

St. Luke's C of E (Aided) Primary School



English Policy 2023

Intent Statement

At St. Luke's Church of England Primary School, our vision for teaching and learning in English is that all pupils are inspired to read, write and communicate confidently and fluently, with good accuracy, understanding and expression. We strive for all children to develop good listening skills and that they can apply their language skills across all curriculum areas.

Through our English teaching, we aim to support and challenge all pupils to make good progress by planning engaging lessons, inspiring interests and fostering a love of reading and writing that will last into later life. We believe it is important that all children develop positive reading habits which in turn, inspires their speaking and listening skills as well as their written work. We encourage children to use a wide range of vocabulary at all times so that our classrooms are 'language rich' environments where the children all have a positive attitude to developing their own language skills. We offer a creative and inclusive curriculum which inspires, engages and challenges the children through practical activities, discussion, planning and editing to foster independence across the curriculum.

Aims

The National Curriculum in England (DfE, 2014) aims that in English, all pupils will:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At St. Luke's Church of England Primary School, we follow the National Curriculum and as such, share these aims.

Curriculum Overview

Our curriculum for Year 1 to 6 is based on the National Curriculum for English (Department for Education, 2014) and has been designed to meet the needs of the learners in our school.

We hope that the children will be able to grasp each concept securely and in depth, giving opportunities for the most able to extend their learning whilst also allowing others sufficient time to fully understand each area of learning and practise skills often. We hope that this allows learning to be stored in the long term memory as well as developing new skills.

Our curriculum for FS2 is the Early Years Foundation Stage Framework (DfE, 2014) which informs learning in the Early Years Foundation Stage.

The programmes of study are used to give a balanced and broad curriculum to all of our pupils; this includes the statutory and non-statutory aspects of the curriculum and EYFS framework.

Reading

Teaching of Reading

At St. Luke's Church of England Primary School, we believe that developing good, fluent reading skills and having good comprehension of a wide range of texts are key to success for every child across the curriculum. We take a varied approach to the teaching of reading as we recognise that each child is individual and will learn best differently to others.

In order to foster a love of reading, teachers will:

- Read to the class from a class text daily.
- Wherever possible, base learning in English writing lessons around the themes from the class text, as outlined in the long term overviews.
- Follow texts that links to the class learning in other subject areas to help develop knowledge and skills.
- Select books that are of high quality and are 'vocabulary rich'.
- Model good reading habits and discuss books with the children.
- Encourage children to access the school libraries, both in class and in the corridors.
- Appoint class librarians to help with reading events and organising the libraries.

Our curriculum separates the teaching of reading into two key areas:

Reading accurately (fluency and decoding) and understanding (comprehension of texts).

In order to make sure that all pupils make progress in both of these key areas, children are taught in a number of different ways.

In EYFS and KS1, early reading skills will be taught through daily phonics sessions. Our phonics teaching is delivered through the 'Bug Club Phonics' SSP. FS2 children will begin learning at either Phase 1 or 2 and will aim to be confident up to phase 4 before entering Year 1. Year 1 children will begin phonics learning from Phase 5 and Year 2 children from Phase 6. Children will be assessed regularly and intervention and support will be given wherever needed by class teachers and teaching assistants. We aim for intervention to be delivered on the same day wherever possible. To support their learning in Phonics, children will take home and read fully decodable books matched to their learning from the Bug Club scheme.

From Year 2, children will participate in whole class reading comprehension lessons at least three times weekly. Teachers will follow the provided Whole Class Reading framework to assist in planning these sessions. During these sessions, children will be taught the skills needed to answer different question styles based on the different reading domains outlined in the national curriculum as well as ensuring that all aspects of the reading curriculum are fully explored. Children will also practise reading a text aloud and have guided, supported or independent time to answer questions and complete activities designed to deepen their understanding of the text. Teachers will ensure that these sessions cover a wide range of fiction, non-fiction and poetry (based on the long term overviews) and that each child is appropriately challenged for their age and level of reading fluency. For children in Year 1 and children in Year 2 who have not yet passed the phonics screen, teachers will continue to ensure that the children are reading from fully decodable books and children will continue to receive phonics tuition.

Additionally, all children requiring further support will engage in a small group guided reading session with their class teacher or a teaching assistant. These sessions will be planned ahead of time and will focus on a particular reading skill that has been taught during the whole class sessions. All children will have the opportunity to read aloud during the session.

In order to practise their fluency, each child will have a home reading book appropriate to their phonics knowledge (EYFS and KS1) or book band reading level (KS2). The children are asked to read at home three times each week and this is monitored through reading diaries weekly by class teachers. Reading books will be changed as needed and rewards given through the 'bookmarks' displayed in classrooms.

In addition, children will read widely and regularly throughout the school day. Teachers will take opportunities to listen to children read through other curriculum areas, children will have opportunities to read independently when conducting research into different subjects and books and authors will be discussed with the children at regular intervals both formally and during informal conversations.

Assessment of Reading

Formative assessment of reading will be carried out daily by class teachers, who will respond to individual needs and provide challenge during each reading session with all children.

Reading will be assessed formally 6 times a year (at least one each half term).

In Autumn 1, Spring 1 and Summer 1, the children from Year 2 onwards will complete their individual reading assessments using the PM Reading Benchmarks Reading Assessment Resources. This scheme will allow each child to work 1:1 with an adult who will assess them for both Reading accurately and understanding. The outcome of the assessment will determine each child's reading book band level and therefore home reading books and guided reading groups. This also allows class teachers to track progress against the book bands for each child.

In Autumn 2, Spring 2 and Summer 2, the children will undertake a Cornerstones reading comprehension assessment. These will be used to assess the level the children are working at against the National Curriculum Standards. These will also follow the format used in the Year 6 SATs papers to help prepare the children for these National tests. Alongside this, Class teachers will regularly complete Teacher Assessments using the Fischer Family Trust recording system. These assessments are combined to provide a full picture of each child's development in reading.

Writing

Teaching of Writing

At St. Luke's Church of England Primary School, it is our aim that all children leave our school able to write confidently and fluently with a legible handwriting style. We aim to develop the confidence to write with accurate spelling, punctuation and grammar so that the children are fully prepared for secondary school and later life.

Each class teacher will cover a wide range of writing genres across the year, including fiction, non-fiction and poetry according to the long term overview. The children are encouraged to write creatively and apply their grammar, punctuation and spelling learning into independent writing. Wherever possible, writing outcomes will be linked to either the whole class text, or the current

foundation subject's topic. By linking writing to other areas of learning, we aim to encourage the use of high level and technical vocabulary as well as engaging the children in the subject matter they are writing about.

Children will be encouraged to share ideas before a piece of writing and may work collaboratively to plan a piece of writing. Children will also be taught to edit and improve their written pieces before publishing or performing their completed work.

Assessment of Writing

At the end of each writing unit, children will undertake an independent piece of writing, a Gold Write. Teachers will use this independent write to assess their skills and knowledge using the year group TAF statements. For Year 2 and Year 6, these are the national standards for the end of KS1 and KS2. Statements have been adapted for all other year groups to match the content that will be taught in that year group as well as knowledge that will have been learnt previously. Teachers will date the TAF statements when they see evidence of a skill being used. The children should be able to demonstrate each skill at least three times throughout the year to be working at the Expected Standard.

Speaking and Listening

The National Curriculum highlights spoken language as crucial for pupil's development across the whole primary curriculum. As spoken language is the basis for both reading and writing, we also place great importance upon this at St. Luke's Church of England Primary School. We believe that it is important that children both hear and use a range of high level vocabulary on a regular basis and therefore aim to create a language rich environment in our classrooms. Through our English lessons (as well as in other National Curriculum subjects) children will be encouraged to discuss their ideas and opinions, to use their debating skills and will take part in drama activities.

English Grammar, Punctuation and Spelling (EGPS)

English grammar, punctuation and spelling are all highlighted as important aspects of the writing curriculum. In order to best help our pupils to make progress in these areas, children at St. Luke's Church of England Primary School will take part in specific English lessons working on these objectives. Based on the National Curriculum, we have set out our own learning overview for English Grammar, Punctuation and Spelling to best meet the needs of our learners. As with reading and writing, EGPS will be assessed each half term. At the end of each full term, the Cornerstones Assessments will be used to monitor pupil progress against the National Curriculum expectations.

In order to help our children improve their spelling, we are following The Spelling Shed scheme from Year 3 onwards. Children have access to spelling shed to help them practise spellings at home. FS2, and KS1 pupils are working on their spelling as a part of the Bug Club Phonics programme.

Children with SEND and Gifted and Talented Pupils

At St. Luke's Church of England Primary School, we aim for all children to receive quality teaching suited to their personal needs and abilities. Children with SEND may receive additional support or differentiated work to enable them to access the curriculum and make good progress. We aim to

provide stretch and challenge for all pupils, regardless of ability and therefore aim to appropriately support our gifted and talented pupils to make good or better progress.

Homework

We recognise how important it is that strong links are developed and maintained between home and school. Our homework for English will follow a similar structure each week:

- Each child will take home a fully decodable or book banded reading book (depending on age and phonics knowledge) to read at home each week. Parents/carers will have the opportunity to feedback about this reading to teachers through the reading diaries. Books will be changed in school weekly.
- Class teachers may choose to set further pieces of homework based on reading or writing linked to work that is being completed in class.
- Spellings will be sent home weekly for the children to learn and practise.

Resources and Displays

In each classroom, an English working wall will display key elements for the children to refer to during a unit of work. This may include:

- Features of the current genre/text type being studied
- Key vocabulary
- A word of the day
- Different EGPS rules or word classes
- New sentence structures

Each classroom will also have a reading area and display. The reading area should contain a range of books to meet the needs, interests and abilities of the readers in the class. The display will also include information on the types of comprehension questions that the children could be asked as well as a display of the children's home reading bookmarks to give a visual reminder of the importance of reading at home, as well as how they are doing personally.

Each classroom will also have a range of other resources available to support English learning, this will include dictionaries and thesauruses for writing lessons.

Reporting to Parents/Carers

Parents/Carers are invited to a parent and Carer Consultation meetings in the Autumn and Spring terms to discuss their child's progress in Reading, Writing, EGPS and Speaking and Listening.

At the end of the school year, a written annual report will be sent home to parents and carers. This will summarise the child's effort, progress and attainment in each area of English over the whole academic year. The children will also be given a target to work towards on their return to school the following academic year.