

Sacred Heart Hindsford R.C. Primary School

English Policy



Policy written by S. Johnson

English Lead

Updated Autumn 2021

Accepted by Governors:

J. Carter

signed (chair)

S. M. Dermott

signed (Head)

Shared with staff: date:

Autumn 2021

By living out our Catholic faith

TOGETHER

we ENCOURAGE

and ACHIEVE

"I have called you by name"

Aims:

At Sacred Heart, we aim to develop pupils' abilities within an integrated program of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Sacred Heart, we strive for children to be a 'Primary Literate Pupil'
By the time each child leaves primary school, we aim for them to be able to:

- to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning, making formal presentations, demonstrating to others and participating in debate;
- use discussion in order to learn; developing the skills to elaborate and explain clearly their understanding and ideas;
- develop the habit of reading widely and often, for both pleasure and information;
- appreciate our rich and varied literary heritage;
- read and write with confidence, fluency and understanding, with accurate spelling and punctuation and to be taught the correct use of grammar;
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation;
- develop a range of independent strategies to self-monitor and correct when writing;
- appreciate our rich and varied literary heritage.

Statutory Requirements:

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the EYFS Framework (2021).

Children in Reception work within the Early Years Foundation Stage Framework towards the Early Learning Goals. Reception children experience activities to develop their knowledge, understanding and skills through the seven areas of learning and development, including the prime area of Communication and Language and the supporting area of Literacy.

In the Early Years Foundation Stage, Communication and Language Development involves giving children the opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their life long love of reading.

The Communication and Language element encourages children to listen, respond and engage in activities with others, and to express themselves effectively.

Children develop their reading and writing skills by using their phonic knowledge to decode words and to read and write simple sentences. Children in Reception follow Letters and Sounds daily. (*See phonics and spelling.*)

We believe that Reception children should be given opportunities to:

- speak, listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision three times a year. *This policy will be reviewed every three years or in the light of changes to legal requirements.*

Subject Organisation:

The English Curriculum is delivered using the Primary National Strategy framework. The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

At Sacred Heart we use a variety of teaching and learning styles in our English sessions in order to meet the needs of all our pupils. In both Key Stages 1 and 2 we do this through a daily English lesson.

Reading is a skill essential for life and at Sacred Heart we want every child to leave school as a competent reader with a love of books. Therefore, we have designed a novel based curriculum. Every class focuses on one main text each half term which may cover a range of genres. English skills for each year group have been carefully mapped out to ensure that all key skills are taught through the book-based curriculum.

Each session is organised as appropriate for the teaching and learning of a particular genre and/or skills. i.e. Children may experience a combination of whole-class shared reading and writing, the teaching of reading comprehension, focussed group teaching, small group led activities, paired activities and/or independent tasks. In EYFS and Years 1 and 2, continuous provision is used which includes a range of English activities.

SPaG is taught within English lessons and handwriting is taught discretely in each class and children are encouraged to apply what they have learned into all of their written work.

Children in both key stages are taught to improve their work, editing and redrafting lessons are taught and at the start of every English lesson, children are given five minutes where they can check their previous day's work and to make any corrections or amendments using their 'Perfecting Pink Pens.'

Spelling – see later in the policy.

We aim to provide the best teaching for all children so that they all reach their potential in English according to their individual abilities. We identify pupils or groups of pupils that may need additional support and take steps to improve their attainment or deepen their learning. More-able children are identified within classes and they are encouraged to gain a deeper understanding of their learning by being given greater depth challenges.

Approaches to Speaking and Listening:

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. 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. At Sacred Heart, Speaking and Listening activities are embedded throughout the Curriculum and teachers plan and deliver a minimum of one oracy based activity a week. Pupils are encouraged to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others. All classes use the motto; 'Think it, Say it, Write it, Read it' and teachers ensure that pupils build secure foundations by using discussion across the curriculum.

In order to develop the children's spoken oracy skills, children in all year groups are encouraged to use a specific word each week; 'Word of the Week' and include this in their spoken and written work. We aim to get children excited to learn new words whilst expanding their vocabulary week by week.

Approaches to Reading:

At Sacred Heart, we believe that a quality English Curriculum should develop children's love of reading, writing and discussion.

Our priorities are to ensure:

- Children develop the skills to decode words and read them fluently.
- Children have access to a wide range of books and genres and that they enjoy reading for pleasure.

Our aims:

- Give children plentiful opportunities to read for different purposes and to learn about a range different authors and genres.
- Ensure that all children have a good comprehension understanding of what they have read by being able to answer a range of questions accurately.
- It is our priority that our children leave school reading fluently, understanding what they read and therefore being able to participate fully as a member of society.
- An English Curriculum map is planned for each year group to ensure a range of genres are covered throughout the year and these are taught in each class through a specific novel each term. Shared Reading is conducted in all classes, where the whole class share a main text as part of their English lesson. In addition to this, to promote the children's love for

reading, each class share at least one 'class novel' each term where the children can listen for enjoyment.

Whole-Class/Guided Reading:

Guided Reading occurs within the English lesson in Key Stage 1, and in Key Stage 2, whole-class reading is taught outside the English lesson.

In KS2, children have at least 3 whole-class reading sessions a week alongside taught comprehension lessons. Teachers read a range of texts with pupils, focusing on comprehension and specific features in relation to objectives and content domains. This is an opportunity for teachers to model fluency. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. Within whole class guided reading, the different content domains found in the National Curriculum are explored using Reading Vipers, (taken from the Literacy Shed). Children explore how to break down questions into key skills and understand how they are required to approach a text.

In KS1, reading is taught in Guided groups and we use the Rigby Guided Reading Scheme supplemented by a range of other appropriate schemes including The Bug Club Decodable Guided Reading Scheme for Key Stage One. Whole-class comprehension lessons are also taught in KS1 alongside Guided Reading.

A fortnightly Cracking Comprehension lesson is taught to Years 1-6 where comprehension skills are modelled to the children with an interactive text. Children are then given the opportunity to complete a similar written comprehension activity. The teacher and children then review the activity, addressing any errors together.

Independent Reading:

For EYFS and KS1 children and those still working on phonetically decoding a text, we use Big Cat Collins Scheme where all books are organised according to the sounds/phonemes present in that book. Children are only given reading books which contain the phonemes that they have learned during the previous week to ensure that they can decode this and to reinforce the phonemes that they are learning.

For KS2 children and some Year 2 children, where appropriate, we use a programme called 'Accelerated Reader'. This is a reading programme designed to improve a child's reading efficiency. It allows the children to build their reading fluency whilst ensuring full comprehension of the text. Children are given regular in-depth reading assessments which provides each child with a **ZPD range** - the range of books that each child should be selecting books from. Therefore, children have the freedom to choose from a selection of books, but teachers have the confidence that books chosen are of adequate challenge.

It is expected that children in Key Stage Two read at home five times a week for approximately 20 minutes. When children have finished their book, within 24-48 hours they are expected to access an online comprehension quiz in school to assess their comprehension understanding of the book. The Accelerated Reader programme allows data to be collected for the teacher to view and assess progress.

Children take home a reading log as a communication between home and school. In EYFS and

Key Stage One, each week teachers will look for a minimum of three adult signatures in the children's reading logs and five adult signatures in Key Stage Two to say that they have read or discussed the book and that it has been completed. If there is not enough evidence of home reading, the child's teacher may invite parents into class for an informal chat to offer support and guidance. Children are expected to read in their own time in school if no reading has been done at home.

Each class has a dedicated reading area containing a range of books and text types for children to access independently.

Phonics and Spelling:

In EYFS and Key Stage One children have a clearly structured daily phonics session. At Sacred Heart we use the Letters and Sounds phonics programme. This is differentiated in each class to ensure that all children access phonics teaching and learning appropriate to their needs. Children who need more support in Letters and Sounds are taught in small groups and have extra teaching assistant support. In Key Stage One, one spelling session is dedicated to the spelling of tricky words.

Any children who fail the Year 1 Phonics Screening Test at the end of Year 1 are given additional support in Year 2 where they are taught in a small intervention group.

In Key Stage Two, we follow the 'No Nonsense Spelling Scheme' as a basis for the teaching and learning of spelling. However, children in Key Stage Two who still need to access Letters and Sounds have the opportunity to do so. In Key Stage Two, teachers plan and deliver a minimum of one spelling based lesson per week where spelling rules are taught. In both Key Stages, teachers send home weekly spellings as homework which are tested in class the following week. Assessments of the common exception words for each year group are also completed on a half-termly basis. Classes also have weekly spelling lesson focused on year group spellings, alongside spelling homework and they are given a spelling test each week.

Weekly homework tasks:

Children are set an online English homework task on Google classroom each week. This can be in the form of quizzes and games.

Writing:

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting);
- composition (articulating ideas and structuring them in speech and writing).

Writing at Sacred Heart is developed through:

Shared Writing:

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by

sharing their ideas with partners, in small groups or using individual white boards or their strategy page. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print.

Guided Writing:

Children are given the opportunity to work as part of a small group to complete a piece of writing with the support and guidance of their teacher and peers. The group work together to begin a piece of writing and then continue independently whilst the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and are planned carefully according to children's targets to promote progression in writing skills for all children.

Independent Writing:

Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and should cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess writing, leading up to creating an extended piece of writing. Ideally, time to mark pupil's writing should be built into the lesson, as 'live marking' allows children to go through their work with an adult, learning from their misconceptions and understanding their targets for future pieces of writing. As a school, we build in regular cross-curricular writing opportunities, using our rich and varied curriculum as an engaging stimulus for the children.

Extended Writing:

Every two weeks, all children take part in an Extended Writing session. From assessing the outcome of this, the children are then re-grouped for the following extended writing session according to the skill (known as 'Green Targets'). The children's personal 'Green Target' then becomes part of their 'WILF' – 'What I am looking for' in their other English lessons. Children and teachers use the school marking code to highlight in orange where they are achieving their Green Target, and green where they need to make amendments. Teachers also ensure that children are given opportunities for Extended Writing in other curriculum areas.

Handwriting:

At Sacred Heart, children are taught to write legibly, fluently and at a reasonable speed. All teachers have high expectations in the presentation of work in all areas of the curriculum. (See the Sacred Heart Progression in Handwriting Document). The direct teaching of handwriting takes place during the week where we initially teach the children how to form letters according to letter families. Children are then taught the base joins in Year 1, [top joins](#) to anti-clockwise letters and other joins in Year 2. In KS2, when children have learned how to form all joins appropriately, handwriting can then focus on spelling. The expectation should be for pupils to be transferring their joined script to all areas of the curriculum. Children are given two handwriting sessions each week and are then expected to apply what they are learning within the rest of their writing during the week.

Cross-Curricular English Opportunities:

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. All classes teach a cross-curricular Extended Writing piece each term.

The Use of Computing:

Opportunities to use computing and technology to support teaching and learning in English will be planned for and used as appropriate including the use of interactive texts.

Assessment and Target Setting:

We assess children's work in English from three aspects (long-term, medium-term and short-term):

We create short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and outcomes (WALT's and WILF's) and will often be made from day to day observation.

We make medium-term assessments to measure progress and to help us plan subsequent teaching and learning opportunities.

We make these judgements through ongoing written work and regular consortia moderation meetings are held to ensure that teacher's judgements are accurate when assessing written work.

The final yearly assessment allows us to set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report.

The English subject leader collects in all English books including Extended Writing books throughout the year to monitor progress. Half termly assessments results are also collected and placed on a tracking grid to monitor progress and plan interventions at the earliest opportunity.

We make these assessments with the help of on-going Teacher Assessment and the end of key stage SATs tests (Year 2 and 6).

The children are also assessed on Spelling, Punctuation and Grammar each half term, using half termly tests. The English subject leader then tracks these scores to monitor progress and put necessary interventions into place. Assessments of the common exception words for each year group are also completed on a half-termly basis.

Inclusion:

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all children;
- to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences;

- to set suitable learning challenges for individuals or small groups of children;
- to respond to pupils diverse learning needs;
- to liaise with the SENCO to ensure that provision is made for all children with SEN;
- to relate activities for SEN children to their individual targets and personal plans;
- to overcome potential barriers to learning and assessment for individuals and groups of pupils;
- to identify vulnerable groups who are not making expected progress, and provide appropriate support.

Work in English takes into account the targets set for children from their fortnightly extended writing activities.

Phonics:

Any children who fail the Year 1 Phonics Screening Test at the end of Year 1 are given additional support in Year 2 where they are taught in a small intervention group. Please see the Phonics Policy for more details.

SEN Provision:

Any children requiring additional support outside their English lessons in class, may come out of class for short 1:1 sessions with a specialist teaching assistant who will use their IEP targets to address their needs. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

EAL Provision:

Providing for pupils with English as an Additional Language should take account of each pupil's ability and grasp of the English language. Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

Equal Opportunities:

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of the Subject Leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

- observation of English lessons.
- a termly work scrutiny of children's books/work, planning and marking .
- analysing data and tracking pupil progress.
- the provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;

- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- regular reports are made to the governors on the progress of English.

Parental Involvement:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress.
- Sending reading books and home/school record books to monitor progress at home and school.
- Holding Study Support Sessions in each class to help parents support their child at home with their learning.
- Holding drop-in sessions where parents can work with their children.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- Explaining to parents how they can support their children with homework.

Conclusion:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies/documents:

- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- Computing Policy
- Equality Statement
- English Curriculum Maps
- Handwriting Progression Document
- Non-Negotiables Progression Document
- Phonics Policy

Update to Policy Record Sheet

| Date | Reference / aspect of policy to update | Suggested amendments to consider at next review. |
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