



**St Peter's C.E. Primary School**

# **English Policy**

September 2020

## **Our Christian Vision**

**As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in His awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.  
Sowing the seeds of tomorrow.**

**(Matthew 13:1-23)**

## **Aims**

At St. Peter's CE Primary School, we strive for all pupils to be literate. By the end of Year 6, we intend for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and edit.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meaning, developing a growing vocabulary in spoken and written forms.
- Have a suitable technical vocabulary to articulate their responses.
- Have an understanding of text types and be able to write in a variety of styles and forms appropriate for the intended audience.
- Be developing the powers of imagination, inventiveness and critical awareness.
- To know the correct grammatical terms and be able to recall what they have learned.
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## **Statutory Requirements**

The statutory requirements for the teaching of English are laid out in the National Curriculum Document (2014) and in the revised Statutory Framework for the Early Years for September 2019.

In EYFS, children should be given the opportunities to:

- Experience a rich language environment
- Develop their confidence and skills in expressing themselves
- Speak and listen in a range of situations and follow simple instructions
- Access a wide range of reading materials to inspire and motivate them and ignite their interests.
- Link sounds and letters
- Read and write

At KS1 (Years 1 and 2):

- Children should learn to speak confidently and listen to what others have to say.
- They should begin to read and write independently and with enthusiasm.
- They should use language to explore their own experiences and imaginary worlds.

At KS2 (Years 3 to 6):

- Children should learn to change the way they speak and write to suit different situations, purposes and audiences.
- They should read a range of texts and respond to different layers of meaning in them.

- They should explore the use of language in literary and non-literary texts and learn the structure of language.

### **Implementation**

- English is taught daily for at least one hour.
- Teaching of phonics provides the opportunity to learn skills that can be used to read almost any word.
- Reading is taught daily in discrete lessons, where the following skills are developed as a whole class: fluency, prediction, inference, retrieval, decoding, summarising and developing vocabulary.
- Grammar is taught during the starter of the English lesson or as a discrete session once a week and skills are applied across all writing.
- Additional reading, spelling, handwriting and grammar sessions are planned throughout the week, to address specific individual targets.

### **Speaking and Listening**

The four strands of Speaking and listening:

- Speaking
- Listening
- group discussion
- interaction and drama

permeate the whole curriculum. Interactive teaching strategies can be used to engage all pupils in order to raise reading and writing standards. Pupils are encouraged to develop effective communication skills in readiness for later life.

During KS1, pupils are taught to speak clearly and confidently, thinking too about the needs of their audience. They may work as a whole class or in small groups/partnerships, joining in with discussions and making relevant points. They learn to listen carefully to others so they can retain the main points. They also learn to use language in imaginative ways and to express their ideas and feelings when using drama and role-play.

KS2 pupils learn to speak in a range of contexts, adapting to what they say and how they say it. Taking various roles in groups gives them opportunities to contribute to situations with different demands.

### **Early Reading**

Reading involves two main elements – word recognition and language comprehension. At St. Peter's, early readers are taught to use their phonic knowledge to recognise phonemes and blend them together to read words. Once fluent, readers are then able to focus more upon comprehension.

Early readers are taught how to decode by blending phonemes together to sound out words. A systematic and structured phonics programme is key to this skill. St Peter's use Monster Phonics to teach phonics from EYFS through the school.

Timely interventions are available for those pupils not on track to leave Reception on phase 3 and Year 1 on at least phase 5 of the 'Monster Phonics' programme. **Year 2 pupils are taught phase 6 of 'Monster Phonics'.**

Junior children who have not achieved the expected standard in Y1 phonics screening will continue to be taught using Monster phonics in Y3.

## **Shared Reading**

Refer to the **‘Writing’** section part of this policy: ‘Phase 1’.

## **Reading Lessons**

At St Peter’s CE Primary school reading skills are taught across Key Stage 1 and 2 in daily whole class reading lessons. These lessons are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion. Pupils are able to develop vocabulary, speaking and listening skills, as well as developing comprehension and language skills. The primary purpose of the lessons is modelling skills, with assessment secondary.

- The teacher selects a high-quality text that will challenge all pupils.
- The learning objective for the lesson is the same for all pupils. Pupils will access the same activities and questioning, with differing levels of support provided depending on pupil need.
- The teacher reads the text to the class, modelling fluency, intonation and comprehension, and pupils follow the text with their own copy. They may be asked repeat parts of the text as individuals or as a group.
- The teacher uses skilful questioning and discussion to help pupils understand new vocabulary and develop their understanding of the text.
- Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by themselves. Activities do not always have a written outcome, for example drama may be used to help children explore characters through role play, debates or freeze frames.
- The teacher makes assessments at the end of the lesson to inform future planning.

## **Assessment of Reading**

Summative assessment of reading ability is collected using the NFER reading tests on an end of term basis. Data is compared across the year groups and against National results and analysed to ensure that children are consistently challenged and those requiring further support are identified and actions to support them put into place.

Formative assessment is ongoing and recorded on Target Tracker.

Gap analysis of NFER tests and Target Tracker data is used to inform teaching and create individual targets.

## **Independent Reading**

Pupils read independently throughout the week as part of reading lessons, English lessons and quiet reading time. Reading is embedded in all other subjects, where pupils complete reading for research.

In addition to this, there is an expectation that all pupils read at home. It is vital that children are given opportunities to **practise** at home, further developing their key reading skills and enjoyment of reading.

## **Listening to stories**

At St. Peter's, our English learning is supported by high-quality class novels. This may include extensive novels or shorter picture books. All classes have a class book which is read daily by an adult to the children.

In Reception, the same book will be read up to 5 times a day to the class.

### **English lessons**

English units are planned around a high quality, age-appropriate text. Where appropriate, other areas of the curriculum are linked to the novel/book so cross-curricular learning can take place.

Various written text types will be developed, based on the chosen book. Speaking and listening, reading and writing, will be taught and developed within this context, then **practised** and applied. The writing sequence provides a coherent model. Each stage of the sequence is called a 'phase' as outlined below. Each 'phase' informs and leads into the next.

**Creating interest:** A lesson/s that provides a 'hook' and kick-starts the unit.

#### **Phase 1: Reading response and reading analysis**

During this phase the teacher will:

- Establish a clear purpose and audience for the text
- Choose quality challenging texts
- Model reading strategies
- Ensure pupils are secure in their knowledge and understanding of structure and language features of the text type
- Prioritise which features of the text children need to learn
- Provide interactive activities to meet learning intentions.

#### **Phase 2: Gathering content**

During this phase the teacher will:

- Provide stimulus for gathering ideas e.g. visual literacy, drama, technology
- Teach the children how to innovate a story using the plot structure of the text
- Teach children how to map out their ideas on a plan e.g. writing skeleton or story map
- Draw up a checklist of success criteria with the pupils.

#### **Phase 3: Planning and Writing**

During this phase the teacher will develop **shared** writing:

- Work with the whole class to model, explore and discuss the choices writers make at the point of writing
- Make links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects and using written texts as models for writing
- Scaffold some aspects of writing e.g. the spelling and transcribing to enable pupils to concentrate on how to compose their writing e.g. through the choice of words and phrases and ways of constructing sentences to achieve a particular effect
- Focus on particular aspects of the writing process whilst supporting others to plan, draft and re-draft

- Introduce pupils to a particular concept or technical vocabulary
- Provide an essential step towards independent writing by helping pupils to understand and apply specific skills and strategies.

During this phase the teacher will also develop **guided** writing:

- To support children in planning and drafting their own work
- To revise, edit and evaluate work in progress
- To provide differentiated support for particular groups whether this be support or challenge.

#### **Phase 4: Publishing and presentation**

This will be linked to handwriting as the pupils will be expected to complete a final draft that they 'publish' therefore presentation will be the focus. This phase also allows pupils an additional opportunity to proof-read and edit their writing.

#### **Spelling**

At St. Peter's, we support our pupils to become confident spellers, through the teaching of spelling. It allows children to embrace knowledge of spelling conventions and their patterns and rules. We also integrate the teaching of other spellings, including spelling of statutory and common exception words and also technical/topical words that the children may need to apply in other curriculum areas. As a school, we follow the **Rising Stars** spelling scheme, where in-built assessment and regular check-ups allow our teaching staff to recap learning and monitor children's progress. Spelling Shed is also used to support the teaching of spelling in school and at home.

#### **Grammar**

At St. Peter's, we integrate the teaching of grammar into the daily English lesson following Nelson scheme. Then, these discretely taught skills are applied by the children in English lessons and all other written activities. Through our grammar teaching, we aim to make pupils aware of key grammatical principles and their effects, to increase the range of choices open to them when they write.

The children will be taught:

- Text cohesion
- Sentence construction and punctuation
- Word choice and modification

#### **Emergent Writing**

At St. Peter's, we value every mark the pupils make in the very early stages of writing development.

The stages of emergent writing are as follows:

- **Drawing:** children draw and scribble pictures
- **Random scribbling:** children scribble and assign meaning to the marks they make
- **Controlled scribbling:** children scribble in rows across the page from left to right and top to bottom, assigning meaning to the lines of their writing
- **Letter-like forms:** children use unconventional letter forms and familiar symbols such as circles and assign meaning to this writing
- **Random letters:** children begin to use random conventional letter shapes to convey meaning
- **Patterned letters:** children begin to use strings of unrelated letters, often the letters that appear in their name.

In order to facilitate the development of emergent writing, we ensure that the Reception children are given lots of opportunities to write, both in focused tasks and continuous provision. The classroom also has a well-resourced writing area, with a variety of paper and writing utensils. Monster Phonics resources are displayed and provide pupils with a reminder of the graphemes taught.

### **The Use of IT**

Opportunities to use IT to support teaching and Learning in English will be planned for and used as appropriate (see computing policy).

### **Impact**

Work will be marked and assessed in line with school policy (see marking policy). Effective feedback and marking is an essential part of the education process. At St. Peter's, feedback and marking is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving forward pupil progress.

### **Inclusion and SEND**

We aim to provide for all pupils so that they can achieve their potential according to their individual abilities. We continually assess and identify pupils or groups of pupils who are underachieving, taking steps to improve their attainment such as booster sessions or intervention programs. All intervention is planned, recorded and monitored. Those children capable of working at greater depth, will be identified and challenged appropriately through differentiated teaching. Teaching assistants and extra teaching support is allocated in school according to need.

Pupils on the SEN register have a Record of Progress (ROP) and are well supported. The National Curriculum for English is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

We meet these needs through:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential learning barriers
- Providing other curricular opportunities outside the national Curriculum to meet the needs of individuals or groups of pupils.

### **Equal Opportunities**

All pupils are provided with equal access to the English curriculum. We aim to provide appropriate learning opportunities regardless of gender, ethnicity or home background.

### **The Governing Body**

Termly reports are made to the governors on the progress of English provision including internal attainment and progress data for each cohort. The English lead will liaise with the English governor and arrange meetings and visits where information can be shared.

Signed:

Date:

