Governing Body

Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil Attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Subject Leader

- To have an impact on raising standards of attainment for English across the whole school.
- Adapt and use the Programme of Study for English across the whole school that meets the needs of our children
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
 - To maintain the availability of high-quality resources.
 - To maintain an overview of current trends and developments within the subject.
 - To ensure, together with the Head Teacher and Assessment Lead, a rigorous and effective programme of moderation of assessments.
 - To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
 - To ensure a regular and effective programme of analysis of short-term planning is in place.
- To effectively manage any funding designated to English.

Class Teachers

- Ensure the effective implementation of the National Curriculum for English.
- Adapt and use the Programme of study for English across the whole school that meets the needs of our children.
- Make effective use of Assessment for learning within English.
- To ensure work is planned to enable all children to reach their full potential.

Teaching Assistants

- To support the class teacher in the effective implementation of English.

Parents/Carers

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:

- Holding parents' evenings to discuss children's progress
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- Explaining to parents how they can support their children with homework and English learning.