

All Saints' C.E. (C) Primary School

English Policy



Believe to Achieve

Mission Statement

'To provide quality education for our children in a happy, secure Christian environment, encouraging pupils to achieve their potential academically, spiritually and socially'

January 2017

General Principles and Philosophy

At All Saints' Primary School our approach to the National Curriculum hinges on our belief that all children are entitled to the widest possible range of learning experiences in practical, academic, social and spiritual spheres. This broad curriculum is balanced with the need to provide regular and continuous practice in basic skills and is organised to develop every child's autonomy, foster their curiosity and provide them with enjoyment and a sense of purpose. The teachers at All Saints' primary School are committed to supporting every child through a well planned, diverse, differentiated and meaningful curriculum.

The National Curriculum for English outlines what must be taught in Key Stage 1 and Key Stage 2 (Years 1-6) in maintained state schools in England. It provides details of children's statutory curriculum entitlement in English. The All Saints' Primary School English curriculum builds on the statutory requirements of the National Curriculum across all subject areas to provide a rich and distinctive learning experience for the children.

Aims

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



The English Curriculum

Early Years Foundation Stage

In the Early Years Foundation Stage learning is developed and supported through a broad range of adult-led and child-initiated activities. Early Literacy skills are developed through both the prime and specific areas.

The prime area of **Communication and Language** is broken down into:

Listening and Attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

The specific area of **Literacy** is divided into:

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

The National Curriculum 2014 (for Year 1 - Year 6) builds directly on the prime area of Communication and Language and the specific area of Literacy from the Early Years Foundation Stage Framework (for nursery and reception).



Year 1 - Year 6

Speaking and Listening

Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing. Opportunities are planned to ensure the continual development of children's confidence and competence in spoken language and listening skills. All children are given the opportunity to explain their understanding of books and other reading, and to use speech to prepare their ideas before they write.

Reading

At All Saints' Primary School we recognise that reading encompasses both word reading and comprehension (both listening and reading). Teachers acknowledge that different kinds of teaching are required to develop children's competence in both dimensions and provide appropriate learning opportunities. High quality phonics teaching (Letters and Sounds) from the very beginning of school provides children with the skills needed to decode words whilst comprehension skills are developed through opportunities to read and discuss a range of poems, fiction (across a range of genre) and non-fiction texts. All children are "encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum."

Children are read to daily and they read in guided reading sessions once a week in Years 1 - 6. In addition, children are heard to read individually in Reception and Key Stage 1; this continues into Key Stage 2 when children require individual support. Children are also encouraged to read at home (please refer to the table below which outlines the reading books and reading record books used in each year group).



All Saints' Primary School Reading Books And Records		
Year Group	Reading Record	Books to go home
Nursery		Book from class room / Story sacks
Reception	Yellow Reading Record	Phonetically decodable book (changed twice a week) Child choice/ library book (changed once a week) <i>Once children are ready, they may alternate phonetically decodable and book banded books</i>
1	Yellow Reading Record	Phonetically decodable book (changed twice a week) Book banded (changed once a week) Library book (changed once a week)
2	Yellow Reading Record	Phonetically decodable book (changed twice a week) Book banded (changed once a week) Library book (changed once a week)
3	Yellow Reading Record	Book banded (changed 1 x a week) or free reader changed at child's discretion Library book (changed once a week)
4	Reading Journal: exercise book with space for children to record short and extended responses to reading	Free-reader changed at child's discretion Library book (changed once a week)
5	Reading Journal: exercise book with space for children to record short and extended responses to reading	Free-reader changed at child's discretion Library book (changed once a week)
6	Reading Journal: exercise book with space for children to record short and extended responses to reading	Free-reader changed at child's discretion Library book (changed once a week)
N.B. Guided reading takes place in addition to this.		

Writing

At Key stages 1 and 2, children are taught:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)



Children are taught how to plan, draft, evaluate and edit their writing in addition to proofreading it for spelling and punctuation errors. They are taught to consider the audience, purpose and context of their writing. Writing is taught across the curriculum - not just in Literacy lessons - in RE, Science and the Creative Curriculum. Teachers carefully plan opportunities for children to produce eight extended pieces of writing every term.

Grammar, Spelling, Punctuation and Vocabulary

The English curriculum lays out statutory expectations for each year group for grammar, spelling, punctuation and the vocabulary relating to these areas. Teachers teach children the vocabulary they require to discuss their reading, writing and use of spoken language and the correct terms are integrated within teaching tasks. Grammar, spelling, phonics and punctuation skills are taught explicitly; pupils are given a broad range of opportunities to write across genre, and for a wide range of purposes, both in English lessons and across the curriculum.

Spelling teaching follows on from phonics teaching. There are statutory spelling patterns for each year group and statutory word lists for Years 3 & 4 and Years 5 & 6. Children from Year 2 - Year 6 follow the No Nonsense spelling programme. Spellings are taught from the statutory word lists and spelling rules are explicitly taught through a precise and carefully ordered programme. Children in Key Stage 2 are encouraged to practise a list of selected words at home and are then tested on a weekly basis. The children are also encouraged to produce, and regularly update, their own spelling lists of words they have spelt incorrectly in their independent writing. Furthermore, children in Key Stage 2 are actively encouraged to make full use of the dictionaries and thesauri that are readily available within the classrooms. When marking written tasks teachers identify spellings that need correcting in line with the marking policy.

Handwriting

Handwriting skills, including pre-handwriting skills are taught explicitly throughout the school. Children are encouraged to write in a cursive script: to join letters and words as a series of flowing patterns and movements. Initially children learn to form individual letters and the cursive formation of letters (which includes serifs), before progressing to an entirely cursive style of writing.

Phonics

Phonics is taught daily (in an explicit session) in Key Stage One.

All Saints' Primary School Phonics Phases And Expectations	
Year Group	Phonic Phase And Expectation
Nursery	Phase 1 - Phonological awareness Aural and oral blending and segmenting Phase 1 is continuous to ensure that children can hear and discriminate different sounds Children who are ready will begin Phase 2.
Reception	Phase 2 (6 - 8 wks) Phase 3 - (12 - 15 weeks) At least 85% of children should be secure in Phase 3 at the end of Reception
1	Phase 4 (4 - 6 weeks) Skill of seeing sounds in order and blending, and recapping on the sounds of phase 3 By Christmas, Year 1 should be accessing Phase 5 There needs to be a clear overview to strategically plan and effectively deliver phase 5 by the end of Year 1
2	Phase 6 (consolidate Phase 5) Develop phonic strategies into spelling strategies
N.B. Support for Spelling takes over Letter and Sounds Yr 2 to Yr 6.	

Assessment (Refer to All Saints' C.E. (C) Primary School's Assessment and Marking Policy)

The children are given the opportunity to self-evaluate their learning, knowledge, understanding and skill level. They also peer-assess each other's work. Teachers assess the quality and depth of children's knowledge, understanding and skills through observation, marking of written work, verbal discussion and the use of various assessment tools such as:

- EYFS Profile
- End of term assessments, e.g. PIRA
- Assessed independent pieces of writing
- Staffordshire Skills Grids for Reading and Writing
- ITAFs: Interim Assessment Frameworks for Key Stage 1 and Key Stage 2 (2016)

In addition, there are National Curriculum summative assessments which measure children's abilities against national standards:

- Phonic screening assessments
- Key Stage 1 assessments
- Key Stage 2 assessments

Monitoring and Review

In line with the whole school monitoring schedule, the subject leader undertakes book audits; the results of which are recorded, passed onto Senior Management and individual staff members. Discussions and audits also take place regarding coverage of the curriculum and resourcing issues. Teachers also complete the All Saints' Primary School Tracking System and participate in termly Pupil Progress Meetings. There is a named governor for English.

Equal Opportunities (Refer to All Saints' C.E. (C) Primary School's Equality Statement)

All children (irrespective of gender, disability, religious belief/faith tradition, sexual orientation, age or any other of the characteristics protected in the Single Equalities Act 2010) are entitled to participate in and benefit from a broad range of appropriate scientific activities.

Special Educational Needs and Very Able and Talented Children (Refer to All Saints' C.E. (C) Primary School's SEN Policy and All Saints' C.E. (C) Primary School's Policy for Very Able and Talented Children)

All children at All Saints' Primary School will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Reviewed by RLBH January 2017

