



ST ANDREW'S CEVA PRIMARY SCHOOL

St. Andrew's Church of England Primary School is committed to providing a thriving Christian environment through the I ASPIRE values. These reflect the Christian ethos of our school and ensure that everyone feels safe, valued and supported so that all individuals can reach their highest goals and are encouraged to engage in lifelong learning. Our vision statement "*With God all things are possible*" (Matthew 19:26) is at the core of our values and is used to inspire everyone to be open to all possibilities and have a positive attitude and outlook to life. Spiritual, moral and emotional development are central to the life of our school and this will be reinforced in the School's English policy as appropriate.

ENGLISH POLICY

At the heart of the English curriculum at St. Andrew's lies the Talk for Writing and Talk for Reading approach and we understand that the two are very closely linked.

Writing

Our approach to writing enables the children to write independently for a variety of audiences and purposes within different subjects. A key feature of our English curriculum is that children internalise the language structures needed to write through 'talking the text' as well as close reading. We also understand that drama is key. Children then move towards independent writing with the teacher modelling high quality shared writing so children can be successful in their own endeavours to become highly skilled writers. Imaginative units of work have been developed to create a whole-school plan that is refined over the years and engaging for the children. Another central element of our Talk for Writing approach is that we directly teach vocabulary to children. Sentence level and grammar work is incorporated into our Talk for Writing lessons and taught in context.

Reading

We have established a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon at their time at St. Andrew's. A range of teaching strategies are utilised to teach reading including whole class teaching, guided group work and independent reading. Independent reading books support children at an individual level and are carefully chosen by teachers to aid and challenge our pupils. We use a variety of different materials and stimulus to enable our children to develop a love of reading and develop as fluent readers who comprehend what they read.

Phonics

Our Phonics teaching happens on a daily basis and is taught in flexible groups, so that it is reactive to the changing needs of learners. Our Phonics programme begins in the Early Years and continues into Key Stage One, when the children have to complete the statutory assessment at the end of Year One. Further support continues in Key Stage Two as required meeting the needs and abilities of the individual pupils.

At St. Andrew's, we use the Sounds Write programme to ensure the progressive development of skills, so that pupils can decode effectively.

Weekly Spelling and Handwriting

We learn and rehearse spellings through our Fast Spelling sessions. Targeted, frequent practice enables the children to learn and focus on the spelling strategies that are required for each year group. A look, cover, write, check approach is used to secure pupil's understanding of spelling strategies. We understand that it is important for children to take pride in their work and therefore we use the Kinetic letters approach to handwriting.

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 pupils' 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 with clear learning objectives and explanations
■ Modelling of high quality language, reading and writing
■ A mixture of independent, guided group and whole class teaching
■ Scaffolding through success criteria
■ A range of visual and aural stimuli, resources and activities.
■ Targeted questioning and building in reflection time
■ 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.
- 8 Providing effective feedback.

Organisation

- A daily English session occurs in all year groups and a daily phonics session takes place in KS1. 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, independent and group work.
- Regular guided reading/whole class reading sessions and writing sessions take place to address specific group needs. Guided reading/whole class reading happens daily in upper KS2 and at regular intervals across the week in the rest of the school.
- 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 Y2 – 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.

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 genres, 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 and challenged accordingly.
- 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 and will enable all children to 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. Children in the reception class also follow the Talk For Writing approach.
- 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, the Talk for Writing scheme of work and relevant compass statements for each year group.
- 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 and Sounds Write.
- Class teachers are responsible for following the agreed school programme and for producing their own lesson plans.
- Teachers plan appropriate levels of differentiation to meet the needs of the children.
- Both English Leaders and the SLT use a variety of strategies to monitor teaching and learning in English.
- The English Leaders and SLT observe the teaching of English and feedback key findings both individually and to whole staff.
- The English Leaders have allocated time to sample work, planning, observations and feedback.
- The English Leaders are 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 and publishing their 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. They talk about things that improve their health and about rules for keeping them safe around the school and within their communities. 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 English 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
- Words per minute tests
- Salford reading assessments

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

Target Setting

Upon completion of a cold task, all children will be set an appropriate target for them to work on during the unit of work. These will be in the child's English book.

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 English 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. Levelled reading books.

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 schemed books are used including Oxford Reading Tree, Project X, Sounds Write phonics books and Read, Rigby Rockets, in Reception.
- Class libraries include a range of genres including books from Pie Corbett's reading spines.

Non-negotiables for English:

- All English lessons to follow the T4W and T4R approach
- Phonics to be delivered via the Sounds Write scheme
- Spellings to be taught via the Fast Spelling approach
- Handwriting to be taught via the Kinetic Letters scheme
- All classes to have an every day writer's toolkit on their washing line
- Washing line displays to reflect current learning journey – e.g. text map, key vocabulary
- Key vocabulary for a unit to be displayed on traffic lights
- Reading question and answer stems to be on display and used by children and adults

- Class library with recommended reads and a range of fiction and non-fiction.

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.

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