

St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" John 13:34. Therefore, by faith and work, be the change you want to see.

With God, all things are possible.



Policy for English

Mrs W. Jones-Ward

Date	Action	Review Date
November 2022	Adopted by Governing Body	December 2023
November 2023	Adopted by FGB	December 2024

English Policy

At St Margaret's Anfield CE Primary School we believe that language and literacy are fundamental to the overall development of the child and their access to the curriculum in all its aspects.

We aim to deliver quality teaching of basic and higher order reading, writing and speaking and listening skills to enable children to become confident and successful; to develop a strong command of both the written and spoken word, and to develop their enjoyment of reading.

We follow the National Curriculum Programmes of Study (PoS) for Phases 1/2, 3/4 and 5/6, in conjunction with our Read Write Inc (RWI) Phonics Programme and Literacy Counts English scheme, as a means of guiding teaching and informing planning to enable quality learning and teaching to take place.

We promote the belief that fluency in the English language is an essential foundation for pupils across all curriculum subjects.

We strive for children to be 'Primary Literate Pupils'. We want all our pupils to work at age appropriate standards throughout the Early Years Foundation Stage, Key Stage 1 and by the end of Key Stage 2 to be at Age Related Expectations and to be able to:

- read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- to read for pleasure and enjoyment as well as information seeking;
- be able to draw on a range of reading cues (phonic, graphic, syntactic, contextual) to monitor reading and correct mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meaning and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured, through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- present their own ideas verbally, both clearly and with confidence;
- ask questions and be encouraged to think deeply about their own answers and justifications;
- be confident when speaking in different situations and environments and for different purposes.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out via the National Curriculum.

The Board of Governors

Reports are made to the Governing Body on the progress of English provision. This policy will be reviewed annually, or in light of changes to legal requirements.

Subject Organisation

The English Curriculum is delivered using the statutory requirements and guidance from the National Curriculum and the Early Years Framework. Teachers use RWI (EYFS, KS1 and where needed, KS2) and Literacy Counts to inform and guide short term planning; this is adapted according to the text type and the needs of the children.

Daily phonics sessions are ability-based (see separate Phonics Policy).

The key focus is on coverage of the PoS Statutory Requirements and providing opportunities for a depth of learning within English lessons. Pupils are encouraged to demonstrate their English ability in all subjects consistently and independently.

Clear, child-friendly objectives are set for each lesson and are shared with the pupils. Teachers support children's learning according to the needs of the pupils and use intervention programmes for targeted support. Teachers work towards independent learning and plan for different working groups e.g. whole class, small group, paired, individual. A range of teaching strategies are employed, including instruction, modelling, explaining, questioning, discussing, consolidating, evaluating and summarising.

Reception

Pupils in Reception and KS1 have a differentiated daily Phonics sessions following the RWI programme. Shared reading and writing sessions are taught throughout the week for pupils in Reception. Children have a wide range of opportunities to apply the skills they have learnt in small group sessions. Children read individually and in groups. Reception children are given daily opportunities to write both independently and with adult support. Reception classes follow the Early Years Framework and have a bespoke curriculum which focuses on the development of prime and specific areas.

Key Stage 1 and Key Stage 2

The English Curriculum is delivered using the National Curriculum PoS, this is supported by RWI and Literacy Counts.

Throughout their time in Key Stage One and Two, 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, developing their fluency and comprehension. A love of reading should also be promoted! Furthermore, pupils should develop a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language appropriate to their age. Pupils should have access to our rich and varied literary heritage and they should be encouraged to make oral presentations and take part in debates.

Fluency in English language and literacy is fundamental to all subjects across the curriculum. Therefore, we expect high standards of English to be used, encouraged and developed across all curriculum subjects.

Approaches to Spoken Language and Listening

The importance of the spoken language in pupils' development is reflected in all subjects. Pupils are given the opportunity to develop their writing through talking, reading and high-level questioning. Questioning, both by and of pupils, is fundamental in developing pupils' vocabulary and grammar as well as developing their understanding. As a school, we promote oracy-rich opportunities where possible.

Pupils are encouraged to speak in different situations and for different audiences e.g. individuals, talk partners, small groups etc. We also have other spoken language opportunities which permeate school-life beyond the classroom e.g. Ethos Team, Celebration Assembly and such like, where pupils are encouraged to develop their confidence and competence in spoken language.

As well as speaking, pupils are encouraged to listen attentively; explain and justify opinions; take part in drama-based activities; prepare and present oral performances and take part in discussions and debate.

Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Teachers are aware of, and capitalise on, opportunities which arise every day, for children to develop their speaking and listening skills across the curriculum.

Approaches to Reading

We believe in developing a reading culture throughout the school by raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times.

As a school we are aware of the two dimensions of reading: word reading and comprehension, and we recognise the significance of fluency in reading as well as comprehension and we aspire to develop pupils' competence in both areas. This is done via a range of mechanisms:

- Starting all pupils' reading journey following our systematic synthetic phonics programme (RWI) which forms the foundation for developing confident, fluent readers;
- Whole class reading - which develops listening skills, a love of story and reading for pleasure;
- Shared reading - which immerses the children in the pattern of story and features of text types;
- Daily reading lesson in KS2;
- Independent reading in school and at home;
- The reading environment;
- World Book Day / Week activities;
- We aim to promote a love of reading and pupils are encouraged to read for enjoyment;
- Home reading books which are regularly replenished, and of a high quality to ensure engagement and interest. EYFS and KS1 pupils have decodable RWI books and when pupils are ready they move onto levelled home reading books. Our home reading system has

recently been updated, with the support from Oxford University Press, to ensure a whole-school, consistent approach using levels once children have completed the RWI reading programme;

- Teachers and pupils engage in high quality discussion in many situations e.g. lessons, reading sessions etc, in order to develop comprehension skills;
- End of day story time.

Approaches to Writing

As a school, we focus on the development of both transcription (spelling and handwriting) and composition. We provide authentic contexts for writing wherever possible and maximise opportunities to develop writing skills across the curriculum. Teachers use a range of good quality and motivating texts as examples of writing in different genres. All attempts at writing are valued and we know that all children have the potential to be successful writers.

Writing is taught through:

- Modelled writing – which is teacher led;
- Shared writing - which is modelled by the teacher with contributions from the children;
- Guided writing - that targets children at their point of writing;
- Independent writing – plan, revise and evaluate writing;
- Use of editing flaps;
- The writing environment;
- Phonics – looking at the relationship between letters and sounds;
- Awareness of audience, purpose and context;
- Development of vocabulary.

Phonics and Spelling

We follow Read Write Inc as our systematic synthetic phonics programme. Pupils in Reception and KS1 receive daily Phonics sessions, pupils are grouped by ability to ensure these sessions address the needs of the group. Phonics sessions continue into KS2 where appropriate.

We use RWI Spelling as our spelling programme for the whole school once children have completed the RWI phonics programme. This ensures a whole school consistent approach to the teaching of spelling. We use the NC Appendix 1 to continue to support the teaching of spelling.

Spelling, vocabulary, grammar and punctuation

We value the importance of enhancing pupils' spelling, vocabulary, grammar and punctuation. Each classroom has a set of dictionaries and thesauri where appropriate, and subject areas often display key vocabulary for topic areas. Each subject leader has a list of vocabulary relevant for each year group in order to emphasise the importance of vocabulary in all subjects.

Teachers are encouraged to enhance pupils' vocabulary through writing and reading opportunities. Teachers show pupils the relationships between words and look at the purpose of a variety of punctuation, in both reading and writing.

Teachers model - and pupils are taught - Standard English. Pupils are also taught correct terminology. English Grammar, Punctuation and Spelling (EGPS) is taught via a mix of discrete lessons and integrated application within lessons.

Handwriting

We follow initial guidance from RWI. Early emphasis focuses on:

- how to hold a pencil/pen
- starting and finishing letter correctly
- the correct formation of letters (size and shape)
- regular spacing between words
- the formation of lower and upper case letters
- neat and clear presentation

As the children make progress, we use Letter Join and pupils are then taught to:

- join letters correctly
- write legibly with increasing fluency and speed

Children are expected - in all subject areas - to adopt a neat handwriting style. Children in Reception, KS1 and Lower KS2 write in pencil, whereas those in Years 5 and 6 use a blue fibre tip pen once they are ready to do so.

We continue to teach, as well as practise, joined handwriting. Homework and some lesson tasks or projects are completed on computer, but it is important to maintain the profile of neat handwritten work.

Cross-Curricular English Opportunities

We promote high standards of language and literacy in all subject areas by equipping pupils with a strong command of the spoken and written word. Fluency in English underpins pupils' access to all curriculum subjects. Teachers seek to take advantage of opportunities to make cross-curricular links and plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Fluency in reading and subject-specific vocabulary is regarded as a key factor in other subjects.

Computing

We recognise the importance of ICT as a tool for learning in all curriculum areas. Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

Assessment and Target Setting

Assessments are made in line with the school assessment policy. Teachers report to parents three times a year at parents' evenings and in the annual report to parents.

Teachers make on-going formative assessment decisions on a daily basis in their planning and evaluations.

In the Foundation Stage, children are assessed against the Early Learning Goals for Communication, Language and Literacy which form part of the Foundation Stage Profile. Progress in phonics is assessed on an ongoing basis following RWI.

Years 1-6 have assessment criteria for their year group, based on the PoS. Teachers make an informed teacher assessment judgement termly for Reading, Writing and EGPS. Children in Years 2 and 6 undertake statutory assessments in Reading and EGPS each May and use the relevant Key Stage PoS as their expected standard (these assessments are optional for KS1 as of 2023, but as a school we will continue to opt into this assessment process). Writing judgements are made via Teacher Assessment based on the 'pupil can' statements and the Key Stage PoS.

We take part in standardisation and are part of the Local Authority's Assessment Project which ensures a robust and valid approach to the standardisation and moderation of writing. We also join in with the North Liverpool Learning Network's standardisation and moderation meetings.

Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school feedback policy.

Analysis of assessment data is used to set targets and to highlight next steps; these are reviewed at the end of each term by the class teacher and discussed in Pupil Progress meetings.

Teachers keep individual records of any information that enables them to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils. At all times, teachers and SLT are aware that formative assessment is the most useful tool for developing the pupils in our school.

Moderation of assessed writing is led by the Assessment Lead / English Lead and other members of staff where deemed appropriate.

Progress in English is monitored through ongoing teacher assessments, work scrutiny, questionnaires / feedback, discussions with staff and pupils, writing sampling, reading ages, and reading records.

NGRT tests are used at the start and end of the year to provide a Reading Age for children in Y1-6. NFER reading papers are used whole class in Autumn term for relevant year groups, sampling is used in Spring Term and NFER tests are used as a summative form of assessment in the Summer Term which supports overall Teacher Assessment judgements.

At St Margaret's Anfield, we believe that targeted effective feedback, both verbally and through follow up work has a high impact on helping children maximise their progress. Teachers must build in time to act on targets.

Staff Development

Supported by the English Lead, teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, appraisal and through induction programmes and new initiatives. These will be reflected in the School Improvement Plan which includes the English Action Plan. Additional adults who are involved with intervention programmes will receive appropriate training.

Resources

Every class has easy access to basic resources for English such as dictionaries, thesauri and reading books. A wide variety of reading books are kept in the key stage areas and are organised into age categories or relevant levels. Enrichment events may be organised including storytellers, authors, visiting drama specialists and theatre groups.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are at risk of under-achieving and take steps to improve their attainment (e.g. Intervention groups / Booster classes). Gifted and Talented children will be identified and suitable learning challenges provided. Target groups are supported by additional teachers, teaching assistants and 1:1 support and the Personalise Learning Centre (PLC) sessions where appropriate, overseen by our SENDCo. The needs of children with English as an additional language will be met through planning and support, overseen by our EAL Lead.

Intervention

Additional teachers, teaching assistants, the PLC and 1:1 support provide a range of intervention in school, including reading, writing and speaking and listening. Support is offered in the form of group and individual interventions during both morning and afternoon sessions and is overseen by our SENDCo. Teaching Assistants and Teachers liaise with one another regarding the needs of the children. RWI fast track one-to-one tutoring also takes place daily, overseen by the Phonics Lead.

Role of the Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English:
 - pupil progress
 - provision of English
 - the quality of the learning environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments

Monitoring and Evaluation

English is monitored by teachers, the English Leader, the Head Teacher and Curriculum Governor. Having identified priorities, the English Leader constructs an action plan that forms part of the School Improvement Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Parental Involvement

We value parental involvement in the development of children's English and promote a home/school partnership in the following ways:

- Sharing information - newsletters, parents' leaflets, reading records;
- Celebrations - assemblies, school performances, displays;
- Homework
- Workshops for parents e.g. for new intake parents, Y6 parents regarding SATs, Meet the teaching Team etc.

Equal Opportunities

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

Health and Safety

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety.

Conclusion

This policy is in line with other school policies and therefore should be read in conjunction with the following school policies:

Assessment Policy

Feedback and Presentation policy

Inclusion Policy

Computing Policy

Health and Safety Policy

Review

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

Subject Leader:	W. Jones-Ward
Written:	November 2023
To be reviewed:	December 2024