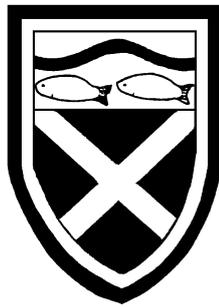


# **St Andrew's CE Primary School**



## **English Policy**

Summer 2021  
Next Review: Summer 2021

## **English Policy**

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## Philosophy

Language is the means by which children have access to so much. It is the medium through which we communicate, think and mediate all other subjects. The requirements of the National Curriculum address Language development through the whole curriculum, so it must be recognised that Language is central to the processes of teaching and learning, thereby underpinning all the work done in school. English, on the other hand, is a subject, an area of interest predominantly concerned with literature - both that which we read, and that which we help children write. English can be seen as part of the whole Language diet. English is different from other subjects, in that it is both a subject and a medium of instruction for other subjects.

We acknowledge that children come to us at different starting points, and with different needs, and that if we are to extend their knowledge about Language, we should start from where they are, encouraging and developing their response to all forms of Language. Children need to engage in a variety of activities in which they use language to compose their own thoughts and feelings, to comprehend the thoughts and feelings of others, and to communicate in a variety of ways for all sorts of purposes, in a range of contexts. We need to find out what knowledge and skills the children bring with them, and then work out a variety of strategies which will move them on from their starting points.

Children learn about language at different rates, and they cannot be expected to learn everything at once, so while they should be given the opportunity to develop their ability to produce and understand a wide variety of forms of language, in a wide range of contexts, the needs of all children must be considered and catered for, over the whole curriculum.

The overriding aim of our English curriculum is to enable all pupils to develop to the full their ability to use and understand English. Since language is both spoken and written, this means the fullest possible development of capabilities in Speaking and Listening, Reading and Writing.

Our aim is to deliver our English curriculum in a variety of ways to cater for all children's different learning styles. Thus it will be delivered through a cross curricular approach as well as a systematic teaching of basic skills.

## **The Rainbow Curriculum**

At St Andrew's, English is not only taught as a stand alone subject, but is central to our cross curricular approach to learning. It is integral to every other subject area, as English provides the medium of communication, learning and understanding. Without language, no other area of the curriculum can be fully accessed.

Our aim is to provide a flexible, creative, inspiring curriculum which enables all children to learn in a way which is most suitable to their own style (VAK), and which high expectations and a challenging yet realistic environment are at the forefront of our provision. English learning opportunities should be provided in all lessons and activities in order to provide as many opportunities as possible.

A cross-curricular approach will inspire even the most reluctant learners, and enable all children to make progress and succeed in their learning journey at St Andrew's. Basic skills must be taught consistently and frequently in order to develop children's understanding of the written language, and the link between home and school is vital in ensuring these skills are developed to the best of each child's ability.

## **Assessment and Recording**

At St Andrew's this will be an integral part of our planning, as it is in all curriculum areas. When planning specific English activities, we will identify what it is we are looking to assess, with *reference* to the English framework and to the NC documents 2014 and the Communication and Language and Literacy sections of the framework for Early Years Foundation Stage 2014. We will be looking to ensure continuity and standardisation in the way we assess and record the children's progress. This will take a variety of forms and will include teacher observations and discussions with pupils to help determine children's understanding of what they have been taught, formal assessment using NC materials and assessment sheets. Moderation of children's work in English will also take place; by the co-ordinator, the Senior Leadership Team, as a whole staff and cross school moderations.

Assessment will be used to identify any difficulties or areas of concern related to children's work. At St Andrew's we have an assessment system called 'The Bus Stop'. During each year at school, the children will be assessed half termly to termly; to determine what level the children are at, to set targets for the term ahead and to see what weaknesses the children need to focus upon. The targets will be sent home to inform parents what the children need to be able to do next to progress and a copy will be stuck in the children's books and discussed with the child.

After each assessment, the children will have their own individual assessment sheet to show and track progress through the year and through the school. It will also be indicated on the sheet how the child is progressing towards their individual end of year target. Green - excellent progress and met/exceeded target, orange - sufficient progress and red - not making sufficient progress. Again, this will be sent home to parents after each assessment so they are aware of the children's progress. This traffic light system will highlight those children, whatever ability, that are not making sufficient progress and then the class teacher can adopt strategies to make sure all children are making progress (value added).

All data is placed onto the O-Track system to calculate individuals/classes/year groups/SEN/G&T/gender value added, term by term and year by year.

Assessment for Learning - this process is used by the teacher and children at any point within a lesson. From the start of the lesson, the children know what they are learning (WALT) and what the teacher is looking for in their work (WILF). Children assess what they have learnt and then set their own targets or with peers for their next steps.

## **Inclusion**

### **Special Educational Needs**

We ensure that our objectives, materials, resources and organisation enables all children to fully participate in English activities and learning, taking into account their specific needs where possible.

Learning support through Learning Support Assistants and technical aids for producing written work are available for children who need specific help in small groups. When considered appropriate, individual programmes (SNIPs) are designed, implemented and followed through in the classroom, for both less able and more able children, by the class teacher with assistance from the English co-ordinator and the SENCO.

## **Greater Depth Pupils**

We will identify pupils who are working at Greater Depth in English and provide them with an appropriately extended range of challenges within the classroom. These will encourage independent thinking, creativity, reflection and depth of knowledge. We will promote the development of higher order thinking skills and problem solving/research/enterprise skills.

Excellence in English is celebrated in Sharing assemblies, Phase assemblies and on displays within and outside the classroom.

## **Every Child Matters**

This policy should be read in conjunction with the following Every Child Matters Policy Statement.

### **Every Child Matters Policy Statement**

At St Andrew's, an inclusive school, every child has an entitlement to fulfil his/her potential. This is achieved by ensuring the wellbeing of all pupils in relation to:

- ◆ Being healthy
- ◆ Staying safe
- ◆ Enjoying and achieving
- ◆ Making a positive contribution
- ◆ Achieving social and economic well being

At St Andrew's, these outcomes are an integral part of school life and by embracing the following areas, we aim to ensure they are realised:

- ◆ Personalised teaching and approaches to learning
- ◆ Flexible learning based on Early Learning principles
- ◆ Extra-curricular clubs and activities
- ◆ Support for emotional well being
- ◆ Flexible timetables
- ◆ Assessment for Learning which encourages children to have a say about their progress
- ◆ SEN provision
- ◆ Partnerships with parents/carers, other schools, the local community and with 'wrap around' health and social service providers

## **Safeguarding Children**

### **Safeguarding with reference to English provision**

When planning English activities as part of the Rainbow curriculum, staff must ensure risk assessments have been carried out in order to safeguard children at all times (see STP). Staff must ensure the whole school risk assessment sheet is completed weekly to accompany planning, and copies of this should be provided to all year group staff, support staff and Phase Leader. This should also be made available to supply staff, staff covering classes and the head teacher where required. Risk assessments must include:

- ◆ Using resources such as scissors, son, water, ICT equipment, play dough.
- ◆ Movement around the school premises.
- ◆ Using the outdoor environment.
- ◆ Checking equipment is well prepared and safe to use.
- ◆ Include parent helpers/visitors in the classroom.

Staff must ensure that any parent helper/visitor signs in at the office, wears a visitor's badge and is supervised by a member of staff at all times. Children should never be left alone with a visitor in school.

When using the outdoor environment, the class teacher must check the safety of the area *before-the* lesson in order to ensure it is safe to use e.g. no broken glass, litter, safe equipment, locked gates/doors onto the school grounds.

Any issues must be brought to the attention of the Head teacher or a Senior Leader immediately.

## **Reading**

Reading is central to learning. By learning to read, our children can then access the skills of learning throughout their lives, as the written word holds so much valuable knowledge. We must provide children with the key to a whole world of opportunities: reading is the key.

### **Aims**

- To develop our pupils' ability to read, and to understand and respond to all types of reading materials.
- To encourage children's interest in books and other reading materials, and to promote the view that reading can be a pleasurable activity.
- To develop reading and information retrieval strategies for the purpose of knowledge and learning.

## Objectives

- To give reading a high priority, which requires thorough planning and entails careful organisation and management of class work, group work, and teaching of individuals.
- To ensure that regular discussion takes place in Staff Meetings and Phase Meetings to ensure that continuity and progression are planned into the way in which reading is handled throughout the school.
- To organise reading resources consistently from class to class, and in the school generally.
- To ensure a wide variety of appropriate books in addition to any published scheme, and other materials will be available - effectively organised, and matched to individual needs.
- To enlist and encourage parental support, both in and out of school, as strong and close parental support is associated with higher reading standards.
- To promote reading for pleasure, and a love and respect of books
- To build on the oral language and experiences which pupils bring from home. Reading will include picture books, nursery rhymes, poems, folk tales, myths, legends and other literature which takes account of pupils' linguistic competencies and backgrounds.
- To include non-fiction texts closely related to the world of the child and to extend those which enable children to deepen an understanding of themselves and the world in which they live.
- To develop pupil's independence as readers, using a variety of approaches so that the needs of individual children can be met.
- To help children to become confident and resourceful in the use of a variety of reading cues.
- To provide weekly opportunities for Guided Reading with the class teacher.

## Writing

Writing enables our children to communicate their learning and knowledge. It creates opportunities for creativity, self expression and independence. By enabling our children to learn to write, we are providing a key skill which they will use throughout their lives. Writing is a basic skill which we must ensure every child has access to. Children need to be surrounded by meaningful language, and they need good models for their own writing.

The National Curriculum 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 National Curriculum divides writing skills into two dimensions:

**Transcription** (spelling and handwriting)

**Composition** (articulating ideas in speech and writing)

## **Aim**

To give each child the opportunity to develop writing skills at his/her own level, and to develop the skills to construct and convey meaning in written language.

## **Objectives**

To give pupils frequent opportunities to write in different contexts and for a variety of purposes and audiences, including for themselves.

To enable pupils to write in a wide range of activities.

To ensure that pupils are provided with good role models for writing; including teachers, other pupils and the opportunity to share and talk about their writing.

To teach children that the writing process involves:

Planning, drafting and writing, evaluating and editing, proof-reading and reading aloud and sharing.

To provide time for children to be able to follow this writing process.

To give pupils varied and frequent opportunities to write.

To give children the opportunity to write a variety of fiction and non-fiction texts.

To encourage pupils to be adventurous with vocabulary choices and teach them how to use a dictionary and a thesaurus to also improve the accuracy of spelling.

To enable pupils to write in response to a wide range of stimuli, including stories, plays, poems they have read and heard, TV programmes they have seen, their own interests, research they have conducted using books or the internet and experiences.

To provide pupils with the opportunity to compose sentences orally, as well as transcribing sentences.

To encourage and enable pupils to form grammatically correct sentences through oral or written means.

## **Speaking and Listening**

Children come into school with many different circumstances/speech experiences, and this often dramatically impacts upon the child's English development in the early years. Without spoken language, the written form cannot be accessed effectively. Speaking and listening should be at the core of our learning at St Andrew's; across the curriculum, and throughout each child's learning journey.

## **Aims**

- To enable our children to communicate effectively, and to develop confidence as speakers and listeners in a variety of situations, including drama.
- To give our children access to a wide range of language experiences, so that they can choose what language to use, according to the situations they find themselves in.
- To give our children a clearer understanding of the differences between spoken and written English.

## Objectives

- To give children the opportunity to experiment with different ways of talking for different contexts.
- To give children the message in classrooms that talk is valued and is NOT second best to reading and writing as a means of learning and as a measure of ability.
- To give children opportunities to work collaboratively with other children in a variety of groupings.
- To give children the opportunity and the vocabulary to reflect on talk as a means of improving their ability to use talk in learning and communication.
- To give children the opportunity to have real purposes for talk.
- To give children a model of the use of talk for speculation, debate or enquiry -teacher talk is often perceived by children as being mainly about 'management'.
- To teach children that good listeners are not passive but actively encourage the talker by responding to what is said.
- To give children the opportunity for extended talk with adults, in which their own ideas are developed.

***Children must first learn to talk, before they can talk to learn.***

## Spelling

Jolly Phonics will be used in the Nursery to develop early phonics' skills. Spelling will be taught by means of Letters and Sounds from Reception to Year 2 (and beyond where required) alongside any new elements as set out in the National Curriculum. Children will take five spellings home to learn (Reception to Year 2).

A school-based Spelling programme is used in Key Stage 2. The Key Stage 2 spelling system uses objectives/spelling patterns from the 2014 National Curriculum, incorporating these into a weekly programme of learning. Each day of the week has a specific focus.

Day 1: Teach It! Children are taught a specific spelling pattern for the week. They will look at examples of words containing the pattern and will dictate sentences using the pattern.

Day 2: Spell It! Children are given a list of 10 spellings containing the pattern/words to focus on for the week. Four words will be incorrect, they have to identify which ones then correct them using a dictionary.

Day 3: Mean It! Children use a dictionary to define the meaning of unfamiliar words from their spellings.

Day 4: Use It! Children apply their knowledge of word meanings by composing sentences.

Day 5: Spell It! Children are presented with the words from Day 2, four different spellings will be incorrect which have to be corrected.

The aim is that all children should achieve 8+ out of 10 at the final stage, as they will have learnt their spellings thoroughly. A certificate is awarded at the end of each term for children who have successfully achieved this; a special certificate is awarded for achieving full marks. Children in Key Stage 1 are awarded certificates for attaining 3+ out of 5 each week, as well as a special

certificate for attaining full marks each week.

Children in Key Stage 2 will also learn statutory spelling words every half-term. They will be tested on these using a SATs-style spelling test. The aim is for the majority of children to be able to spell the statutory words for their year group.

**Aim:**

To increase children's control over the correct spellings of individual words and over the most frequent sounds - letter correspondences and other principles of English spelling.

Spelling Strategies will include:

The development of visual strategies. Children will be encouraged to look carefully at the patterns of letter groups in words, and will be taught to write words from memory, keeping to the following routine:

LOOK at a word carefully

COVER the word

WRITE the word from memory

CHECK the word, and repeat the routine if it has been written incorrectly.

Other Strategies will include:

using simple mnemonics; classroom charts of common, irregular words; lists or word banks of keywords for specific subject areas; children to be encouraged to 'have a go', and then check the word; use of wordbooks as outlined below; development of the use of dictionaries/thesauruses; words to take home to support learning.

**Handwriting**

Please see the school's separate Handwriting Policy.

**Poetry**

Children will be given the opportunity to experience a wide range of poetry including classic poetry and more modern forms. There will be different elements to poetry work including reciting, performing and writing poetry. Specific poetry focus days will provide children with the opportunity to develop their skills.

**Cross-Curricular Writing**

Throughout the curriculum, there will be numerous opportunities for children to write using various forms and to apply skills learnt in English sessions. As well as subject-based comments, an English comment may be included on a piece of writing. Children will also be able to develop their research skills through reading a variety of texts in various subjects.

## **Homework**

A homework programme has been implemented following consultation with parents, and this is to include regular English homework. Homework tasks must not last longer than twenty minutes and be differentiated to challenge all abilities within the class. Homework tasks must include an optional extension task, space for parental/child comments and be marked according to the school homework marking policy.

## **Breadth and Balance**

English must be taught daily, and an English element must be included in every lesson taught. Guided reading will be taught daily, with groups reading weekly with a teacher. Phonics is taught daily in Key Stage 1. The time spent on English daily is flexible, but over the course of the school year, children will meet and exceed their allocated time on English lessons. English basic skills sessions will form part of this time.

During registration time each day, the children will also have the opportunity to reinforce and consolidate their English skills through Registration activities.

## **ICT in Literacy**

As English should be included in every lesson, so too should ICT, therefore allowing many opportunities for using ICT to support English activities.

A range of ICT is available to compliment English: laptops, Smart boards, Ipads, listening centres, PIXIE, Constructobot, web cams, cameras and video cameras.

ICT should be planned into every lesson to enhance the learning and to really inspire our children.

## **School and the Wider Community**

The school is committed to staff development, and as such, actively encourages staff to take part in INSET courses both daytime and twilight, in order to develop staff skills and knowledge.

The English Leader will attend any meetings/courses where English Co-ordinators have opportunity to meet and discuss issues/new developments.

It is one of the school's aims to make links with local industries and businesses, and any links which have relevance to English will be pursued.

Staff are encouraged to make English links in 'out of school' trips and visits, and with any visitors who come into school.

The school actively encourages parents to take an interest in their child's work in and out of school. Parents are encouraged to come into school at any time, and in addition there are specific 'Open days' when it is expected that 100% of parents will attend to discuss their child's work in all areas, including English.

Parent English days, such as during World Book Day, or Parent Pop-Ins, are organised for parents to view the English activities on offer for their children. Parental awareness booklets are sent home to provide parents with ideas of activities to encourage their children at home, and to highlight the expectations for children at each stage of the school journey.

## **Home School Learning**

The Home Learning Policy supports the Teaching and Learning Policy. It is a positive enhancement to learning and should be seen as such by pupils, teachers and parents. In order to promote this: All Home Learning tasks are set on Insight so pupils can access the tasks easily and parents can monitor the completion of the tasks and support their children effectively. In the case of children not being present in school (such as during an epidemic resulting in school closures), the use of home learning through email and access to Google Classroom will be used to reduce gaps in learning and will focus on differentiated non-negotiable and basic skills tasks as well as other key areas and objectives essential to the English curriculum. In the case of a pupil being unable to access technology to view and complete work arrangements will be made for paper learning packs to be collected or posted to individuals. Marking and feedback must be completed as soon as possible.

### **The English Team**

**Team Leader:** Sarah Dibnah

**Team Partner:** Samantha Taylor

**Team Members:** Kelly Nichols, Sam Taylor, Janice Daggitt, Marion Reaney, Sharon Jubb.

**Literacy Governor:**

### **Structure of Literacy Team**

Head teacher

English Team Leader/English Team

Leadership Team

Assessment team

Class teachers

Support Staff

### **Policy Review**

This policy will be reviewed Summer 2022.