

English Policy Christ Church C of E Primary



At Christ Church C of E Primary School, we recognise the central importance of English as a medium of thought, learning and expression across the curriculum and also as a subject in its own right. We believe that children need to develop their use of language in order to learn and to play a full and active role as individuals within society. English is therefore given a high priority in school and is taught daily in every class using guidance from the Primary and EYFS curriculums.

At Christ Church C of E Primary school we believe that English is:

- What children 'do' with language whenever they speak, listen, read and write;
- About grasping the code, learning to recognise and use the structures and pattern of spoken and written English, with increasing confidence and competence;
- About each child's increasing knowledge of what language is and how it is used;
- Most importantly, about each child's growing ability to construct and convey meaning in speech and writing and to read with fluency and understanding.

Aims

In the terms of speaking and listening, our intention is to help children to: -

- Adapt their speech to a widening range of circumstance and demands;
- Listen, understand and respond appropriately to others;
- Formulate, clarify and express their ideas clearly;
- Learn to use vocabulary and grammar of Standard English.

Our intention, in terms of reading, is to teach the children to: -

- Read accurately, fluently and with both understanding and enjoyment;
- Respond sensitively and critically to a wide range of texts;
- Use reference materials with confidence for a range of purposes.

In terms of writing, our intentions are: -

- Write with growing confidence and precision in a widening variety of forms for different purposes;
- Balance effective compositional skills (planning, developing ideas and presentation skills, learning to punctuate accurately, spell correctly and write in a legible hand).
- Discuss and evaluate writing.

Through the course of their work, inside and outside lessons, children will also be involved in drama and the study of other media. We believe these elements of English extend children's ability to communicate and to understand the communications of others around the world.

The role of the governing body

Regular reports are made to governors on the progress of English provision via our Literacy governor.

The Literacy governor makes regular visits to the school to facilitate the report making process and to ensure this policy is followed and understood.

The role of the subject leader

The subject leader works in conjunction with the S.L.T. The role involves:

- Modelling good practice;
- Being responsible for upgrading and ordering resources;
- Keeping informed about developments and new initiatives to support the teaching of language and literacy; ensuring all staff are informed.
- Auditing needs and organising staff training
- Training staff in the teaching and ultimately, learning of literacy;
- Monitoring planning with the head teacher; scrutiny of books and with constructive feedback;
- Supporting teachers in planning and using resources;
- Updating school policy when necessary.

Teacher's planning for English lessons

Teachers use the Primary National curriculum, to ensure consistency and coverage over the year. There is also a suggested programme of study and coverage within the school, developed by the literacy lead with support from the LA and diocese to ensure coverage of the curriculum's aims.

Teachers use a text based approach to lessons, teaching everything, both non-fiction and fiction from a text as the stimulus. We feel this approach enriches the curriculum providing a purpose to what is being studied. It allows children to access texts through the shared and guided reading within class and sets the teacher as a role model for children's attitudes towards English. In the words of one child 'Everything fits together and makes sense'.

In the Early years, Early Learning Goals are addressed through the communication, language and literacy aspect of the Early Years Framework.

All classes use a combination of whole class and ability group teaching, which helps us to support our special needs and to challenge our more able pupils. Lessons are on

average an hour a day with skills often being readdressed through cross curricular work in the afternoons.

Reading

We try to actively promote reading in school; children have the opportunity to visit the local library and school reading books are updated each year with requests from pupils. Books within classrooms are of a high quality and taken from the latest reading lists. Each class has books to diversify, expand and engage children's reading. We have also engaged with the 100 book challenge which chooses quality fiction and non-fiction texts and challenges children to read these before the end of a certain year group. Our school Reading Champions also help shape the school's approach to reading for pleasure through the creation of a school library in the main entrance where parents' can borrow books to read at home through to weekly recommended reads during collective worship time.

In EYFS and KS1 children read books from books linked to our systematic synthetic phonics programme; Little Wandle Letters and Sounds Revised as these texts are fully decodable and closely matched to each child's phonetic understanding. The Salford reading test is used termly to help determine a child's reading and comprehension age. Until they are reading off the scale, pupils read from banded books, which are appropriately levelled relating to reading and comprehension age.

Guided reading is used throughout KS1 & 2, where questions are devised relating to a range of reading skills, such as comprehension, inference and responding to authors' choice of language. Time is also spent examining vocabulary and discussing its meaning. The evidence obtained is used to support teacher judgments during periods of assessment.

Governors and friends of the school visit weekly to hear or read to children across school.

Class teachers also share books with children during reading for pleasure times daily which is extremely important in modelling reading with expression and enthusiasm to the children. We want children to see adults and themselves as active readers and believe this is a very worthwhile use of learning time within the school day.

Phonics

Pupils follow the Little Wandle Letters and Sounds Revised programme and guidance. Phonics is taught explicitly in Foundation Stage and KS1 for at least 20 minutes each day. Children are taught phonics within their year groups, with continual assessment ensuring pupils are reaching the expected standard.

An overview and long term plan for our approach to phonics can be found on the school website.

Phonics is tracked formally through half-termly assessments as well as informally throughout the delivery of sessions as this helps to determine progress and whether children require intervention or further support with their learning. The assessment also

allows us to determine particular areas of weakness that can then be directly addressed by focused intervention. Reading stages and phonics phases are tracked to highlight non movers and low achievers. Intervention in the form of one to one or small group is provided to support identified pupils, as well as those who may not have reached the expected standard by the end of KS1.

Focused intervention groups as used within Lower KS2 to address any gaps with children's phonics skills. Little Wandle Letters and Sounds Revised assessments are also used to monitor children in KS2 who did not achieve the expected standard in the Phonics screening check at the end of KS1.

Spelling

All children in years 1-6 are given spellings to learn. These are tested on Fridays with scores sent home to parents to show levels of success. SEN pupils focus on high frequency words and key spelling patterns. We also follow a spelling programme and scheme of work from the Spelling Shed to ensure that the teaching of spelling is covered daily in years 1-6 to support children with their learning and understanding of spelling and to ensure that the requirements of the curriculum are met.

Handwriting

From September 2022 children will develop the speed and fluency of their handwriting skills supported by the Letterjoin programme. This will help children develop a joined handwriting style from year 2 onwards.

Grammar

Grammar is taught within English lessons and is taught to be used in context within children's writing. They are taught the key terminology for each year group as outlined in the National Curriculum 2014 within lesson time and familiarise themselves with the terms through identifying them within texts and within their own writing.

The Role of Assessment

Teachers use assessment for learning and observations on a daily basis to determine what a child can do independently and what the next steps in their learning should be.

Formal judgements about children's achievement are made from evidence within children's literacy books. Children are challenged to write independently within all English lessons but where work has been supported by an adult this will be clearly marked. Through medium term and lesson planning our teachers ensure that lessons are tailored to the curriculum to provide opportunities to achieve each year group's expectations through the use of clear success criteria.

Clear learning objects are set at the start of each lesson; children know what the learning intention is and when appropriate play a role in setting the success criteria. Books are marked consistently throughout school against our marking policy. In KS1, teachers

use 'green for go' and 'think for pink' where as in KS2, Stars are awarded for aspects of the success criteria achieved and rainbows are used to identify the areas children need to work on. Peer and self-assessment is also used, more formally in KS2 with children identifying their own stars and rainbows.

Formal records are kept to monitor progress in English, these include:

- Transfer records from Nursery
- Foundation stage profile and pre-profile
- Year 1 Phonics screening check
- Little Wandle Letters and Sounds Revised online assessment tool
- Year 2 & 6 SATs
- Termly assessments fed into the school assessment tracker on SIMS
- Reading Records
- Guided Reading Records
- Opportunities are provided for unaided writing which again forms evidence to support our assessment judgements.

English as a Foreign Language

EAL children are supported by a teacher from EMTAS, we currently have one day a week for EAL support. The EAL teacher is a liaison for parents and provides teachers with teaching strategies and materials to support in the learning of the language.

Special Needs including more able children

Situations may arise in which individuals may need to work at a level either above or below that of their cohort, or may need additional assistance to accomplish tasks. This is decided through observation and teacher assessment. Where children are thought to need support, teachers use a referral procedure consistent with the code of practice for identification and assessment of special educational needs. Parents will of course be informed of any such decision. Enrichment and challenging activities are actively sought for more able pupils.

Interventions

Interventions take place throughout school with children identified as needing extra support through termly pupil progress meetings. Interventions can take the form of: -

- Spelling support
- Phonics support
- Letter formation and fine motor skills development including Write from the start
- Specific programmes e.g. Toe by Toe
- Year 6 booster

- BRP (Better Reading Partnerships)
- 1st Class @ Writing
- Lexia Core 5 online reading programme
- Input from the North Tyneside Dyslexia team
- One to one and small group guided reading interventions

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Subject Leader June 2022