ST PETER'S CE PRIMARY & NURSERY SCHOOL

ENGLISH POLICY 2021

At St Peter's CE Primary School, we inspire every child to be happy, confident, self-motivated and resilient so that they achieve personal success and will be able to make a positive contribution to society.

Intent

We inspire every child to be happy, confident, self-motivated and resilient so that they achieve personal success We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Through a creative approach, we aim for each child to achieve the highest possible standard they possibly can. A quality English curriculum should develop a children's love of reading, writing and discussion. The school values of honesty, ambition, care, teamwork, respect and fairness underpin everything that we do in school. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum.

At St Peter's Primary & Nursery School we aim to provide opportunities for children to:

- ✓ Speak clearly, fluently, confidently and listen patiently and carefully so that they can communicate effectively in a range of situations, including formal presentations;
- ✓ Develop their ability to learn through discussion, elaborating and clearly explaining their understanding and ideas;
- ✓ Read fluently and with good understanding;
- ✓ Develop a love of literature and language;
- ✓ 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;
- ✓ Write clearly, accurately and effectively for a range of audiences and purposes.

Reading

Reading is a key skill and at St Peter's Primary School we believe that children should be continually developing their reading skills and increasing their love of books.

Phonics is taught using the RWI scheme throughout the Early Years Foundation Stage (EYFS) ,Year 1 and the first term in Year 2, as these are the building blocks of working out unfamiliar words. Tricky

words – those that cannot be decoded – are also taught so that, combined with their decoding skills, children are able to speedily and skilfully read and comprehend texts.

The teaching of reading is based on the excellent and inspiring John Murray programme, which has been tailored to meet the needs of our children. In EYFS and Year 1, children take part in guided and shared reading sessions each week. In small, focused groups, children are equipped with the skills needed to become fluent and competent readers.

From Years 2 – 6, children take part in daily guided reading sessions. Studying a range of genres including stories, poems and non-fiction, the classes in each individual year group are combined to create four carefully planned groups. Texts are chosen to link with topics being covered in other lessons – this also ensures that vocabulary links and words are revisited to ensure a deeper understanding. Each day focuses on a specific reading skill and leads to an independent reading task at the end of the week. This structure is consistent across the year groups and ensures that children develop and improve their comprehension skills and confidence.

A love of reading is an important factor of reading at St Peter's – children are read to daily by their class teacher. Children in years 3-6 use the Accelerated reader scheme which ensures all children are reading books that are appropriate to their own individual needs. Those children who are working below the AR starting point are given books from RWI, as it is essential they are reading texts matched to their own ability.

Home reading remains an important element of reading development and reading diaries are monitored on a weekly basis by school staff. We also encourage shared reading at home where parents read with or to their children as well as listening to their child read their school reading book.

Writing

At St. Peter's teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

Writing is taught systematically across the school daily, both in English lessons and across other curriculum areas, according to National Curriculum expectations in terms of knowledge and skills. Genre aspects of teaching are repeated throughout the years using different texts. Each block of work begins with a quality text or activity stimulus and focuses on developing sentence construction, vocabulary, sense of audience, and punctuation, grammar and organisation. Knowledge and skills are consolidated and developed in each year, following a clear progression plan.

Subject-specific texts that link to work being undertaken in other areas should also be used in English lessons to support the wider curriculum. Teachers model the writing process, providing a context for discussion and demonstration of grammatical features at word, sentence and text level. Teachers encourage 'talk for writing' as an integral part of the process.

Our aim is that all children should;

- use writing to consolidate and develop thinking
- write with interest, commitment and enjoyment
- write with confidence in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- punctuate to make meaning clear to the reader
- plan draft and edit their writing to suit the purpose
- work with peers to discuss and evaluate their writing
- develop writing stamina
- where appropriate, use ICT for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation
- develop an independent approach to spelling and to word acquisition.

Spelling

Spelling will be taught in accordance with the National Curriculum for English with an emphasis on the teaching of phonics, conventions, exceptions and rules. Each year group will also focus on the specific word lists for their year group.

Years 1- 6 will follow the Spelling Shed scheme of work. The format of the week will be:

- spelling pattern for the week will be introduced;
- words following the pattern will be explored and linked to meaning, graphology, phonology and etymology;
- ways of memorising the spellings will be taught with children having opportunities to practise them;
- dictations or tests to allow children to recall spellings.
- Hive spelling quiz to take place weekly

We recognise and make links between handwriting patterns and spelling patterns and these will often be taught together.

Throughout the school the children will use word banks, dictionaries, thesauruses and etymological dictionaries. Children are encouraged to attempt spelling by themselves and to self-check their own writing in order to help them develop self-reliance and continuity of thought. They will also proof-read writing individually or with a partner to identify mistakes.

Spelling will have a high priority in every classroom. Adults will pick up spelling errors that it is reasonable to expect the children to know such as high frequency words, common exception words and statutory word lists. In line with the marking policy, children will either correct spellings three times,

practise them in spelling logs or from Y4 up, they will be identified by a dot in the margin and children will need to identify and correct the error independently.

Handwriting

At St. Peter's we value legible and fluent handwriting. We value handwriting as a skill that needs explicit instruction and practise. We are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting scheme.
Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.
We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.
The children are taught a pre-cursive style of handwriting in reception and year 1. By year 2 we expect the majority of children to be writing in a cursive handwriting style. If a child produces consistently good handwriting in all books then we will quickly move them on to writing in pen (except in Maths books).
All adults are encouraged to use neat, joined-up cursive writing for all handwriting tasks including marking and comments.
Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.
Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage outcomes are met.

Foundation Outcomes

·Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
·Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
·Understand the language needed to describe pencil movements in preparation for letter formation.

Reception Outcomes

·Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
·Understand that letters are written on a base line.
·Begin to form some recognisable letters, capital letters and numerals.
·Have an understanding of writing their own name.
·Understanding different shaped letter families.

Key Stage 1 Outcomes

·Write legibly using upper and lower case letters with correct joins.

•Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
•Leave the correct space between words.
•Form capital letters and use where appropriate.
•Form numerals that are consistent in size and sit on the base line.
•Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Key Stage 2 Outcomes

Improve quality, speed and stamina of handwriting.
•Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
•Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
•Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.
Have full knowledge and ability of the different forms of handwriting for different purposes:
•Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
•Printed or capital letters for posters, notices, headings, labelling, and form filling.
•Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

Spoken Language

We believe spoken language to be fundamental to the achievement of the children at St. Peter's. Our curriculum reflects the importance of spoken language in pupils' development – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Spoken language underpins the development of reading and writing.
Spoken language is fundamental to learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, who confident to operate in a wide range of situations.
We develop spoken language skills through the whole curriculum. We prioritise good speaking and listening skills amongst all our pupils. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of our curriculum. These are reflected and contextualised within the reading and writing.
Examples of ways we develop spoken language at St. Peter's:
-Through daily taught reading lessons (particularly a Tuesday vocabulary session)
-Through weekly talk homework (KS1)

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Assessment

At St Peter's, we believe that assessment is ongoing and is conducted informally on a day to day basis. This informationis then used to identify the next learning steps and children's groupings as appropriate.

Termly NFER summative assessments in reading and grammar, punctuation and spelling (GPS) are also undertaken, with the results of these tests being reported to parents termly. Pupils' progress is also reported to parents annually as part of the child's school report.

Assessment in English is viewed as part of the assessment for learning cycle. Learning objectives and steps to success are shared with the children in every lesson so they are clear about, and involved in, their learning journey. Children are provided with opportunities for self/peer-assessment and improvement. Marking is developmental and children are provided with next steps to extend their learning. Teachers monitor the acquisition of skills, knowledge and understanding through appropriate teacher intervention, observations and discussions with groups and individuals. Teachers are asked to:

Assess samples of writing from each child within the class once a fortnight, identifying which statements reflect attainment and which indicate gaps.

Use the statements to identify gaps in children's learning. When gaps have been identified these will then form the basis of;

- whole class or group teaching objectives
- a focus for marking and responding to pupils' writing
- Intervention groups

The target statements can also be used to support teachers' formative assessment as they check progress from week to week.

A Read, Write inc phonics assessment is administered in Reception at the beginning of each half term and in year 1, at the end of eachhalf term. This is used to help organise reading groups and track progression over a year.

Resources and Resource Management

Funding for English is allocated within the school budget plan for each financial year. There is a central English budget to cover the purchase of books and resources. Each class has a set of English resources, such as dictionaries and reading books that is the responsibility of the class teacher and teaching assistants. Additional reading resources can be found in the library.

Monitoring

English sessions are monitored regularly by:

- the head teacher
- the deputy head teacher
- the English coordinator

English books and the use of English across the curriculum are monitored by the Senior Leadership Team termly.

Moderation procedures

A portfolio of moderated writing will be kept by the English coordinator. A sample of fiction and non-fiction writing from each class is moderated as a whole school each term.

Equal Opportunities

The teaching of English is in accordance with St Peter's Equality Plan. We aim to provide equal access to English irrespective of ability, ethnicity, gender or disability.

Special Educational Needs

English will be differentiated in order to meet the needs of individual learners.

Where necessary, adaptations will be made to the curriculum, to equipment and to resources to allow children with SEND, and those for whom English is an additional language (EAL), to access all areas of the English curriculum. This includes provision for pupils that are exceptionally able (EA) in reading or writing, who will be given a broad range of extension activities, enabling them to be challenged appropriately.

Policy written by English lead

Adopted by the Learning & Assessment Committee: