
English Policy

January 2022

To be reviewed 2023

Name of Policy

Introduction

This policy outlines the teaching, leadership and organisation of English at St. Nicholas-at-Wade CE Primary School.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. – Purpose of study, New National Curriculum 2014

Mission Statement

At St. Nicholas -at - Wade, we believe that all pupils deserve and need a fully rounded curriculum to become confident, independent lifelong learners. English has a crucial role in this and is considered a vital part of our pupil's experience in school. As such, all pupils are given opportunities to participate in activities across reading, writing and spoken language during their time in school in line with the National curriculum 2014.

Key Aims and Objectives

Aims	Objectives
To read easily, fluently and with good understanding	<ul style="list-style-type: none">❖ Children to master their initial reading skills so that they become enthusiastic and independent readers❖ Children to become skilled at word reading and quick recognition of the printed word
To develop the habit of reading widely and often, for both pleasure and information	<ul style="list-style-type: none">❖ Children to access whole texts❖ Encourage children to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum
To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language	<ul style="list-style-type: none">❖ Children to read widely to increase their vocabulary - to encounter words they would rarely hear or use in everyday speech.❖ To ensure that children access the spelling and grammar programme of study

To appreciate our rich and varied literary heritage	<ul style="list-style-type: none"> ❖ Allow children to access whole texts ❖ Ensure a range of texts are covered ❖ Choose interesting and varied texts and plan activities that are inspiring and meaningful
To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences	<ul style="list-style-type: none"> ❖ Children taught how to plan, revise and evaluate their writing. ❖ Children to develop effective transcription ❖ Children to develop effective composition, articulating and communication of ideas, and organise them coherently for a reader.
To use discussion in order to learn	<ul style="list-style-type: none"> ❖ Children to develop comprehension skills through high quality discussion ❖ Children are encouraged to discuss ideas and communicate meaning
Children are competent in the arts of speaking and listening	<ul style="list-style-type: none"> ❖ Children are given the opportunity to use drama within English ❖ Children to evaluate and discuss their own work and the work of others

Curriculum

The school has adopted the New National Curriculum as the basis of English in school. Skills, concepts and knowledge will always relate to the programmes of study but teachers may alter the context in which these are taught to enable cross curricular links to be made.

A cross curricular approach is encouraged where possible so pupils will experience English through a range of subjects. Extended writing is promoted through subjects such as history, geography and RE.

Our Curriculum is informed by Talk for Writing, Cornerstones and Letters and Sounds.

Phonics

At St. Nicholas-at-Wade we follow Letters and Sounds which is supplemented by Jolly Phonics. In 2022-23 we will be following Little Wandle.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two for children who still need this further support.

Key Aims and Objectives

Aims	Objectives
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<p>To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.</p> <p>To encourage the use of segmenting, blending and phoneme manipulation so that decoding skills provide a sound foundation for reading, writing and spelling.</p> <p>To ensure the teaching of phonics is lively, interactive and investigative.</p> <p>To ensure children use phonic awareness across the curriculum.</p> <p>To ensure that children know the 44 phonemes within the English language.</p> <p>To ensure children know the short and long vowels within the English Language.</p> <p>To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading.</p> <p>To ensure children are taught strategies to identify and decode 'tricky words' within the English language.</p>	<ul style="list-style-type: none"> ❖ To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing. ❖ To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding. ❖ To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.
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Reading

Reading skills and comprehension are taught and developed through shared, guided, whole class and independent reading with frequent opportunities linked to other curriculum areas and life outside school. Throughout the school, all children take part in a daily reading lesson.

In Key Stage 1 children have daily Guided Reading lessons. Every child will work with their teacher at least once a week. Children who are not making expected progress will access more adult supported sessions during the week. [See appendix 1.](#)

In Key Stage 2 children have daily whole class reading lessons. [See appendix 2.](#)

At all stages of reading comprehension is fostered through the focus on one or more reading domain.

[Appendix 3:](#) Question Stems in each domain KS1

[Appendix 4:](#) Question Stems in each domain KS2

Children have opportunities to read a wide selection of fiction, non-fiction and poetry including technology and other visual multi-modal text. The school reference library has a variety of texts and reference books, which are used to support children's learning in other subjects. Children are actively encouraged to read at home.

All classrooms also have a book corner, with age appropriate books and books related to the topic and interests of the children in order to promote a love of reading.

Children are read to daily by the class teacher. Books are selected from our core reading spine.

Appendix 5: Core Reading Spine

In Key stage 1 our books are banded using 'Book Bands' and in KS2 using Accelerated Reader levels. (see appendix 5)

Assessment of Reading

In KS1 children's reading is formatively assessed during guided reading sessions using the principles of *benchmarking*. In Year 2 children will also take part in practice SATs reading papers.

In KS2 the children take an Accelerated Reader, Star Reader assessment three times a year as well as completing quizzes at the end of each book read, where appropriate. In addition, interim SATs assessments are used twice a year. These assessments, alongside teacher assessments, are used to make summative assessments.

Writing

Developing children's writing is a priority at St. Nicholas-at-Wade CEP School, with our creative curriculum being key in captivating our pupil's attention and motivating them to write. We follow A Talk for Writing Approach. This approach both creates context for writing and ignites children's imagination. Children apply progressively more complex skills from their year group's National Curriculum objectives in a range of genres.

See appendix 6 for an overview of the Talk for Writing Process

See appendix 7 for our Talk for Writing overview

Handwriting

Handwriting is an important focus in the 2014 curriculum. It is an important life skill as a functional tool for expressing language and as part of self-image and expression of personality. Despite the increased use of computers for writing, the skill of handwriting remains important in education, employment and in everyday life.

At St. Nicholas-at-Wade the initial focus is on children's gross and fine motor control, through the use of Write Dance, Dough Disco and patterning. This ensures correct posture and pencil grip from the outset.

In reception and Year 1 children have daily, focused handwriting sessions where children are discretely taught letter formations through the writing of words and dictated sentences.

As a school, we recognise that children's ability to write well for the rest of their lives, depends on firm foundations of taught skills in their primary years.

Key Aims and Objectives

Aims	Objectives
<p>For all children to learn and practise appropriate and effective handwriting skills at each stage of development, continually working towards mature handwriting which is:</p> <ul style="list-style-type: none"> • Legible • Presentable • Comfortable • Fluent • Flexible • Fast • Automatic • Sustainable <p>To raise attainment by all by involving children in the development of their own handwriting and to understand the factors which help this process.</p> <p>For children to have opportunities to write in different styles and for different purposes across the curriculum.</p> <p>For all staff to use and model the agreed handwriting conventions outlined in this document, thus providing consistency and continuity throughout the school community.</p> <p>To make provision for left-handed children and for children who experience difficulties.</p> <p>To encourage personal satisfaction and pride in well- presented writing.</p> <p>From year 4 children will be assessed for a Pen Licence.</p>	<ul style="list-style-type: none"> ❖ To provide consistent, high quality handwriting teaching that ensures all children have a strong foundation upon which to tackle the complex processes of cursive letter formation. ❖ To ensure that the teaching of handwriting is systematic and progressive throughout the foundation stage, key stage one and key stage two. ❖ For those children needing interventions to support handwriting/fine and gross motor control skills. ❖ To ensure that children have knowledge, understanding and skills to develop a legible handwriting style using cursive script.

[Appendix 8 : Handwriting policy](#)

[Appendix 9: Handwriting progression.](#)

EGPS (English grammar, punctuation and spelling) is taught throughout English and other areas of the curriculum where children are writing. A weekly focus is planned for in grammar and punctuation but previous skills are consistently revisited, building up the bank of curriculum expectations.

Spelling is taught through the Spelling Shed resource, using the revisit, teach, practice, apply format.

[See appendix 10: Spelling Overview](#)

Assessment

Formative assessment in English is continuous, to inform planning and diagnose strengths and weaknesses. In speaking and listening this involves observing children in a variety of spoken

language for different purposes, both informally and formally. In reading, children are again observed formally and informally with close monitoring of children's developing use of strategies and responses to texts as well as reading assessments outlines above. In writing, assessment occurs through discussion of writing with the child together with positive and constructive feedback.

Feedback to children is through verbal comment, discussion, marking and the setting of individual English targets.

Summative assessment is based on: the Foundation stage Profile; statutory SATs in Y2 and 6, interim SATs in Y3, 4 and 5.

In Key Stage 1 children's reading is assessed during Guided Reading lessons. The Accelerated Reader programme is used in Y3, 4, 5 and 6 to establish reading ages and levels, with The Star Reader assessment being completed three times / year.

Phonic knowledge is assessed termly and all children in EYFS, Y1 and those children who did not pass the phonics screener in Year 2 are also assessed using the national Phonics Screening Test.

Appendix 11: Phonics assessments

Teacher's assessment records, including test results and individual portfolios of children's written work, will provide a record of progress which will inform termly assessment updates on Essex Target Tracker. All assessment scores are recorded by the class teacher in the classes excel document.

Resources

Specific resources for English are kept in classrooms and in the central resource cupboard. All staff have access to a copy of the New National Curriculum and English programmes of study.

All staff have access to The Talk for Writing and Cornerstones through internet access.

The Accelerated Reader programme and assessment tool is accessible on each child's computer login. Each class has a book corner and reading scheme books.

Additional reading resources are located in the school library and Key Stage areas.

Computers and ipads are available for internet based literacy activities.

Health and Safety

Guidelines in the health and safety policy will apply with regard to the use of ICT, all school based activities and out of school activities relating to English.

Equal opportunities

All pupils will have an equality of access to a broad and balanced English curriculum irrespective of gender, ethnicity or special educational needs.

Additional Educational Needs/Special Educational Needs

All pupils will have access to the full National Curriculum for English. Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs. For most pupils curriculum access will be enabled through the use of modified teaching methods and the deployment of learning support assistants.

This policy should be read in line with our Teaching and Learning policy and Subject leader job description.

Written By: Sarah Kent January 2022

Approved by governors:

To be reviewed: January 2023

Appendix

- 1. Overview of whole class reading structure**
- 2. Reading domains KS1**
- 3. Reading domains KS2**
- 4. Core reading list**
- 5. Book bands / AR texts**
- 6. T4W process**
- 7. T4W overview**
- 8. Handwriting Policy**
- 9. Handwriting Progression**
- 10. Spelling Overview**
- 11. Phonics assessment**