

All Saints RC Primary School

English Policy

The current English Subject Leader is Mrs B Johnstone

This English policy needs to be read alongside other school policies and guidance documents including:

- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking Policy
- Early Years Policy
- Assessment Policy
- Single Equalities Policy
- EAL policy
- Marking and Feedback Policy

This policy also should be read alongside the DfE National Curriculum in England (2014) and Standards and Testing Agency (Draft) guidance materials.

Rationale

The DfE National Curriculum (2014) clearly states that developing children's language and literacy skills are 'essential to [them] participating fully as a member society'.

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'

DfE National Curriculum (2014)

At All Saints RC Primary School, we recognise that without effective communication, language and literacy skills, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that the skills learned in English need to be used and applied across the whole school curriculum to prepare children for the next stage in their education and for lifelong learning.

All Saints RC Primary School is an inclusive school. We have high expectations for every child. We use a range of whole class, guided group and one-to-one teaching to support children to meet or exceed the national standards for reading

and writing detailed in the EYFS curriculum, DfE English National Curriculum (2014) and end of Key Stage Interim Assessment Frameworks.

We understand and agree with the statement in the DfE National Curriculum (2014) that, 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised'. Therefore, class teachers plan learning opportunities to ensure all children make at least expected progress from their starting point, including children identified with special educational needs and/or disabilities outlined in the SEND code of practice.

To ensure all our children achieve well, we recognise the importance of:

- Quality first teaching and learning tailored to the needs of individual pupils
- Efficient use of formative and summative assessment to inform next steps
- Effective and timely interventions for pupils falling behind
- An engaging and enriching curriculum
- High quality resources

1. Spoken Language

'Pupils should be taught to speak clearly and convey ideas confidently in Standard English. They should learn to justify their ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others and select the appropriate register for effective communication. They should give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.'

DfE National Curriculum (2014)

At All Saints RC Primary School, we encourage all our children to speak clearly and confidently and articulate their views and opinions. We teach children the need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. We also teach children to listen and respond, give and receive instructions, and develop the oral skills to participate effectively both socially and in group and class discussions across the whole curriculum.

The DfE National Curriculum (2014) states that, 'spoken language underpins the development of reading and writing'. At All Saints RC Primary School, we believe that all children are entitled to an enriching curriculum that immerses them in the rich cultural heritage of stories and quality literature. The study and enjoyment of quality texts are at the heart of our English curriculum. We aim to develop children's deeper understanding of the English language and their literary heritage through the explicit teaching of 'story-telling' and learning quality texts 'by heart' as part of the 'Talk 4 Writing' teaching sequence.

At All Saints RC Primary School, we teach and promote spoken language using a range of strategies and approaches including:

- Observing and monitoring children to identify possible speech, language and auditory difficulties and provide specialist support, where appropriate
- Planning learning opportunities across the whole curriculum that expect and encourage full and active participation by all children
- Promoting and encouraging the use of Standard English, where appropriate for audience and purpose
- Encouraging talk at home through home learning opportunities
- Using 'Talk Partners' across the whole curriculum to develop children's talk, thinking and social skills, and ensure all children are positively engaged in their learning
- Using a variety of approaches where children learn quality stories, poems and non-fiction texts 'by heart'. Children are then expected to use and apply the learnt language features and structures, embedded in the quality texts, in their own speech and writing, where appropriate
- Using Shared and Guided Reading sessions to develop children's oral, emotional and spiritual responses to quality texts
- Planning regular opportunities for structured talk across the whole curriculum to develop children's social, moral, cultural, emotional and spiritual responses, particularly in PSHCE, RE, Collective Worship and class 'Circle Time'.
- Ensuring regular opportunities to develop children's performance skills for a range of audiences, for example through class assemblies, Collective Worship sessions and school drama productions
- Making use of drama and role play opportunities throughout the whole curriculum
- Planning class and group discussions and debates across the whole curriculum
- Providing opportunities to take part in public speaking competitions and community events where possible
- Using the School Council and regular 'pupil voice' consultations to inform the school's self-evaluation and improve overall provision

2. Reading

The DfE National Curriculum (2014) states that, 'pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure.' Reading allows pupils to 'have a chance to develop culturally, emotionally, intellectually, socially and spiritually', to 'acquire knowledge' and to 'build on what they already know'.

The 2014 English Curriculum divides reading skills into two dimensions:

- Word Reading / Decoding (Phonics)

- Language Comprehension (both listening and reading)

At All Saints RC Primary School, we recognise that both of these dimensions are essential to success and achievement in reading. These areas are also clearly linked to the other aspects of English learning: speaking and listening, writing, spelling, grammar and vocabulary. We understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it. All pupils are given a Reading Record in which they can record what they have read; this is shared both at home and at school and is used to promote discussion at an individual level on books and texts children have read.

All children are entitled to enjoy the very best children's literature therefore we are constantly evolving our school library and classroom book areas to provide high quality texts for our pupils to choose from. We have a comprehensive set of Guided Reading and colour coded Home Reader books too.

At All Saints RC Primary School, we teach reading through a range of strategies and approaches including:

- Daily synthetic phonics sessions in the Early Years and Key Stage 1 using Letters and Sounds as one of our teaching methods
- From Year 1 onwards, weekly Guided Reading sessions with the class teacher to assess and develop children's language comprehension skills, fluency and application of phonic knowledge. Teachers may choose to employ a Whole Class Guided Reading approach or may work with groups of pupils of a similar ability each day
- Regular supported and one-to-one reading with additional adults to practise children's language comprehension skills, develop fluency and apply phonic knowledge
- Regular Shared Reading sessions to study quality literature where the class teacher models enjoyment and fluency as well as exploring language comprehension skills, analysing language and grammatical features and applying phonic knowledge, where appropriate.
- Developing children's independent reading skills and a passion for reading at home and in school by using the school's class library and reading scheme
- Teachers plan appropriate reading sessions based around the Reading Content Domains for KS1 and KS2 in order to enable to at least meet age-related expectations
- Enjoying a range of quality stories, poems, non-fiction texts, visual stimuli, daily 'story time', Shared Reading, 'Talk for Writing' units or cross-curricular themes
- Encouraging and promoting children to read for pleasure through reading partners, silent sustained reading, listening to adults read aloud and home learning opportunities

- Locating and using information across the whole curriculum, including the use of ICT, where appropriate.
- Providing additional support for children identified as not making expected progress in their reading to ensure they catch up and keep up through the use of effective targeted interventions such as one-to-one or small group tuition, Paired Reading, Accelerated Reading and Reading for Meaning.

3. Writing, Grammar and Spelling

The DfE National Curriculum (2014) states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The DfE English Curriculum (2014) divides writing skills into two dimensions:

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

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through a variety of strategies and approaches. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, spelling, grammar and vocabulary.

At All Saints RC Primary School, we teach writing, grammar and spelling through a range of strategies and approaches including:

- Daily synthetic phonics sessions in the Early Years and Key Stage 1 using Letters and sounds as one of our schemes
- Regular, timetabled handwriting lessons using the Nelson handwriting scheme linked to DfE National Curriculum (2014) age-related expectations and pupils' specific needs which are identified through the class teacher's ongoing day-to-day assessment and marking
- Regular, timetabled spelling lessons using the 'Read, Write Inc Spell' spelling programme linked to DfE National Curriculum (2014) age-related expectations and pupils' specific needs which are identified through the class teacher's ongoing day-to-day assessment and marking
- Regular grammar and punctuation sessions linked to DfE National Curriculum (2014) age-related expectations and pupils' specific needs identified through the class teacher's ongoing day-to-day assessment and marking.

- Adapting and creating model texts for children to learn that include the specific language and grammatical features that children will need to explore and use in their speech and writing to achieve or exceed age-related expectations in writing as detailed in the DfE National Curriculum (2014). Specific aspects of writing composition and transcription are also identified through the class teacher's analysis of individual pupil Target Tracker statements and ongoing day-to-day assessments and marking
- Regular Shared Writing sessions where the class teacher models and constructs writing together with the children and developing 'toolkits' for specific writing genres
- Correcting presentational, grammatical and spelling errors following the school's marking and feedback policy
- Encouraging pupils to evaluate and edit their own writing in an effort to improve it independently, as well as encouraging the use of critical friends in allowing pupils to peer mark another pupil's writing
- Providing regular focussed feedback and marking that children act upon using their purple pens (to show edited work) at the next available opportunity
- Setting writing challenges regularly to improve pupils' use and application of grammatical skills at word, sentence and text level, linked across both fiction and non-fiction units.
- Target setting is closely related to assessment in this school.

4. Vocabulary Development

The DfE National Curriculum (2014) makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts more efficiently.

Vocabulary teaching needs to:

- Be active
- Be progressive and systematic
- Make links from known words
- Develop an understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Include subject specific vocabulary such as accurate mathematical and scientific words.

At All Saints RC Primary School, we teach and encourage all children to have a wide and growing vocabulary through a range of strategies and approaches including:

- Sharing spelling lists/key words to learn in school and at home, particularly the age-related spelling lists detailed in the DfE English National Curriculum (2014) and subject specific words explored in the curriculum themes.
- Collecting and displaying key words and phrases linked to the class reading of quality texts for children to 'magpie' and use in their own speech and writing
- Creating model texts that include new vocabulary for children to explore and use in their speech and writing
- Modelling the use of the correct vocabulary, including the use of Standard English, where appropriate
- Explicitly teaching and exploring the language of questions and responses, for example, in Guided Reading sessions
- Planning word based investigations looking at patterns and word origins
- Using dictionaries, thesaurus and ICT to explore words
- Exploring vocabulary choices and the effect they have on the reader through the analysis of model texts in Shared and Guided Reading and Writing sessions.

5. Assessment and Planning

At All Saints RC Primary School, we aim to ensure all children achieve well. Class teachers plan learning opportunities to ensure appropriate rates of progress for all children. Therefore, formative assessment and the class teacher's knowledge of the age-related expectations, detailed in the DfE English Curriculum (2014) and end of key stage national standards, are used to assess and plan.

To ensure children are ready for the next stage of their education the majority of children are expected to achieve at least the national standards in reading and writing by the time they leave All Saints RC Primary School.

Assessment

- Class teachers assess pupils' learning during every part of the lesson and are expected to adapt their teaching and planning to meet their children's needs and interests
- Feedback and marking are used to assess children's progress and learning
- Children are expected to act promptly at the next available learning opportunity to the class teacher's focused feedback and marking using their purple pens
- Class teachers regularly carry out a range of formal and informal assessments to establish prior learning and assess progress within lessons and across units of learning
- Guided Reading sessions are used as assessment opportunities with sharp focuses on developing aspects of language comprehension, improving

fluency and applying phonic knowledge as well as developing aspects of children's transcription and/or composition

- Where Talk 4 Writing is used as an English unit of work, a cold task may be carried out at the beginning of the unit, which is analysed by the class teacher and used to focus planning on specific areas of grammatical knowledge and language that children need to develop to meet or exceed the DfE English National Curriculum (2014) expectations. The features identified are then used to comment on progress throughout the unit and on overall achievement at the end using a 'hot task'.
- The class teacher's judgements are based on how well each child is currently achieving against the DfE English curriculum (2014) national age-related expectations and whether they are 'on track' meet or exceed the national standards by the end of each key stage. Current attainment is compared to prior attainment and discussions about future potential. Target Tracker is used as an assessment and tracking tool by all teachers in the school; this is regularly updated and analysed by teachers, subject leaders and the head-teacher
- Salford Reading Tests are available to use in school to track pupils' reading age and comprehension age. This may be used less frequently with pupils who are working above age related expectations and more in depth with pupils who are working at or below expectations. This is also used pre- and post-reading intervention programmes to judge progress
- A standards file is being developed to support teacher assessment judgements and moderation. The standards file aims to demonstrate what age-related expectations look like across the year through samples of children's learning.
- Staff attend regular moderation sessions within school and across the local cluster network of schools.
- National assessments are carried out each year in:
 - o Reception - Baseline Assessment and End of EYFS Key Stage Outcomes.
 - o Year 1 - Phonics Screen, with prior support and intervention for children who are at risk of not meeting the expected standard.
 - o Year 2 - Phonics screen retake, with targeted intervention for those children who did not achieve in year 1, and Reading, Writing and Grammar, Punctuation and Spelling.
 - o Year 6 - Reading, Writing and Grammar, Punctuation and Spelling.
- At Key Stage 1 and 2, current attainment and progress in reading and writing are reported to parents/carers each term through parent/carers consultation meetings or via the end of year school report
- End of year and key stage assessments are analysed by the Head-teacher and English Subject Leader. Outcomes are reported to the Governing Body and feed into the school self-evaluation, development plan and performance management procedures.

Making use of assessment

- Analysis of phonics, reading and writing summative assessment outcomes are carried out termly at Pupil Progress meetings between the class teacher and the Head-teacher - children who are stuck, slow moving or not making expected progress are discussed and action taken to meet their specific needs, particularly children in receipt of the pupil premium.
- Children with English as an Additional Language (EAL) are given additional support in all aspects of English, as appropriate to their specific needs and acquisition of the English Language. (See Equalities Policy).
- Children who are higher achievers or potential higher achievers are given differentiated support and challenge to deepen their knowledge and skills to achieve Greater Depth.
- Children with an identified SEND will have an Individual Provision Map (IPM) to ensure appropriate access to the English curriculum that in turn ensures a good rate of progress from their starting point. These are reviewed each term with parents/carers.

Planning

- Pupils are taught in mixed age and ability classes and planning is adapted to meet the different needs and abilities within the class
- Long term plans for each class can be found on the school's website
- Formative and summative assessment and feedback informs short term planning
- Guided reading and phonics sessions are planned and taught separately from the daily English lessons
- Medium term plans are written by class teachers to set out what they intend to cover in each term in relation to Reading, Writing, Punctuation and Grammar and these are linked to texts and topic work carried out at those times
- Teachers plan in the shorter term using their own planning formats, which cover, in depth, what will be taught from the medium term plans. These plans are detailed to incorporate what individuals and small groups of pupils will be learning and how they will be supported by staff during lessons.

Professional Development

- The English Subject Leader attends Network meetings within the North Star cluster to, in which expertise, national updates and current practice is shared

- The English Subject Leader ensures the school staff are kept up to date with national developments in the English curriculum, teaching and assessment by sharing what has been learned at staff training and cluster meetings
- To update and share expertise and skills, all staff are expected to attend relevant courses and CPD opportunities, including engaging in regular peer coaching and support
- Staff training follows the Dfe guidance for CPD (2016)
- Moderation of teacher summative assessment judgements takes place within school and across the local network cluster of schools with support from local authority moderators

Policy agreed by Governing Body on 4th October 2017

Policy to be reviewed in 2020