



St James' Lanehead Church of England Primary School

English Policy

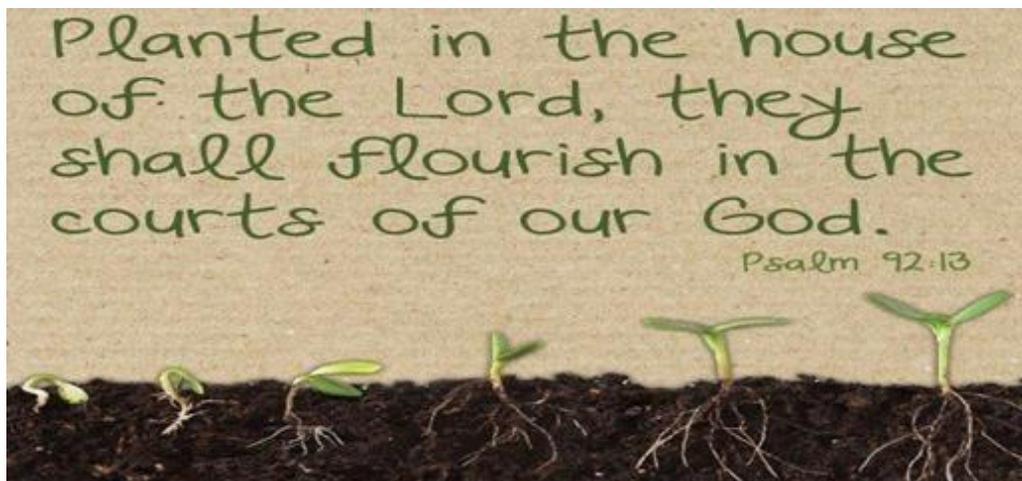
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| Date of Policy: | April 2021 |
| Person Responsible: | H Gregory |
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St James` Lanehead C of E (VA) Primary School

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 and Aims

At St James' Lanehead C of E Primary School, we aim to create a positive reading culture in school by choosing quality texts where children want children to develop a love of reading, have a good knowledge of a range of authors and genres and be able to understand more about the world they live in through the knowledge they gain from texts. We inspire children to be confident in the art of speaking and listening and use discussion to communicate and further their learning. As a school we expose children to a language rich environment and want to inspire children to write clearly, accurately and coherently for a range of purposes and audiences.

The Daily Teaching of English

As a school, we have been trained in and 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. 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.

We work with the local authority, The National College, North West English Hub, English consultants, ECM Advisers, and other schools to ensure that as a school we are fully informed of best practice. We use the evidence research from the Education Endowment Foundation (EEF) and The Open University alongside The National College to ensure that our staff have high quality professional development.

Phonics

We begin the process of learning to read straight away in the Early Years Foundation Stage and Key Stage 1.

Systematic teaching of phonics is the fastest and most effective way of getting young children to start reading. All staff have fidelity to one scheme and are trained by experts, 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 and Bug Club have 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 practice 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. We use The I Model to support the teaching of grammar from Year 1 to Year 6. This allows children to hear and see a skill being used (immerse), they then imitate the sentences, innovate and invent their own. We believe that hearing a sentence pattern supports the children to create their own in their writing.

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 practice 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 practice. 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 for 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 English and 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 – remotely during the pandemic.

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