

# St Laurence Church of England Primary School



## English Policy 2023-2024

### Introduction

At St Laurence Church of England Primary School, we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for an extensive range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures, and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### Aims and Objectives:

- ✓ to enable children to speak clearly and audibly and to take account of their listeners;
- ✓ to encourage children to 'actively listen', in order to identify the main points of what they have heard;
- ✓ to show children how to adapt their speech to a wide range of circumstances;
- ✓ to teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.
- ✓ to help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- ✓ to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- ✓ to foster the enjoyment of writing, and a recognition of its value;
- ✓ to encourage accurate and meaningful writing, be it narrative or non-fiction;
- ✓ to improve the planning, drafting, and editing and improving of their own and their peer written work.

### **Teaching and Learning**

At St Laurence Church of England Primary School, we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principle aim is to develop children's knowledge, skills, and understanding. All children are provided with opportunities to read and write across the curriculum.

### **Read, Write Inc.**

Children in EYFS and KS1 will participate in a daily phonics session as part of the Read, Write Inc. scheme. Groupings and activities are adapted to meet the needs of the children. Children are taught in groups organised by their RWI set and are regularly assessed. This enables individual children to move onto the next set of sounds when they are ready and also highlights any children who need further intervention. Phonics assessment is on-going and recorded on a regular basis. When children have successfully completed Read, Write Inc. they move on to the Purple Mash spelling scheme.

### **Purple Mash Spelling**

Children in KS2 are taught how to practise their spellings independently and are given opportunities to do this throughout the week following the Purple Mash programme. This programme includes opportunities to discover the etymology and origins of words and is based in teaching spellings through rules and structures.

### **Marking Spellings**

Children's spellings are addressed and corrected during marking. Some spellings will be generic words and others will be specific to what is being learnt at that time. For example, terms used in certain genres and subjects. Teachers mark and correct spellings in all subjects. Children are then expected to practise these spellings in their exercise book by writing the correct spelling out three times. Children are also given groups of spellings and then tested on these on a weekly basis. This means that children are learning spelling patterns as well as spellings in context.

Where children have made spelling mistakes with words they are expected to know, the Teacher/TA will indicate this by putting 'sp' in the margin, on the line where those spellings occur.

### **Story Time**

Each class will take part in story time each day. This session is timetable and takes part at the end of the school day. The teacher leads the session and reads the story to model good reading behaviour.

### **Reading Lessons**

In KS2, each class has 2 designated reading lessons where we focus on discrete reading skills, including: vocabulary, inference, prediction, explanation, retrieval and summarise. Even though these skills are taught in these lessons, they are practised and used in all lessons.

### **Shared Reading**

Children take part in a shared reading session every day. This is an opportunity for all students to read the same text, at the same time. Children are selected to read a section of the text each day and there are discussions about the text.

### **20% Readers**

The children who are in the lowest 20% for attainment read with an adult everyday.

## **Reading for Pleasure**

Every child across the school is given a daily opportunity to read for pleasure for at least 10 minutes. During this time, children can read a text of their choosing. Adults in the classroom during Reading for Pleasure time should also read to model good reading behaviour and show that adults read too.

## **English Lessons**

Lessons are planned in the style of Talk for Writing in order to build on children's prior knowledge. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child. Talk for Writing is underpinned by the process of moving from imitation through innovation into independent application which can be applied to any type of writing. All staff have high expectations and believe that all children can achieve their full potential. A variety of stimuli, activities and practical and written tasks are provided with the aim of enabling children to achieve the set of success criteria and reach their learning goals.

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses, individual word banks and class computers. Staff provide balanced and varied learning opportunities within the classroom.

Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever and whenever possible, we encourage children to use and apply their learning in other areas of the Curriculum.

## **Early Years Foundation Stage**

At St Laurence Church of England Primary, we greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. In the EYFS language and literacy development are incorporated in all areas of learning. Children learn through planned play activities and staff will decide when child-initiated or adult-led activities would provide the most effective learning opportunities. Children are given the opportunity to explore and discover new literacy skills within a safe, secure and supportive environment. Learning through play gives children the opportunity to take risks, make mistakes and learn from their mistakes.

Children will be taught to link letters and sounds and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, songs and other written materials) to ignite their interest. In EYFS we believe children learn language through memorable, meaningful repetition. The Talk for Writing approach enables children to internalise the language of story so that they can imitate it, innovate on it and eventually create their own effective stories.

## **Planning**

Text types and the writing focus is decided by the English Coordinator. Teachers are asked to provide a half-termly overview of what will be taught and where in each term for all subjects. This is extremely useful and makes it possible to teach with purposeful cross-curricular links with other subjects. Weekly plans are then prepared, providing the main teaching objectives for each week. These plans define what we teach and ensure an appropriate balance and distribution of work across each unit covering a range of genres. The plans include the daily learning objectives and the differentiated activities, the success criteria that enables children to meet these objectives and the support required from other adults, where appropriate.

### **Assessment**

All year groups use track attainment and progress using FFT. This includes the EYFS so that there is consistency as children move up through the school. Formal assessment takes place at the end of every term in the form of testing. Children are assessed through 'Teacher Assessment' and PiRA tests each term. Teachers update an assessment grid each half term to closely monitor the progress of their class. The assessment grid is based on criteria provided by DDAT. Teachers also continually assess progress in learning during lessons so that they can adapt their planning and teaching accordingly. This allows for Teachers and Teaching Assistants to identify and therefore recap or teach areas where there are gaps in learning.

Children self-assess each completed piece of work in their English book. The child will write "SA" and then draw a small circle in red, orange or green crayon to show how well they believe they have met the success criteria.

### **Spiritual, moral, social and cultural development**

English contributes to the teaching of PSHE by encouraging children to take part in class and group discussions. They are encouraged to discuss lifestyle choices, feelings, emotions and opinions. Children are also encouraged to work together and to respect each other's views. We also endeavour to provide opportunities for children to learn about other cultures in English lessons.

### **British Values in English lessons**

Many books will have themes covering tolerance, mutual respect and democracy. Lessons will often include how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures will also be studied. Lessons will often explore the meaning of concepts such as liberty, democracy and tolerance.

### **English and Inclusion**

At our school, we teach English to all children, whatever their ability through quality first teaching. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with special educational needs, those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are more able.

### **English Co-ordination**

- ✓ To have the highest expectations of our children and to encourage the highest standards possible.
- ✓ To have an impact on raising standards of progress and attainment for English across the whole school.
- ✓ To monitor the whole school and individual needs.
- ✓ To be able to assess individual professional development opportunities and needs.
- ✓ To maintain the availability of high resources.
- ✓ To maintain an overview of current trends and developments within the subject.
- ✓ To ensure, together with the Head of School, a rigorous and effective programme of lesson observation, monitoring and feedback.

- ✓ To ensure a regular and effective programme of children's work sample monitoring is in place.
- ✓ To ensure a regular and effective programme of analysis of short-term planning is in place.
- ✓ To ensure there is regular reviewing and monitoring of target setting.

Mrs R Barker  
Mrs K Shields  
Mrs F Melia

September 2023