



## ST. JAMES' CE FIRST SCHOOL

# ENGLISH POLICY

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St. James' CE First School, Alderholt

## English Policy

**We are all God's family,  
And we will try our best,  
To live and love and learn with others,  
As Jesus taught us.**

### *Article 28*

*All Children have the right to a Primary Education, which should be free.*

### *Article 29*

*Education should develop each child's personality and talents to the full.*

St. James' is a Rights Respecting School and will ensure no child or adult regardless of gender, race, religion, ability or disability will be discriminated against.

This policy sets out the arrangements for the leadership and the delivery of the English at St James' CE First School. There is a statutory requirement for the teaching and learning of English (National Curriculum English Document 2014) and in the Prime area of Learning, Communication and Language and specific area of Literacy (Statutory Framework for the Early Years Foundation Stage 2012).

### **Rationale**

The teaching of English develops the ability of children to communicate effectively in speech and writing and to listen and read with understanding. The children's skills will be developed within an integrated programme of spoken language, reading and writing and then extended through all other curriculum areas.

### **Aims**

Children at St James' CE First School will leave Year 4:

- reading and writing with enthusiasm, confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- with a love of reading and a desire to read for enjoyment
- an appreciation for the work of writers
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms
- understanding a range of text types, media types and genres
- able to write in a variety of styles and forms appropriate to the situation

- using their developing imagination, inventiveness and critical awareness
- with confident and effective speaking and listening skills
- with strategies to attempt the spelling of unfamiliar words
- being able to present writing using clearly identifiable letters using cursive script.

### **Planning and Assessment**

Teachers plan using the schools standard planning forms related to the key stage. All teachers use the National Curriculum objectives set out in 'School pupil tracker online' (SPTO) to plan and assess children's progress in reading and writing or the Statutory Framework for the Early Years Foundation Stage. Staff plan in units with the assessment for each unit updated on SPTO regularly, at the very least every half term. Standards are monitored in half termly SLT progress and tracking meetings, phase meetings, staff meetings and moderation sessions internally and externally.

### **Formal assessment points:**

#### **Early Years**

Children in the Early Years Foundation Stage will be assessed on entry to our school. At the end of the year they will be assessed against the Early Learning Goals as laid out in the Development Matters in the Early Years Foundations Stage (EYFS) document.

#### **Key Stage 1 Year 1 Phonics Screening Check**

Key Stage 1 Phonics Screening Check is taken by all Year 1 pupils in June of each year. If children do not meet the standard, the school must provide the most appropriate support for each child to help them catch up. These children must then re-take of the phonics screening check in the June of Year 2.

#### **Key Stage 1 Statutory testing**

Children at the end of Year 2 will sit the Nationals SATS tests in Reading and Maths. The results of these tests will help to inform the class teacher to make an overall judgement about the attainment of each child at the end of Year 2. Writing will be assessed by teacher judgement using a range of evidence collected over time.

#### **Phonics, Spelling, Punctuation and Grammar**

Discrete Phonics, Grammar or Spelling strategies are taught across Early Years, Key Stage 1 and Key Stage 2. Children are grouped according to their ability. The learning that takes place is also embedded into English sessions.

In EYFS and Year 1 this is developed through the learning they take part in during their RWI lessons.

From Year 2 onwards children complete the Read Write Inc spelling programme and this completes the national curriculum requirements for the teaching of Spelling, Punctuation and Grammar. Links are made in other English opportunities to ensure these skills are applied independently.

Where phonic learning is taking place, teachers follow the Read Write Inc programme and practice high quality phonics teaching. The children's attainment in phonics is assessed every 6- 8 weeks and the children are then regrouped

accordingly. Assessments are updated on SPTO after every unit taught, half termly as a minimum.

## Reading

Children can benefit hugely by exposure to books from an early age. Lots of opportunities should be provided for children to engage with books and sharing books leads to children seeing them as a source of pleasure and interest. In our school we use the 'Oxford Reading Tree' reading scheme and supplement this with other reading books when necessary e.g. phonic based materials.

- Regular teaching time is allocated to the teaching of reading each week through Read Write Inc lessons and guided reading opportunities in class.
- Regular class story times **using quality texts** are used to develop a love of reading and appreciation for the work of writers and poets.
- Home reading books are changed regularly and children are encouraged to do this themselves as they move up through the school.
- Parents are encouraged to read regularly with their children and record this in their Reading Record book.
- Regular library time is timetabled weekly for each class.

## Writing

Links will be made to topics where appropriate, so children can develop and apply their English skills.

- Children are taught the skills required to be successful in a piece of writing. They are given regular opportunities to write independently to show case their learning.
- There are a variety of opportunities for writing offered to children through the RWI scheme from EYFS through to Year 2.
- Children are given opportunities to use their skills, in context, in work across the curriculum and children will be aware of the links.
- Children apply their skills in context across the curriculum in a variety of forms.
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- Feedback and assessment takes place in a variety of forms – verbal and written feedback from the class teacher, teaching assistant, peer assessment and self-assessment. Please refer to the marking policy for further guidance.

## Handwriting

As a school we understand the importance of developing a clear and neatly presented script and encourage the children to take pride in the presentation of their work. Children are to use their skills in developing a fluent cursive and joined handwriting style.

In the Foundation Stage children are encouraged to develop their gross motor and fine motor skills, use a range of mark making tools and hold a pencil correctly. The children will be taught cursive script from **Year 1** and will gradually be encouraged to build up the skills to join their letters as they move through the school.

We have regular, timetabled handwriting lesson in **ALL** year groups to develop handwriting across the school. Children in Key Stage 2 with exceptional handwriting are able to write with a pen.

### **Spoken Language**

Spoken language is vital in children's development across the whole of the curriculum. At St James' CE First School;

- Children are encouraged to listen and respond appropriately to adults and their peers.
- Children are encouraged to ask relevant questions to extend their understanding and build vocabulary and knowledge.
- We expect children to articulate and justify their answers, arguments and opinions; give well-structured descriptions and explanations; and maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Children will use spoken language to develop understanding.
- Children will speak audibly and fluently with an increasing command of Standard English.
- Children will participate in discussions, presentations, performances and debates.
- Use of talk partners in all lessons to promote and encourage discussion.

### **Inclusion**

If children need more support with a particular area of their English, provision and individual targets will be made through smart targets and or an individual education plan. Provision is made for children who require extra support through differentiated class teaching and timely, in class interventions or a 1-1 programme, such as SENSS if necessary. Teachers with children whose reading, writing or handwriting is limited should discuss this with the SENDCo to develop a programme and extra resources for that child to access.

### **Resources**

All teaching staff are responsible for ensuring the subject is well resourced including reading books, library books and organisation, writing apparatus, phonics equipment and learning and assessment tools. Other resources for lessons linked to RWI phonics and spelling are available online on Oxford Owl.

### **Monitoring and Training**

English is monitored by the staff and the leadership team through lesson observations, scrutiny of English books and assessment methods. Teachers' individual needs are evaluated by self-evaluation in line with performance management procedures and through Continuing Professional Development.

**Agreed and Adopted by St. James' Governing Body: Thursday 4<sup>th</sup> October 2018**

**Next Review Date: October 2019**