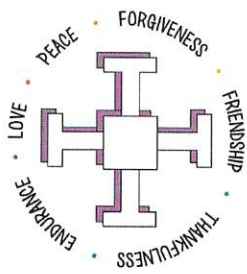


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Proverbs 22:6

Christ Church C of E Primary School

English Policy



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English Policy

Rationale

Language and literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Aims

Our aims in teaching English are that all children will:-

Develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability.

To be able to speak clearly, fluently and coherently.

To be able to listen to the spoken word attentively, with understanding, pleasure and empathy.

To be able to read a range of materials fluently and with understanding for enjoyment and for information.

To be able to write effectively for a range of audiences and purposes using spelling, grammar, punctuation and syntax accurately and confidently and with cohesion.

Spoken language

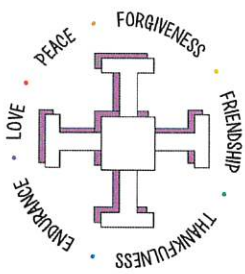
Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (poetry, fiction and non-fiction) and be encouraged to read for pleasure. Teachers should do everything to promote wider reading. They should make use of school and local library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling, grammar and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include a range of genres and be derived from quality texts and experiences.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and



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discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Purpose of the Policy

This policy reflects the values and philosophy of Christ Church School in relation to the teaching and learning of English. It gives a framework to which all staff, teaching and non-teaching, work. It gives guidance on planning, teaching and assessment. This policy is intended to be used alongside the National Curriculum which gives details of what pupils in each age group will cover.

In providing helpful guidelines for the class teacher it should ensure that we cater for children of all abilities and individual rates of development.

Guidelines for the Teaching of English

Speaking and Listening

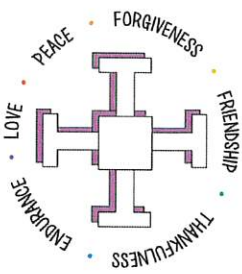
Early Years Foundation Stage and Key Stage 1

Teachers should plan activities which give the pupils the opportunity for:-

- Role playing
- Discussion
- Stories
- Learning poetry by heart
- Developing listening skills
- Following instructions
- Collaborative or exploratory play
- Exploring new vocabulary
- Listening to and speaking in Standard English

In Key Stage 1, opportunities to use language for different purposes will be planned throughout the curriculum. Teacher's questions should encourage explanation and reasoning, challenging children to critical evaluation of their work. Sentence stems should be given to ensure every child answers questions when asked. Partner / peer talk should be used as a means to articulate ideas.

Children should discuss their progress in speaking and listening and how they might improve. The children should work in groups of different sizes and composition so that they become



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accustomed to working with others, extending their use of language for social purposes and for reporting back.

Talk for Write maps will be sent home to allow children to orally rehearse their stories and writing before writing in class.

Specialist language intervention should be implemented as soon as children are identified as being below age related expectation in either speaking or listening.

Speaking & Listening

Key Stage 2

Teachers should plan the development and extension of the above activities by giving the pupils the opportunity for;-

- The preparation of presentations.
- Planning and problem solving activities across the curriculum.
- Assignments where specific outcomes are required.
- Talking about stories.
- Taking part in shared writing.
- Role playing, simulations and drama.
- Class discussion & debate on topical & contentious issues.
- Interviewing carried out as part of a topic or project.
- Learning poetry by heart

Speaking and listening activities cannot be confined to English lessons but should take place across the curriculum. Pupils should be allowed to work in groups of varying sizes, with and without direct teacher supervision.

Talk for Write maps will be sent home to allow children to orally rehearse their stories and writing before writing in class.

Sentence stems should be used to ensure every child answers questions when asked. Partner talk should be used as a means to articulate ideas.

The class teacher should;-

- Enable pupils to contribute individually in class discussions.
- Give opportunities for a variety of speaking and listening situations within the classroom, including collaborative discussion work, debates and question and answer sessions
- Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end



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Reading

Early Years Foundation Stage

RWI

RWI Teaching begins in Nursery during Summer Term. Prior to this, the children are taught to listen and discriminate sounds. During Summer Term, the children begin to explore sounds and are taught Set One sounds. This work then continues into Reception where, following their Reception baseline, RWI recaps the Set One sounds and this continues to incorporate letter formation and blending. Children who are ready for Set Two sounds are taught when the children are ready.

Assessments are completed every half term where groups are adapted according to their needs.

Key Stage 1

The primary approach will be phonic segmenting and blending by following RWI. Strategies such as 'Words first' may be used with pupils who are identified as having a need where building words is not the way in which pupils are able to read. As soon as pupils have completed RWI, they will move into a Literacy and Language group with a high emphasis on comprehension and language development.

Reading is taught in a variety of ways (more information for parents can be found by following the links):-

RWI Groups

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Literacy and Language

<https://global.oup.com/education/content/primary/series/rwi/literacy/?region=uk>

Big Reading

Individual reading at home and in the classroom.

Accelerated Reader

http://www.renlearn.co.uk/wp-content/uploads/2014/08/Parents-Guide-to-Accelerated-Reader_2016-17.pdf

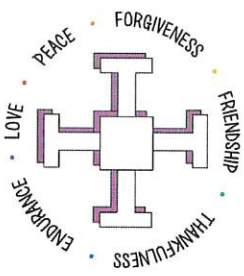
Common exception words are taught as 'red words' through Reception to year 2 in the RWI lesson. These words will also be taught in and out of context when reading, particularly through shared text work with the whole class.

Children should be provided with the opportunities to read for a variety of purposes. They should:-

Relate reading to their own experiences and environment

Acquire research skills necessary for the use of dictionaries, atlases and other information books and resources

Develop the ability to read aloud to others through shared and paired reading



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Be able to discuss books they have read, relating to plot, characters and themes

Acquire an increasingly large sight vocabulary

Be able to bring in books from home and to share them with others

Be encouraged, through the reading schemes, to continue the reading process at home

Recognise that reading is an essential part of all areas of learning

Gain confidence and enjoyment to promote lifelong reading

Be encouraged to visit the school library regularly

At Key Stage 1 books should be purposefully displayed and accessible to small children and promote a love of reading with children developing a 'want' to read.

RWI

All children in KS1 will receive a 45 minute RWI session daily. The RWI scheme will be taught as intended with the emphasis on Reading. Children will be assessed half termly on their phonic knowledge by the RWI Lead to ensure that they are in the most appropriate group for them with group size also considered. This will ensure a rapid progression through the program. Children whose phonic development is not as expected will be supported by 1:1 phonic intervention or move onto 'Words First' scheme if deemed fit by SENCO or Literacy Co-ordinator.

Pupil's reading within RWI will be supplemented with written comprehension activities in order to prepare them for in school testing – PIRA. These comprehension activities should happen daily and will be linked to the school's writing approach 'Colourful Semantics' in order to support children to find appropriate answers.

Literacy and Language

Once pupils have completed the RWI programme, they will move into a comprehension group. This group will use a mix of high quality stories and Literacy and Language texts in order to gain access to the children's understanding of 'real life' texts. A range of strategies will be used in this group including the opportunity to apply taught skills to test style questions. Resources available to teachers teaching this group are:

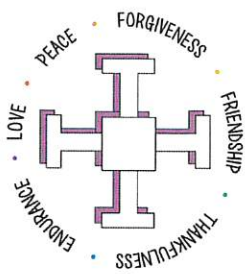
Literacy and Language (Y2 only)

Cracking Comprehension

Big Reading

Oxford Reading Tree Scheme

Recommended texts for Year 1/Year 2.



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It is understood that the children in this group will still need daily word/phonic reading at the start of each lesson. This may be linked to spelling or common exception words for that year group.

Big Reading

Pupils will benefit from a one hour 'Big Read' session once per week during the afternoon. This session will use the Big Read Characters (linked to the KS1 Content Domain) to teach a particular comprehension skill. These sessions should be engaging and consist of quick paced, engaging games/activities rather than written responses to questions. As a result, these sessions may not be evidenced by pupils, however slides and activities should be available if requested. The genre for these sessions is outlined in the Big Reading Long Term Planning.

Home Reading Scheme

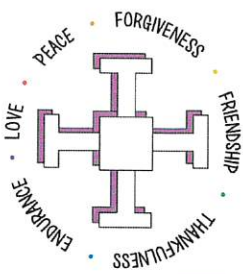
At the start of each year, children will be provided with a reading diary and reading book, pitched at their level, from our levelled reading scheme that included Book Life Reader and Project X books. These books are to be read at home and with an adult in school once a week. The class teacher or teaching assistant will decide when these books are ready to be changed. When listened to read at school, children will have their read recorded in their reading record and in the class folder with reference to their mechanical reading and also an area of their comprehension (linked to Big Read Characters). These books are our 'Have a go and enjoy' books. Most of these books are phonetically decodable and provide an opportunity for the children to use their reading skills independently. In addition to these books, the children who are being taught to read on the RWI scheme will take home two RWI books. One will be a copy of what they have been reading in school that should be read fluently and with expression. The other is a fully decodable book pitched at the child's level so they can read this independently. These books are the RWI Book bag Books.

Accelerated Reader

From Year 2, pupils will have an Accelerated Reader account. All Year 2 pupils will perform an Accelerated Reader test to determine their reading age at least once per half term. From this pupils will be given a ZPD in order to guide them in appropriate book choices from the library. Accelerated Reader will also be used alongside the Home Reading Scheme. Children will perform a quiz for the book they have recently read at home, if they score 80% or more, their book will be changed. If they are scoring below 80% their book will not be changed and an adult will support the child with their comprehension of their book. This is to ensure that children are understanding the books that they are reading. These quizzes should be taken on a weekly basis.

Assessment – Reading

Children will be assessed on their phonic knowledge on a 1:1 basis once per half term. On-going formative assessment will ensure that pupils do not remain in a group too long and move as soon as they are ready as judged by the RWI Co-ordinator.



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Year 2 Pupils will be assessed using Accelerated Reader to obtain a 'Reading Age' once per half term.

All pupils in Key Stage One will sit a Reading Test (PIRA) once per term. These results will be reported to parents in their Interim report (February) and end of year report (July).

Key Stage 2 - Reading

At Key Stage 2 there will be a progressive widening of the range of materials available to include more challenging material such as poetry not specifically written for children. Magazines and newspapers should be available and their use encouraged in the school library.

Children will be taught how to select appropriate books for their ability and interests. They will need to be given experiences of browsing, selecting and rejecting books. There should be ample reference material for the children to use in addition to the Internet. The activities set should lead the children to formulate their own questions and gather pleasure.

Reading will continue to be taught in a variety of ways:-

Literacy and Language/Cracking Comprehension

Big Reading

Individual reading at home and in the classroom

Accelerated Reader

http://www.renlearn.co.uk/wp-content/uploads/2014/08/Parents-Guide-to-Accelerated-Reader_2016-17.pdf

Reading will be taught 4 mornings per week for half an hour through Literacy Groups and then within classes once, for one hour per week through Big Reading.

During the Morning sessions, Reading will be taught using a variety of resources:-

Literacy and Language

Big Reading

Cracking Comprehension

Literacy and language will provide teacher's a range of texts which they will be able to provide to pupils to read in pairs. Teachers will then use resources from the Big Reading Scheme and Literacy and Language to teach specific comprehension skills linked to the Big Read Characters, and in turn the KS2 Content Domains. Children will then be given the opportunity to apply their learning to test style questions in order to prepare them for in school testing – PIRA. It is not intended that these sessions are an abundance of comprehension questions. Activities should be engaging and broaden the children's knowledge of texts and ultimately promote the love of reading.

Big Reading

As in Key Stage One, pupils will benefit from a one hour 'Big Read' session once per week. This session will use the Big Read Characters (linked to the KS2 Content Domain) to teach a



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particular comprehension skill. These sessions should be engaging and consist of quick paced, engaging games/activities rather than written responses to questions. As a result, these sessions

may not be evidenced by pupils, however slides and activities should be available if requested. The genre for these sessions is outlined in the Big Reading Long Term Planning.

Individual Reading

Children will continue to work through the Project X reading scheme. As with KS1, these books will be read at home and with an adult within school at least once per week. When heard read at school, children's reading will be logged in their reading diary and in the class folder with reference to mechanical reading and an area of comprehension. In Key Stage Two children will start to develop their own independence with regards to when their book is changed. Children will have access to iPads to complete their Accelerated Reader quiz independent from an adult. Should they score 80% or more, their book can be passed to an adult to change. Once children have completed the Oxford Reading Tree scheme, they become free readers where their book level is determined by Accelerated Reader.

Accelerated Reading

As with KS1, children will complete an Accelerated Reader test at least once per half term. This is vital for those who are 'free readers' as this will determine the difficulty of the book they bring home. When a book is completed children will take a computer based quiz to assess their comprehension of the book. They will then be encouraged to change their book independently for another within their book range. Although the children are prompted to develop their independence at this stage, the process must be monitored by the class teacher to ensure that children are regularly accessing quizzes and changing their books.

The Reading Co-ordinator will provide weekly print out of who is accessing Accelerated Reader in order raise its profile.

Hearing children read and how often books are to be changed

Reception - When children are ready, they will begin the Project X and Book Life Reader books- at which point they will be heard read at least weekly.

Books/ words/RML sounds go home weekly.

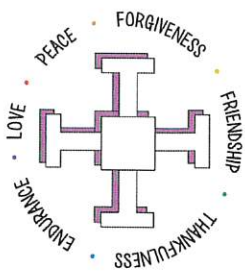
Common exception words are sent home to learn when covered in RML.

SEN pupils, Pupil Premium children and any other children deemed to be in need of extra support are heard read more frequently where possible.

Years 1/2 - All children are heard read individually at least once a week.

Books are changed a minimum of once a week comments written in their reading diary.

SEN pupils, Pupil Premium children and any other children deemed to be in need of extra support will be heard read more frequently where possible – this may be as part of a reading lesson and not necessarily recorded in their home diary. Where possible it will be post it noted and logged in the class reading folder.



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KS2 - Children are heard read at least once a week.

SEN pupils, Pupil Premium children and any other children deemed to be in need of extra support will be heard read more frequently where possible – this may be as part of a reading lesson and not necessarily recorder in their home diary. Where possible it will be post it noted and logged in the class reading folder.

Reading Intervention

Pupil progress meetings should be used to identify individuals who require reading intervention. Data should be used to identify whether this should be a decoding or a comprehension based intervention. This intervention will be planned and monitored by the Team Leader for each Year group with support from SENCO or Reading Subject Leader if required.

Assessment – Reading

All Key Stage Two will be assessed using Accelerated Reader to obtain a 'Reading Age' once per half term.

All pupils will sit a Reading Test (PIRA) once per term. These results will be reported to parents in their Interim report (February) and end of year report (July).

Writing

The children should:

Experience a wide range of writing activities, to include both chronological and non-chronological writing both in writing lessons and across the curriculum.

Relate writing to their own experiences and environment

Discuss their writing frequently, talking about the various types and purposes of writing

Be aware of the need to write legibly and to use layout and space effectively to aid the reader

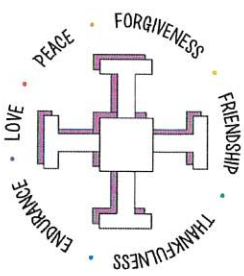
Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective, pronoun etc., both in the context of their own writing and through specifically designed activities

Read examples of 'good' writing in various forms and beginning to recognise the criteria for such writing

Have experience of and become accustomed to drafting and redrafting their work

Write in response to a wide range of stimuli including experiences and quality texts.

Become increasingly aware of the role of reference books such as dictionaries, thesauruses and the use of the Internet.



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Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions.

The teacher should:

Write alongside pupils, sharing and discussing their writing

Respond positively and with interest to all attempts at writing. Use of 'Assessment for Learning', as outlined in the marking policy. Providing next steps to enable the child to move forward.

Provide a healthy writing environment, including experimental or emergent writing areas for the EYFS and free writing opportunities in KS1 & 2

Teach handwriting on a regular basis and provide intervention for those pupils needing extra practice

Reinforce and teach correct spelling, punctuation and grammar

This should include the teaching of basic rules of spelling, grammar and punctuation, as well as the more common exceptions.

The school should:

Highlight writing as an important and valuable tool for all aspects of a child's education

Prominently display writing of all types, including the children's own writing

Writing Lessons

Children will be taught how to write in discrete writing lessons (4 per week in Key Stage One and daily in Key Stage Two). During these sessions, teachers will draw upon the children's reading from their reading lesson and use strategies such as Colourful Semantics, alongside each year group's I am a Clever Writer Checklist, to teach and apply grammatical concepts and sentence composition. Talk for Writing is used to model the features of texts and how they should be structured.

For more information on Colourful Semantics please speak to the Writing Co-ordinator.

More information on Talk for Writing can be found here: <https://www.talk4writing.co.uk/about/>

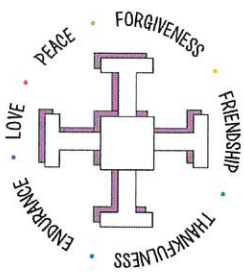
More information on I am a Clever Writer can be found here:

<https://www.iamacleverwriter.co.uk/>

Each year group's I am a Clever Writer Checklist is available on the website.

Spelling

Spellings are taught weekly during Literacy lessons from Year 1 to Year 6. Each week, a spelling pattern or rule is taught to the children and practised daily during writing lessons. The spelling rules are chosen using the long term spelling plan outlined by Spelling Shed. Each child has a log in for the Spelling Shed website and assignments are set by teachers so that the children



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can practise at home. Spelling Shed is an interactive game to help the children learn key spellings rules. Throughout each year, common exception words are embedded within the Spelling Shed scheme of work. In addition to this, key spellings from our stories will also be taught in discrete lessons to ensure accurate spelling when writing at length.

Use of Dictionaries

The children should be encouraged to use a dictionary and thesaurus. The use of both types of book will need to be taught. The particular dictionary used should match the child's ability.

Handwriting

In Nursery and Reception, letter formation is taught during every RWI lessons. The RWI formation rhymes are used to practise handwriting throughout continuous provision activities to support fine motor development.

Children will practise their handwriting daily within the writing session. Beginning to Year 1, Christ Church teaches a continuous cursive style of handwriting. This means that children's letters have lead ins, known as 'say hellos' by the children and promotes the start and end position needed for joining later in school.

All teachers have high expectations of handwriting in all subject areas which ultimately results in pupils being proud of their work.

Pupils are encouraged to take ownership over their equipment, ensuring their pencils are sharp before writing and that they are in the correct seating position to promote neat writing. Once children are joining their writing with the correct letter formation, sizing, spacing they will be awarded a pen licence by the Head Teacher.

Assessment – Writing

Teachers will use formative assessment across a range of pieces of writing in order to set SMART targets for pupils on a half termly basis. These can be found in the children's Golden Books and children should be given time to reflect upon these before writing. Teachers will then make a judgement against the school's WAM scale on a termly basis.

Recently teachers were trained using the 'I am a Clever Writer' approach to writing. Each year group have their own checklist of skills the children should learn and embed each year. These checklists are used to support assessment. A child working at age related expectation will demonstrate all of the elements on their checklist each term independently within their writing.

Writing Homework

Homework is set weekly for all children from Reception to Year 6. A writing task will be sent home in addition to reading books, handwriting and a maths task. The tasks should link to the teaching that has been taught that week and allow the children chance to consolidate the skills independently.

Monitoring

Monitoring should be seen as a means of systematically gathering information about:-

What is going on at present.

Whether progress is being made in meeting statutory requirements and implementing the school policy and schemes of work.

The sufficiency of resources and how they are being used; -



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How colleagues can be supported.
What further action might be needed to improve standards.

The delivery of this policy and the schemes of work for English will be self-monitored by teaching staff but may also be monitored by the Senior Leadership Team, school governors and the Reading and Writing Subject Leaders.

In order to gain evidence of standards, progress, presentation and marking, the following will be looked at:

- The long, medium and short term planners. - teacher's assessments and records.
- Lesson observations.
- Samples of pupil's work. - discussions with staff and pupils.
- Impact of feedback

Role of the Class Teacher:-

It is the role of the class teacher:-

- To interest the children and show enthusiasm.
- To provide a rich environment and situation where the child can learn.
- To be aware of each child's capability.
- To be able to encourage them to produce good quality work and develop their confidence.
- To evaluate the progress of the child and to review the scheme of work according to the needs of the children.

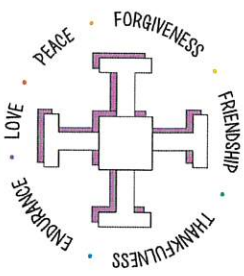
Role of the Reading and Writing Subject Leaders:-

In addition to the responsibilities outlined in the Policy for subject co-ordinators, the following are appropriate for English:-

- To prepare a policy in consultation and through discussion with other colleagues.
- To provide guidance and support for colleagues in implementing the requirements of the English National Curriculum.
- To monitor progress throughout the school.
- To be responsible for resources and requisition of relevant teaching materials and equipment.
- To arrange school based INSET.
- To review the policy and its implementation on a regular basis and to assist colleagues in the implementation of policies and practices.
- To keep up to date with developments in English education and disseminate information to colleagues as appropriate.

Planning

Long term planning for skills and genres can be found on Staff Drive, English Folder
Medium term plans are completed in teams and should be linked to a quality text, experience or topic and can be found on Staff Drive Planning Folder



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Short term plans are for personal use of class teachers – there is no requirement for these to be presented in any particular format although a planning sheet is provided in English folder if needed. Senior leaders may request that these are formally presented in some circumstances such as early stages of career.

Signed:  Head Teacher

Date: September 2022

Review Date: February 2024

Next Review Date: February 2026