St. Andrew's C.P. School

Kirk Ella

# English Policy

**Building respect, resilience and responsibility to encourage confident and questioning children who love learning.**

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**Review in: February 2027**

**Kirk Ella St. Andrew's CP School**

**English Policy**

This document is a policy of the aims, principles and strategies for the teaching and learning of English at Kirk Ella St. Andrew's C.P. School.

# Building respect, resilience and responsibility to encourage confident and questioning children who love learning.

**The Nature of English**

English as a subject unites the important skills of reading and writing and it is also strongly supported by speaking and listening. It is a subject in its own right and is also the medium of instruction and learning for other subjects. All staff therefore contribute and share responsibility for the language development of pupils. English is timetabled for approximately 1 hour per day but it is also supplemented by further language activities which may be cross-curricular, for example, extended writing, story time, whole class reading, drama, speaking and listening games etc. English is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are categorised into the following attainment targets:

1. Speaking and listening
2. Reading
3. Writing

**Aims**

Our aims in teaching English are that the children should:

- be interested in books, read with enjoyment and evaluate and justify their preferences
- become independent readers, writers and speakers demonstrating confidence, fluency and understanding
- be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell accurately
- develop their powers of imagination, inventiveness and critical awareness through reading, writing, speaking and listening
- read a range of materials fluently and with understanding, for enjoyment and for information
- respond to reading in a variety of ways, e.g., drama, role play, discussion, writing
- have fluent and legible handwriting
- have an interest in words and a growing vocabulary
- understand and be familiar with some of the ways in which different genres of writing are structured

- know the features of and be able to write in a range of genres in fiction, non-fiction and poetry
- write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently
- use and understand the grammatical terminology in English appendix 2 of the statutory requirements
- plan, draft, revise and edit their own writing

These aims are to be achieved principally through the implementation of the revised National Curriculum for English (2015). Our policy is a working document which reflects the ethos and practice within the school in relation to the teaching of English. It has been written with due regard to the requirements of the National Curriculum and it will be monitored and evaluated according to the changes within these documents as and when they arise.

**Principles of the teaching and learning of English**

English is important because:

- it is the basis of communication and understanding in our society
- it is the foundation for almost all the learning that goes on in our school
- its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life.

**Strategies for the teaching of English**

The English curriculum is organised into:

- direct teaching of spelling, grammar, phonics, reading, writing, speaking and listening during English lessons.
- discrete teaching of phonics, grammar and punctuation.

- indirect teaching and learning which goes on throughout the school day and throughout all curriculum areas
- creative events organised to promote the teaching and learning of English, e.g. World Book Day, House reading assemblies.

The skills that children develop in English are linked to, and applied in every aspect of our curriculum. The teaching of English develops skills through which our learners can give critical responses to moral questions they meet in their work. Their understanding and appreciation of a variety of texts bring them into contact with their own English heritage and other cultures. We strive to apply as many cross curricular links in our English lessons as possible.

In the Foundation stage, children are taught English through both teacher led sessions and continuous provision. Phonics is taught daily through the Little Wandle programme which

supports reading, writing and letter formation using rhymes. Children read twice a week in small groups using books linked to phonic progression. Children are exposed to a range of books and genres throughout the year. These are shared as whole class readers or topic books linked to Talk for Writing.

The teaching of English covers the requirements of the National Curriculum and concurs with the 3 aspects of:

1. **Speaking and listening**

All pupils are encouraged to become good listeners and confident speakers. Opportunities for pupils to develop their speaking and listening skills are provided throughout the curriculum. Speaking and listening is used to aid pupils' understanding and as a means of enabling them to form and develop their ideas.
As spoken language often differs from Standard English, the correction of speech may well inhibit a child from speaking publicly and can imply criticism of the home. Any correcting must be done sensitively to avoid the alienation of the child, home and school.

2. **Reading**

In school there is a range of different reading:

**Little Wandle Reading Groups (EYFS, KS1 and some KS2 pupils)**

Children across the EYFS, KS1 and some KS2 pupils will take part in Little Wandle Reading Groups. Following the Little Wandle Phonics scheme, children are assessed and grouped by their current phonic knowledge. Sessions are carried out 1 – 3 times a week. The aim of these sessions is for children to become fluent, confident readers. Particular attention is paid to phonetic knowledge and blending to read, moving onto developing pupils' confidence to read words fluently. Children are encouraged and taught to read with prosody and opportunities are given to pupils to answer questions about what they have read. By Year 2, children will begin to move away from taking part in Little Wandle Reading groups as their reading progresses. Please see the Early Reading and Phonics policy for further information on the Little Wandle Phonics programme.

**Shared Reading**

Shared reading takes place across the curriculum. Texts are shared with the class as a stimulus to a lesson or a topic. Texts are also shared with the children to promote pleasure for reading, for example, reading a shared story at the end of the day. Teachers are able to model reading strategies to the class and provide opportunities for children to discuss what they have read or listened to.

**Whole Class Reading**

Whole Class Reading sessions take place across the school from EYFS to KS2. Children share a text as a class and take part in discussions focusing on comprehension skills. Sessions may be focused on an extract of a text and allow the class to focus on a range of different reading skills, for example, prediction, retrieval, inferring and summarising. Whole Class Reading promotes inclusivity, ensuring that pupils, regardless of their reading ability, are exposed to the same text and can participate in discussions. A range of activities and exercises are used to encourage engagement and interaction, with emphasis also placed on reading fluency.

**Individual Reading**

All children are given a reading book which is appropriate for the stage of reading that the child is at. Some identified children may be heard read daily by an adult. As each child's reading progresses, the teacher will assess and move children on. In EYFS, KS1 and for some KS2 children, these reading assessments will follow the Little Wandle Letters and Sounds programme. Children taking part in the Little Wandle Reading Group sessions will have the opportunity to read their books and be heard read individually by an adult within the group.

**Reading for Pleasure**

Classes will have the opportunity to hear a shared story or text, read aloud by their class teacher, at various points through the day. All year groups have a reading area, encouraging pupils to read for pleasure or share a book with a friend. Classes take part in DEAR Time (Drop, Everything and Read) when pupils can choose a text to read individually or share with a friend. In order to encourage a love for reading both in and out of the classroom, home reading is strongly encouraged to provide children with opportunities to practise and consolidate skills taught at school. The role of parents and guardians is a valuable one and is supported through regular communication, both formal and informal.

## 3. Writing

In order to address our school's need to improve the standard of writing, a strong emphasis is placed upon the teaching of this aspect of English.

We cover the range of genres for each year group as laid out in the National Curriculum.

**Approach to Writing**

Across school, children are taught writing through a hybrid approach consisting of the 'Pie Corbett' Talk for Writing model as well as Phillip Webb's 5 phase approach to teaching writing.

- Throughout the year children use high quality texts, both fiction and non-fiction, to support their writing
- Children use the Imitate, Innovate, Independent Application sequence taken from Pie Corbett's Talk for Writing Model. In EYFS and KS1 particularly, there is a focus on using story mapping through pictures and oral sentence composition to support children in their writing
- Teachers use modelled, shared and guided writing to develop the children's ability to write creatively and independently
- Teachers will welcome ideas and suggestions from the children, modelling the planning and editing process of writing
- The teacher demonstrates how to plan, draft, edit and assess writing
- Children are taught how to assess each other's writing and give feedback
- Using Phillip Webb's approach, there is a '5 Phase Approach' to teaching writing – prediction, comprehension, text structure and organisation, planning, editing and drafting and publishing
- Each child writes a daily dictated sentence with the focus on improving children's transcriptional skills
- Daily spelling and grammar activities are taught in each English lesson (in KS2?)
- Opportunities are given to edit and improve their work based on marking and feedback
- Children collect and build vocabulary throughout a unit of work
- Classrooms have a working wall where ideas can be shared to support children's writing
- Independent writing is evaluated against year-group expectations, with pupils in Years 2 and 6 assessed using the end-of-key-stage framework

**Modelled Writing**

Modelled writing is a structured teaching approach where the teacher demonstrates the writing process to pupils. The teacher will think aloud whilst composing a text, making the decision making process visible. The teacher may verbalise choices about vocabulary, sentance structure, grammar, punctuation and organisation of writing. This strategy allows pupils to see how an effective writer plans, drafts, edits and improves their work.

**Shared Writing**

Shared writing is a collaborative teaaching approach where the teacher and pupils compose a text together. The teacher will guide discussion but welcome contributions from the class. The pupils will suggest ideas, vocabulary and sentence structures. The children are encouraged to explain and justify their choices. Responsibility for the writing is shared, with

the teacher providing support to ensure the final text reflects high expectations. Shared writing is an important scaffold between modelled and independent writing.

**Guided Writing**

Guided writing would happen within an English lesson with a small group of pupils who have similar learning needs. Guided writing would be in response to ongoing assessment and targets specific skills, strategies or next steps in writing. Pupils take greater responsibility for independent writing and composing their own texts, while the teacher intervenes strategically to provide feedback, address misconceptions, model skills or extend and challenge thinking.

The direct teaching of writing takes place within English lessons. Pupils are also given opportunities to practise and develop their writing skills in other areas of the curriculum.
Particularly in KS2, time needs to be given for the practising of planning and writing within time constraints.

**Spelling**

In order to write competently and with confidence, children need to be aware of phonics and spellings. Much of their writing will be read by others and therefore needs to be increasingly more accurate, legible and well presented.
In Foundation and Year 1 spelling is taught through the application of phonics, following the Little Wandle Phonics scheme.
In Year 2 children are taught spelling through spelling lessons, following the Little Wandle Spelling Scheme.

In KS2 Spelling is usually taught within the English lesson and discrete spelling sessions. Spelling strategies are taught explicitly and applied to common exception words and cross-curricular words. Daily spelling activities are taught for consolidating skills. A variety of different multi-sensory strategies are incorporated to appeal to the varied learning styles of the children. These include teaching children to:

- Memorise visual patterns
- Recognise silent letters
- Hear and identify sounds in words (phonemes)
- Use knowledge of rhyme to identify families of rhyming word
- Use Little Wandle Grow the Code chart
- Use dictionaries
- Use spelling lists from the National Curriculum
- Partition words into syllabic parts
- Developing an understanding of spelling rules and exceptions
- The use of 'Look, Say, Cover, Write, Check' approach to improve spelling independently.

**Grammar**

The teaching of grammar is in line with the requirements of the National Curriculum (2015) which details the expectations for the teaching of grammar and the agreed terminology (from the NC glossary). Grammar is timetabled and taught discretely as well as being embedded within English lessons where appropriate.

**Handwriting**

The school follows the Nelson Thornes model (see handwriting policy).

**Feedback**

Feedback to children about their progress in English is achieved through the discussion and marking of work (see assessment policy).

**Effective Marking**

- aims to help children learn through constructive comments
- is consistent throughout the school; errors are highlighted and pupils complete corrections accordingly using green pen
- is done verbally, when possible, while a task is being carried out
- of written work is done with discretion so that a child can assimilate a limited number of corrections at any one time – this will vary according to age, ability and learning objectives.

**Equal Opportunities**

All children should be given an equal opportunity to achieve the educational objectives in English, irrespective of race, gender or disability. English contributes significantly to equal opportunities in schools, for it is through language that judgements can often be made about other people's intelligence, potential and values; it is through literature and the media that culture is often expressed. Through the study of language and its influence, pupils are able to develop a greater understanding of different people and attitudes. Particular attention is paid to the choice of texts so as to include works from other cultures and traditions and works by both male and female writers. Some texts also deal with issues of race, gender and disability and challenge stereotypical images.
Children for whom English is their second language are welcomed as an asset in the classroom and their experience of language may well be greater than most of their peers. These children should be helped to gain full access to all aspects of English.

**Special Educational Needs (SEN)**

All children are to be included in all aspects of the Primary framework for English. Work is differentiated within groups and classes to match the ability of the children. Children on the SEN register may have English targets within their TSPs.

**Planning and Organisation**

Teachers plan for English lessons according to the objectives set out in the National Curriculum 2015. Teachers in the Foundation stage use Development Matters and the Early Learning Goals. Plans are kept within classes and year groups.

**Assessment (see Assessment Policy)**

Formative assessment is used to guide the progress of individual pupils in English. It involves identifying progress in each aspect of the subject, determining what each child has learned and what should therefore be the next stage in their learning. Formative assessment is carried out by teachers during their teaching. Suitable tasks for assessment include:

- mock SATs in Y6
- hearing individual children read
- guided reading
- short test in which the teacher asks questions and the children write down their answers (such as spelling or dictation exercises)
- specific assignments for individual pupils
- individual discussions with the teacher in which children are encouraged to appraise their own work and progress
- marking of work
- peer marking

Regular assessments of phonics (reading and spelling) and common exception words take place termly.
Summative assessment is carried out termly using:

- The Early Years Foundation Stage Profile
- mock SATs (Y6)
- NFER tests (NFER tests start in the Spring Term of Year 1)
- Writing assessments – National Curriculum levels have been replaced with 'Year Group Expectations' and teachers assess children in line with the school's policy; children are categorised as: working significantly below the expected standard, working below the expected standard; working at the expected standard or working at greater depth.
- See Assessment policy for further details.

**Reporting**

Progress is reported each term through parents' evenings and annually in each pupil's end of year report. The English governor visits the school and reports to the Governing body when appropriate.

**The Role of the English Coordinators**

- to play a leading role in preparing and reviewing the policy for the teaching of the subject
- to oversee English throughout the school, establishing how good standards, continuity and progression can be achieved and sustained
- monitor and evaluate the implementation of policy and planning and delivery
- regularly and systematically provide guidance to colleagues on content, methodology and resources
- oversee the assessment and recording of children's progress with the assessment co-ordinator
- chair discussions of the subject at staff meetings, organise and lead training sessions
- to audit resources for the subject and advise on and co-ordinate the acquisition of new materials
- to represent the school in local cluster groups and liaise with other primary and secondary schools
- liaise with other co-ordinators and senior management on curriculum planning to ensure that a balanced and coherent curriculum is being delivered
- liaise with the LA and other support services as appropriate.

**The Role and Responsibility of the Class Teacher**

Each teacher is expected to:

- keep planning up to date
- provide creative, engaging and challenging activities through which children will be inspired to become effective learners.
- fulfil the requirements of the English National Curriculum
- be a good role model for their pupils, including all aspects of English across the whole curriculum
- encourage children to listen and speak courteously.

This policy will be reviewed in Spring 2027