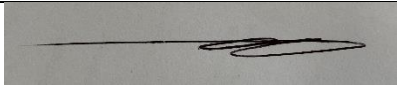




English Policy

Date adopted by the governing body	14 th September 2022
Date to be reviewed	September 2024
Signed: Chair of Governors	
Signed: Headteacher	<i>Becky Reed</i>

English Policy

Aims and objectives

At Chantry Community Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes literate and progresses to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6.

We recognise that English should not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded throughout our curriculum and we strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring high expectations, we will support children to develop their skills and make progress. Children at Chantry will be exposed to a language heavy, creative and continuous English curriculum; which will not only enable them to become literate but will also develop a love of reading, creative writing and confident speakers and listeners. At Chantry we believe that creativity should be at the heart of our English curriculum so that children can learn new skills in a fun and engaging way.

Through English in our school we aim to develop;

- A positive attitude towards all aspects of English, including spoken language.
- The confidence to work, with growing independence across the different areas of English.
- The competence to produce a high standard of work, with our children meeting age related expectations or going beyond these.
- An awareness of audience.
- A fluent handwriting style containing correct joins and letter formation
- A strong grasp of phonics, spelling, vocabulary, grammar and punctuation.
- The ability to apply these skills consistently across pieces of writing.

Principles of Teaching and Learning

We will achieve this by:

- Prioritising reading, writing, speaking and listening at every opportunity.
- Providing stimulating environments in which all aspects of literacy can thrive.
- Developing trusting relationships within the classroom, including good use of peer and self-assessment, so that pupils feel confident to express themselves without fear of embarrassment or criticism.
- Following a text-based learning approach within English lessons, linking texts to topics where suitable.
- Motivating children through exciting topics which they help to plan and drive forward.
- Making lessons highly interactive and productive, so children have time to do, evaluate and improve.

- Using the Power of Reading's high-quality texts and planning as a starting point for our creative English curriculum.
- Making sure that learning is personalised as much as possible to meet the needs of all individual children.
- Using Communicate in Print to support the needs of all our pupils.
- Teaching synthetic phonics using the Read Write Inc Phonics approach in EYFS and KS1.

Teaching spelling through three sessions per week in KS2, using the review/revisit, practise and apply principle to support children in securing their understanding. The Read Write Inc approach is also used where appropriate.

- Using the Accelerated Reader programme from Y1-6 to ascertain children's reading age and develop a love of reading.
- Implementing the National Handwriting Association scheme from Reception to support pupils in forming positive habits as they begin their journey to become fluent writers. To include leading in for joining letters, then cursive writing from Year 2.
- Giving the children the opportunity to read for pleasure through the use of our well-stocked school library and class book corners.
- Providing opportunities throughout the school year to promote reading and writing (e.g. book fairs, competitions, World Book Day, parent workshops, author visits, visiting the local library, reading incentives such as certificates and bookmarks, projects involving outside agencies such as National Literacy Trust etc).

Speaking and Listening

The development of children's spoken language is enriched through play, singing, opportunities for talk, listening to and participating in storytelling, rhymes and jingles and through rich language, which is introduced through learning across the curriculum. Where appropriate, pre-learning takes place to allow children to develop their speaking and listening through tasks that complement the week's learning. All children have the opportunity to take part in a drama production during the school year alongside assemblies and other performances and festivals.

Teaching and Learning Principles

Our teaching and learning at Chantry Community Primary School is based upon the 2014 National Curriculum for English. We teach children by year groups, whilst differentiating tasks to suit pupils who are working above or below age-related expectations. This enables those pupils to develop key skills, as well as increase their confidence and independence at a more manageable pace or to extend the skills they already have. We also identify those pupils who would benefit from additional English support and use interventions such as Jump ahead, Fresh Start Phonics and speech and language groups to support them

Planning

Throughout the school, English lessons will take place 4x week, alongside additional reading, handwriting, phonics and spelling teaching. High standards and general English subject knowledge will be reinforced continually throughout all subjects.

Planning guidelines for Years 1-6 are taken from the 2014 National Curriculum. EYFS follow the latest Development Matters statements (2020). This is used alongside the school's assessment materials so that we can tailor lessons to meet the needs of our pupils.

Teachers and leaders feel confident in choosing their own texts and materials to best support the teaching of a specific unit or to help achieve a learning objective.

Technology can play a big part in lessons, but only if it is the best option. We do not feel the need for over-use of technology and value the importance of 'real' texts, with classes reading and analysing whole texts together.

Training and CPD opportunities is offered to all members of staff, this will support them in delivering high quality English sessions that inspire and motivate all pupils. Planning and teaching is supported through monitoring and coaching time

Early Years Foundation Stage:

English in the Foundation Stage is taught as an integral part of the children's work. The children have experience of aspects of English every day. Our Early Years team have a secure understanding of the children's prior learning. Where necessary these areas of learning are revisited. Some pupils will spend more time in September being taught the different levels and aspects of phonological awareness including general sound discrimination, body percussion, rhythm and rhyme, recognition and production of syllables and oral blending and segmenting. Phonics is taught using the Read Write Inc approach in Reception. Reception teach discreet daily phonic lessons to begin with by the spring term in Reception, pupils begin to follow a more structured literacy lesson to aid with their transition into year 1

Our Reception classes follow the EYFS Statutory Framework. Children have the opportunity to explore, enjoy, learn about and use words and text in a range of situations, through the carefully planned learning environment. We encourage the love of reading by continually updating our reading areas, through reading as a whole class and hearing children read individually at least twice a week. In Reception we have daily story votes where each day 2 texts are displayed. As the children enter the classroom they choose either a pebble or peg and vote for the story which they would like to hear shared at the end of the day. These texts are chosen from the class library of recommended texts.

We have strong parent links enhanced through home-school records and the organized reading events throughout the year. Guided reading is introduced in the Spring term of Reception class. Role-play is changed on a half-termly basis to enthuse and inspire children to be creative in their use of language, providing varied opportunities to read and write through play.

At the end of their reception year the children are assessed against the Early Learning Goals. The prime areas of English development are Communication and Language (Listening and attention, understanding and speaking) and Literacy Development (Reading comprehension, word reading and writing.) Pupils are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practice and exchange their range of vocabulary and communication skills.

Phonics

Starting in the Foundation Stage and going up to Year 2 all children are systematically taught phonics using the Read Write Inc programme. This will be a 30-minute session per day, building up to a 40-minute session of phonics teaching per day by the Summer Term in Reception.

As much as possible the children's developing phonological knowledge needs to be applied in contexts outside this discrete time. Children are taught to build and write words at the same time as reading them. Read Write Inc reading material is used consistently across EYFS - Year 3 (and for intervention sessions throughout KS2). Books and reading materials are taught exclusively to correlate with the specific Read Write Inc stages (Initial Code and Extended Code). We also use Oxford Reading Tree books, Rocket Phonics and Dandelion Reader texts to support early reading. These books are carefully organised to match the children's phonic reading ability. As the children become more proficient readers they can also read books which they choose themselves from the class reading shelves, along with their school library books.

Inclusion

At Chantry, we feel it is essential to be aware of the differing groups of learners and vulnerable children in their class. Through this, teachers can plan and teach personalised English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

Through formal and informal assessments, we identify the needs of all children and use appropriate organisational strategies, resources and multi-sensory teaching methods to cater for these needs.

Where applicable, children's ANPs incorporate suitable objectives from the Framework for English and teachers keep these objectives in mind when planning work. Additional support staff are made available where necessary to support groups or individual children, working collaboratively with the class teacher.

Daily English lessons will include:

Reading and Writing

Reading and exploring quality texts, developing children's knowledge of a wide range of vocabulary, punctuation and comprehension, enhancing understanding. Children will be provided with exciting writing and GPS opportunities linked to the class texts. Teachers will model writing using a range of techniques whilst also allowing children to develop their skills and independence as they move through the school.

Core Texts are used in each year group but there is scope for change if necessary. KS1 usually use one copy of a text whilst sitting on the carpet area, whilst KS2 have class sets of the text wherever possible. A wide range of effective questioning will be used during class discussions to challenge, probe and extend children's understanding and learning. This analysis may be followed by a written response, completing some explicit vocabulary teaching or by answering comprehension questions using the **V**ocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval and **S**equence/**S**ummarise (VIPERS) approach.

Guided writing sessions may be used to meet specific objectives for individuals or groups.

Opportunities will be provided for children to reflect and edit their work and to respond to marking.

Guided reading in either groups or whole class takes place daily within KS1 classes. In KS2, children participate in whole class reading sessions two or three times a week, they are given an opportunity to read a piece of text and to discuss it as a class or in small groups through skilled questioning by the teacher. The text can be drawn from the class's high-quality text or from a carefully selected piece of text or poem.

The class teacher and Teaching Assistants listen to children read on an individual basis as often as possible. Home-school reading journals are used to record comments and provide evidence of assessment and also provide a good home-school link. Our school library is also used regularly, with children choosing their own books to read and share at home with parents/guardians.

All children have the opportunity to read for pleasure during the school day. Children self-select their reading books from the classroom and are expected to take responsibility for taking an AR quiz on their books when they have read them. The expectations of how many books are read during the week will vary depending on age and stage. However, it is expected that children read every night at home either with an adult or independently (Year Five & Six).

Reading is supported by:

- Jump Ahead and Dough Disco in Reception
- Talk for Writing tools in Reception and Key Stage One
- Volunteer Reading Partners who give their time to support children by reading or playing reading games with them.
- Pupil Reading Partners – a paired reading session every Friday between year groups across key stage one and two.

Spelling

Spellings are to be taught in separate spelling sessions but also continuously throughout the school day. All children are to be taught their year group word list (using Classroom Secrets weekly plans in KS2), whilst also revising previous year's lists. Through Read Write Inc lessons in KS1 and spelling sessions in KS2, children are to be taught their year groups spelling patterns. We have additional Read Write Inc interventions for children where extra support is required throughout KS1 and 2 (e.g. those children who did not pass the Year One phonics screening test or the resit in Year 2).

Handwriting

All children in EYFS are taught to hold a pencil correctly and form all letters correctly. Once our children have mastered using correct letter formation they are taught to use the pre-cursive handwriting script following our 'Handwriting Families' document. Handwriting will be taught following the order of the phonic sounds in the Read Write Inc. programme and will be recorded in exercise books or phonic folders. All letters will start from the same entry point on the line and the pencil should not leave the page for each word. From year 2 children are expected to join up their writing. All staff should model the handwriting cursive script when they write for any purpose within the classroom. All children should be expected to write in this style of handwriting whenever they write, in all subjects.

From Summer term in Reception (if children are ready) the children are to use English books containing tramped handwriting paper. This will continue throughout Years 1 and 2 and until the children are forming their letters correctly (ascenders and descenders correctly formed). Children will then progress onto normal lined English books when their handwriting is at the expected standard.

Assessment for Learning:

Reading

Staff will ensure that children regularly change their books and set quizzes to ascertain their reading age which is known as their ZPD (Zone of Proximal Development). The children then choose a book to read from this ZPD range, once read they then sit a quiz with a target of 80%. Assessments are carried out once a term to track progress. All classroom adults monitor reading data weekly to check books chosen, quizzes taken and frequency of reading. Pupil voice is carried out to ascertain books, genres and key themes that the children are interested in.

Teachers also track progress in phonics using the Read Write Inc resources. This information is passed onto SLT who monitor progress.

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Writing, Grammar, Punctuation and Spelling

We firmly believe that the focus should be on 'learning' rather than teaching, and value the importance of our school assessment materials as a tool for all of our children in Key Stages 1 and 2. The assessment focuses in writing are shared with the children and they are included in the evaluating of their work and future target setting. Self-evaluation and editing is key in getting children to understand what they can do well and what they need to improve on further and this is actively taught.

Assessment is an ongoing process, though summative samples are also undertaken with the children each term. Across the school writing is assessed against year group objectives. Results are then inputted into our Class Tracker assessment system where progress can be monitored. Assessment information is gathered from tests and work during Literacy sessions but also from the many opportunities we create for extended writing during our History, Geography, Science and RE work.

We regularly cross moderate children's writing samples within school and with other schools to ensure consistency.

Speaking and Listening

We do not use any summative assessments or formal assessment materials for Speaking & Listening and purely base our judgements on how children respond during lessons. We

report on their confidence levels, articulacy and ability to listen to others when we record our levels on the end of year reports.

For more information on assessment, recording and target setting please refer to the Marking and Feedback Policy.

Monitoring

Regular monitoring of children's books across the curriculum is carried out to ensure children are learning and applying basic literacy skills and being provided with ample opportunities to produce sustained independent writing, in order to put these skills in to practice.

Lesson observations, drop-ins and learning walks are carried out by the English leader, head teacher, or Senior Leadership Team. Monitoring will be primarily focused on the learning, progression and the rates of engagement and productivity of pupils.

We understand the importance of involving children in their learning and we carry out pupil voice activities and monitoring of learning environments.

Classroom displays

Each classroom should have their own display and working wall. Flipcharts with key learning or print-outs from Lynx should be placed on the working wall to support learning. This should match the topic being taught that week in class. A working wall should also include grammar support for the children to access, key questions and English vocabulary.

Each classroom will have a designated area to promote reading. In many classrooms this will be a reading or book corner, where children are able to access a variety of quality texts. Reading corners will be carefully organised and kept tidy by staff and pupils. The texts on offer to pupils should be changed at least termly.

Roles and responsibilities

Parental Involvement

We recognise and value the interest, support and involvement of the parents in their children's English development and endeavour to keep them up to date with any developments in this area. We actively encourage parents to help their children in developing their English skills, through formal and informal meetings as well as videos, leaflets and booklets. Home learning is also set to consolidate schoolwork and encourage involvement of parents. We emphasise the importance of reading to, and with, children from an early age and our expectation that learning to read will be a partnership between home and school.

Parents and carers are kept informed of our high expectations through written information, parents meetings, the Pre-Reception Visit, Open Learning weeks, open afternoons and evenings. We ensure that parents are informed and encouraged to be good role-models and support to their children. Spelling rules and patterns are sent home in order that parents can continue working on these with their children and parents are kept informed of progress at parent consultations reports and through the annual written report.

All Key Stage One children have a reading record book which is taken home every day along with a reading book. This 'reading record' is a link between home and school which parents, carers and those adults involved in reading with the child in school are asked to comment in. Accelerated Reader is a programme used across the school. Parents can view their child's progress from home and the results from each book quiz taken.

The Role of the Subject Leader

English subject leaders will be expected to:

- teach demonstration lessons;
- ensure teachers and trainee teachers are familiar with the planning process and support them to plan lessons;
- lead by example in the way they plan, teach and assess in their own classroom;
- prepare, organise and lead INSET, with support of the head teacher;
- support the head teacher in carrying out the audit and setting targets for the future;
- work co-operatively with the SENCO in providing advice and support for staff;
- monitor, track and evaluate standards in maths across the school;
- analyse results to identify weak areas of teaching and learning;
- support staff in making provision for all pupils, considering use of resources and allocation of time;
- monitor and observe colleagues teaching and plans from time to time, with a view to identifying the support they need;
- attend training and cluster meetings and, where necessary, feed information back to staff during Professional Learning Meetings;
- provide information for parents in the form of videos, booklets/leaflets and meetings;
- discuss regularly with the head teacher, phase leaders and Governors Achievement Committee the progress of mathematics;
- lead parent/children English events;
- update the policy and guidelines.