



ST ANDREW'S CEVA PRIMARY SCHOOL

At St Andrew's CEVA Primary School we provide Christian worship and Christian teaching. Spiritual and moral development are central to the life of our school and this will be reinforced in teaching English where appropriate.

ENGLISH POLICY

Our Philosophy:

At St. Andrew's CEVA Primary School we recognise that language represents one of the fundamental tools that enables children to learn and communicate ideas, views and feelings. We believe that through the approaches of speaking and listening, reading and writing, children develop become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. We aim to provide quality experiences that will enhance children's knowledge, skills and understanding so they can enjoy, appreciate and manipulate all aspects of language and the written and spoken word.

Objectives:

In **Speaking and Listening**, we aim for our children to:

- Speak and listen in a wide range of circumstances and through this, develop a growing vocabulary.
- Be able to express their opinions and justify their preferences appropriately and to consider the opinions of others.
- Evaluate their own and other's contributions through a range of drama activities.
- Be an active listener and confident speaker in a wide range of circumstances including paired discussion.
- Acquire a vocabulary for talking about language.

In **Reading** we aim for our children to:

- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Use of a range of strategies to decode text e.g. phonic, grammatical knowledge, word recognition and knowledge of context.
- Become enthusiastic, reflective and confident readers.
- Be able to express their opinions and justify their preferences about a wide range of quality fiction/non-fiction texts.
- Read for meaning across a range of genres.
- Become readers for life.

In **Writing**, we aim for our children to:

- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Develop their creativity through writing for various purposes and in various curriculum context, including extended pieces of writing.
- Understand a range of text types and genres and be able to write in a variety of styles and form appropriate to the situation.
- Pay increasing attention to punctuation, grammar and spelling as they become more fluent and competent.
- Increase their ability to use planning and drafting to improve their work.
- Use a variety of mediums to express their written ideas e.g. ICT and drama.

Handwriting

Regular teaching of handwriting will occur from Reception through to Year 6 outside of the English session. (See handwriting policy).

As a staff we aim to:

- Assess and plan for the specific needs of children.
- Share our objectives with parents e.g. via discussions at parents evening.
- Provide a stimulating learning environment.
- Set high yet realistic expectations of the pupil's learning. Value all achievement.
- Set achievable, differentiated learning targets in conjunction with the children.
- Develop children's self-esteem and encourage them to strive for personal success.
- Give children the aural/oral skills needed to explore personal, social and moral issues.

At St Andrew's CEVA Primary School quality in English is seen as:

1. Clear objectives, explicitly drawn out and shared with children.
2. Well planned lessons, building upon prior learning coupled with specific learning intentions.
3. Teaching with confidence and good subject knowledge.
4. Appropriate use of a range of teaching strategies including:

■ Direction
■ Demonstration
■ Modelling
■ Scaffolding
■ Explanation
■ Targeted questioning and building in

reflection time
■ Initiating and guided exploration
■ Discussing and challenging ideas

- 5 Listening and responding to children in a sensitive and supportive manner.
- 6 Provision of opportunities for developing English across the curriculum.
- 7 Awareness of children's attainment levels and differentiation of questions and activities to accommodate the needs of all.

Organisation

- A daily English/Phonics session occurs in all year groups. Our English curriculum follows the Talk for Writing approach. A variety of teaching strategies are employed to deliver the writing curriculum and to develop skills. These include drama, shared and modelled writing incorporated into whole class teaching and guided approaches.
- English sessions are organised in a variety of ways to enrich pupils' experiences e.g. whole class, group work and independently.
- Regular guided reading/whole class reading sessions and writing sessions take place to address specific group needs. Guided reading/whole class reading should happen daily in KS2.
- A variety of teaching strategies are used to deliver the reading curriculum including individual, paired, guided and whole class teaching of book talk and comprehension skills.
- Fast Spelling occurs four times a week in Y1 – Y6. Children are encouraged to use the look, say, cover, write and check strategy to rehearse and consolidate spelling strategies and patterns. Words are taken from the national curriculum, letters and sounds tricky words, high frequency words and the KS2 spelling bank.
- Teachers plan together (in year groups) to ensure consistency, progression and equality of access.
- Teachers must plan for adequate time for Teaching assistants to carry out the Switch On Reading Programme.

Learning support:

- Work with individual and groups of children to achieve set objectives.
- Reinforce the skills taught by the teacher throughout the lesson.
- Agree targets and approaches with teachers.
- Support learning within the classroom.
- Support learning for individuals through personal programmes. (IEP related).

Special Needs

- Children with special needs experience a range of appropriate genre, which allows a breadth of experience.
- Work in English takes into account the targets set for individual children in their IEPs.
- Learning support assistants develop identified pupils' needs through:
 - Supporting and facilitating the acquisition of new skills taught in the main teaching and plenary part of the lesson. (E.g. questioning, focussing, and rephrasing questions)
 - Working with groups towards IEP targets and lesson objectives.
 - Ensuring that targeted pupils can access the lesson.
- Teachers provide help with communication and literacy through:
 - Using texts that children can read and understand to maintain interest and facilitate participation.
 - Using visual and written materials in a variety of formats.
 - Using ICT, other technological aids and taped materials.
 - Using translators and scribes.

Very Able and Talented Pupils

- More able children are identified on the Very Able and Talented list and can have different work provided to extend them further.
- A range of activities will be offered in the classroom to meet the needs of individuals/groups of children.
- Tasks may vary in their content, in the form of instruction, in the method of recording and in the amount of support given.

Differentiation may occur by outcome or by the nature of the task. It is hoped that in this way all children will reach their full potential in English.

The Foundation Stage

- We teach English in reception classes as an integral part of the school's work. English takes the form of daily independent tasks and a phonics session with regular guided activities throughout the week.
- As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.
- We give all children 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 practise and extend their range of vocabulary and communication skills.
- They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Planning and Monitoring

- Plans are based principally on the Foundation Stage Curriculum, National Curriculum 2014 and the Talk for Writing scheme of work.
- Other relevant DFES/Institute of Education documents are drawn upon to inform the planning process e.g. Developing Early Writing, Grammar for Writing, Progression in Phonics/Spelling Bank, Sounds Write and Letters & Sounds.
- Class teachers are responsible for following agreed medium term plans and producing short term plans.
- Teachers plan appropriate levels of differentiation to meet the needs of the children.
- Both English Leader and the SLT use a variety of strategies to monitor teaching and learning in English.
- The English Leader and SLT observe the teaching of English and feedback key findings both individually and to whole staff.
- The English Leader has allocated time to sample work, planning, observations and feedback.
- The English Leader is to meet regularly with the English governor to review progress.

Celebration of Pupils' work

At St. Andrew's CEVA Primary School a range of devices are used to foster pupils' self-esteem in their English abilities. These include:

- Display of handwritten or word processed work.
- Oral Presentations to the class or whole school.
- Performance of improvised and scripted dramatic productions.
- Time and space to value extra work produced eg. homework research.

Cross-Curricular Links

Teachers seek to reinforce the learning of English skills in all other areas of the curriculum. Other curriculum areas can provide a stimulus and purpose to rehearse and refine specific genres eg. instructions, explanations.

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language. Children are encouraged to explain their understanding and reasoning of concepts, in writing, as part of maths learning.

Information and communication technology (ICT)

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever they, or their teachers, feel it is appropriate.

Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teacher Assessment

- Teachers use a variety of summative and formative approaches to monitor the progress of literacy throughout the year. The results of these assessments inform future teaching and planning and to identify areas for development.

The school uses principally:

- The Compass assessment system (Edison Learning)
- Early Years Outcomes in the foundation stage
- PIRA Rising Stars reading assessments
- Cold and hot tasks in talk for writing
- Phonics screening tests
- KS1 & KS2 national tests

The formal testing cycle is represented as:

Year Group	September	November	March	May	June/July
Y R	Baseline Assessment Foundation Stage tracking	Phonics diagnostics DM Tracking	Phonics diagnostics DM Tracking Spring assessments	Foundation Stage Profile Phonics screening /	Foundation Stage Profile Phonics screening / diagnostic DM Tracking Pira (reading) Summer assessments
Y1	Diagnostic Phonics Individual reading	Diagnostic Phonics, writing, individual reading Pira (reading) Autumn assessments	Phonics screening, writing, Individual reading Pira (reading) Spring assessments	Phonics Screening	Statutory phonics screening test, writing, individual reading Pira (reading) Summer assessments
Y2	Individual reading Phonics screening diagnostic SATs testing - baseline	SATs papers, reading, writing, SPAG Pira (reading) Autumn assessments	Diagnostic phonics, SATs papers, reading, writing, SPAG Pira (reading) Spring assessments	SATs	Statutory phonics screening test retakes Pira (reading) Summer assessments
Y3	SPAG assessment using KS1 paper Diagnostic Phonics (whole class)	Diagnostic Phonics (not whole class), Pira (reading) Autumn assessments	Diagnostic Phonics (not whole class), Pira (reading) Spring assessments		Diagnostic Phonics (not whole class), Pira (reading) Summer assessments
Y4	Diagnostic Phonics (whole class)	Diagnostic Phonics (whole class), Pira (reading) Autumn assessments	Diagnostic Phonics (not whole class), Pira (reading) Spring assessments		Diagnostic Phonics (not whole class), Pira (reading) Summer assessments
Y5	Vernon spelling Salford Reading & comprehension test. Diagnostic Phonics (whole class) SPAG KS2 Paper baseline	Diagnostic Phonics (whole class) Pira (reading) Autumn assessments	Diagnostic Phonics, (not whole class) Pira (reading) Spring assessments SATs Papers		Diagnostic Phonics, (not whole class) Pira (reading) Summer assessments

Y6	Vernon spelling SATs paper Diagnostic Phonics (not whole class)	Diagnostic Phonics (not whole class) Pira (reading) Autumn assessments SATs Papers	Diagnostic Phonics, (not whole class) Pira (reading) Spring assessments SATs Papers	SATs	Pira (reading) Summer assessments
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Target Setting

Children's writing targets, linked to compass statements, are in the back of their English books. The children will sign these off as part of their self-assessment as and when they feel they have met them. Reading targets are kept with teachers and are accessible to the children during reading sessions.

Children are actively encouraged to review and assess their own achievements and recognise learning, against their year group targets. Through this, we strive to develop children to become independent learners. PP children have personalised reading and writing targets which are reviewed after 10 & 20 days.

Inclusion

All children will have access to English teaching at an appropriate level. All staff embed inclusive principles and strategies in their literacy teaching. A range of teaching strategies, resources and programmes are used to promote greater access to learning as well as capacity to respond to pupils' diverse needs.

Resources

Literacy resources are located in both classrooms and central locations:

In classrooms	Central resource base
A class reading library containing fiction and non-fiction. Dictionaries & thesaurus Literacy games. Alphabet strips (KS1 & KS2 as needed) Computer – internet Guided Reading sets Sounds Write folders Kinetic letters resources (see handwriting policy)	A reference library of books. Enlarged texts in a range of genres. Talk 4 Writing books Guided Reading sets Specific programmes – Talking Partners.

Schemes of work

As a school we use:

- Sounds Write to deliver our phonics teaching.
- Kinetic Letters to deliver our handwriting teaching.
- For reading, a variety of scribed books are used including Oxford Reading Tree, Project X, Sounds Write phonics books and Read, Rigby Rockets, Write Inc in Reception.
- Class libraries include a range of genres including books from Pie Corbett's reading spines.

Reference to other policies

This policy should be used in conjunction with the school policies on Equal Opportunities, Promoting Racial Equality, Special Educational Needs, Handwriting and the More Able.

Reviewed: September 2018

Next review date: September 2019

E. Worth

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