



St James' Lanehead Church of England Primary School

# English Policy

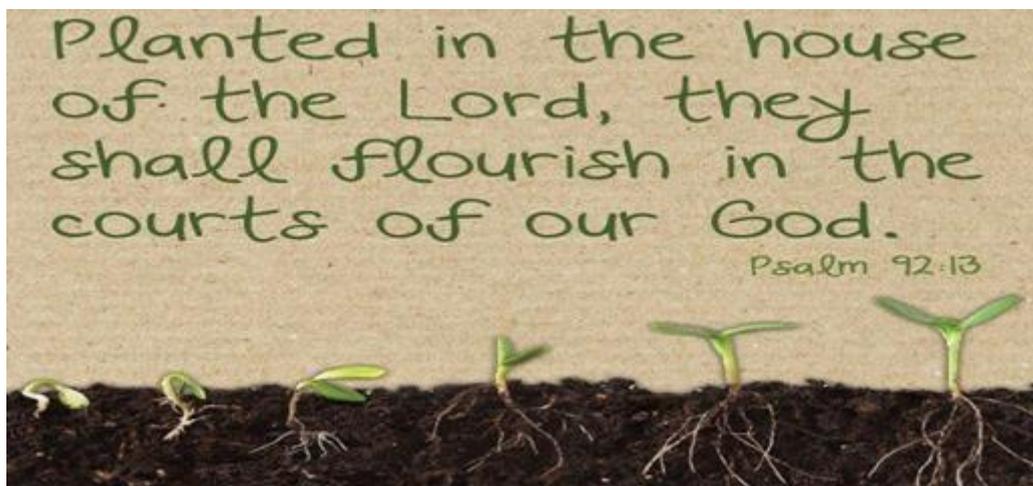
<b>Date of Policy:</b>	<b>January 2021</b>
<b>Person Responsible:</b>	<b>H Gregory</b>
<b>To be reviewed:</b>	<b>Annually</b>
<b>Review Date:</b>	<b>January 2022</b>



St James` Lanehead C of E (VA) Primary School

Mission Statement

*Our church school seeks to inspire each individual to flourish, grow and learn with Jesus at the heart of all we do.*



## **St James' Lanehead C of E (VA) Primary School**

### **English Curriculum Policy**

#### **Our Vision**

At St James' Lanehead C of E Primary, we place great emphasis on good speaking and listening skills. We aim for all our children to become clear communicators and to achieve success as confident readers and writers. English and Literacy is at the forefront of our priorities as a means of impacting on a broad and balanced curriculum.

#### **Aims**

We aim to develop pupils' abilities within an integrated programme of spoken language, reading and writing. Pupils will be given opportunities to incorporate the teaching of English across the curriculum, with opportunities to consolidate and reinforce literacy skills. We aim for pupils to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have an interest in books and read for enjoyment
- 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 the powers of imagination, inventiveness and critical awareness
- have a suitable technical vocabulary to articulate their responses

#### **The Daily Teaching of English**

As a school, we have chosen to implement the Pie Corbett 'Talk for Writing' model in Early Years, Key Stage 1 and Key Stage 2. For reading, we have implemented a whole class guided reading focus in Years 2 to Year 6, where appropriate, and this takes place daily, outside of the main English lesson. In Early Years and Year 1, the workshop method is used, with children applying their phonics knowledge and learning to guided reading. At St James' Lanehead, children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) using VIPERS, which were created by Rob Smith (The Literacy Shed). We also use 'Reading Detectives' to improve our reading skills across Key Stage 1 and Key Stage 2. In Early Years and Key Stage 1, discrete phonics lessons are taught daily. Children of all abilities are targeted and planned for individually in order for them to achieve maximum progress, within an inclusive environment.

#### **Phonics**

We begin the process of learning to read in the Early Years Foundation Stage and Key Stage 1, where we believe that the systematic teaching of phonics is the fastest and most effective way of getting young children to start reading. We follow the 'Letters and Sounds' programme to teach phonics. Our programme is structured in such a way as to ensure the teaching of phonics is systematic and that progress is built on from year to year. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers and will no longer need explicit phonics teaching for reading. For those children who are not at the expected level by the end of Year 2, they will continue

to receive phonics teaching in Key Stage 2.

## **Reading**

At St James' Lanehead, we believe that reading is an important life skill and we strive for all children to enjoy and value it. We recognise that enjoyment in reading arises from deriving meaning from text. It is our aim to develop and create passionate readers for life. Guided reading takes place daily across the school. Each child takes home a reading book every day with a reading record and all children have the opportunity to select a book of their choice from our library. However, this has been affected during the current pandemic and Oxford Owl has been purchased to support home reading. Electronic reading journals are then used to record home reading. The adult asks questions relevant to the interest of the child and encourages predictions when discussing home reading books. We use Pie Corbett's 'Reading Spine' daily to encourage children's enjoyment of literature. This is read daily in each class, with a book of a slightly higher standard than the children would access independently.

## **Writing**

At St James' Lanehead, we believe that the mastery of written language is one of the most powerful gifts that we can provide to our children. We believe that writing should be purposeful, rich and enjoyable for all. We have adopted the 'Talk for Writing' model, which is implemented through our English teaching and learning. Talk for Writing involves making explicit the thinking involved in the writing process so that it can be internalised and ultimately applied by children in their writing. Talk for Writing will be embedded in every phase of the 'Writing Sequence'. The sequence being imitation, innovation and invention. 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. Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

## **Grammar and Spelling**

We firmly believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Grammar is taught in Key Stage 1 and 2, in line with the objectives in the new curriculum. We believe that the teaching of grammar should, as far as possible, feed into the writing activity that the children are undertaking and should not be taught in isolation. Children are taught and encouraged to use the correct grammatical terminology from Key Stage 1 onwards. All teachers follow the expectations set by the spelling guidance within the New Curriculum Framework 2014 and use No Nonsense Spelling and the Twinkl Scheme of Work to support this from Year 2 to Year 6. In Early Years Foundation Stage and Key Stage 1, spelling will be taught and monitored daily through discrete phonics lessons. The Sir Linkalot app is also used to support spelling in school and at home.

## **Handwriting**

At St James' Lanehead, it is an expectation that all children demonstrate good posture when writing and hold their pencil/pen accordingly. High standards of handwriting are expected across all subjects (See **Approach to Writing Document**). In Early Years, children practise manipulative skills in order to prepare them for writing. They are taught to hold a pencil effectively and form recognisable letters. In Key Stages 1 and 2, handwriting is taught and teachers should model the formation of letters and

letter joins for the children to practise. Pen licenses are available for children whose script is of an appropriate standard. Our aim is that the majority of pupils in Years 4, 5 and 6 are writing in pen in a neat, fluent style. By Year 6, children should be experienced in using pens for handwriting and be developing their own style. Teachers should ensure that writing in the classroom and in pupils' books mirrors the agreed style and provides a model for the children to aspire to.

### **Planning and Assessment**

At St James' Lanehead, each year group map out their learning journey for the year. This plan takes into consideration the coverage of all genres, the resources used and the progression of skills across the school. It is also used as a tool to ensure links between topics and writing.

### **Assessment**

Assessment of reading and writing in English takes place each term and children's progress and attainment is recorded using Lancashire Pupil Tracker. Monitoring of English, to improve the standards for teaching and learning, takes place through:

- Regular lesson observations are made on all class teachers to ensure they are carrying out the aims of the English curriculum
- A regular work scrutiny of children's books/work, planning and marking is carried out
- Pupil progress meetings
- Provision of English (including Intervention and Support programmes)
- Pupil interviews/discussions
- The quality of the Learning Environment/learning walks
- Analysing data and tracking pupil progress and attainment
- Supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments
- Informing Senior Leaders, Key Stage Leaders and Governors of English issues
- Regular reports are made to the governors on the progress of English

### **Home/school links**

At St James' Lanehead, we value the relationship with parents in supporting their children's Literacy skills. Parents are involved in their children's learning by:

- Providing regular parent's evenings, which give them verbal information on their child's progress and their targets for the future.
- Sending reading books and home/school record books to monitor progress at home and School – Online resources used during the pandemic
- Providing meetings when appropriate to inform parents on how we teach reading/writing/phonics and how they can help.
- Family Friday sessions and parent workshops.

This policy will be reviewed every year or in the light of changes to legal requirements.