



Vision

With the teachings of Jesus as our guide, we embrace a creative and ambitious curriculum to ignite a passion for learning. We prepare our children for a rapidly changing world by equipping them with critical and creative thinking skills, independence, resilience and respect for our core school values.

Believe to Achieve

'Living life to the full' (John 10:10)

Our School Values:

Koinonia, Trust, Forgiveness, Friendship, Love, Thankfulness,
Respect

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

Policy Statement for English

Mission Statement

We believe that reading is at the centre of learning. We strive for children to learn to love books through daily reading and storytelling sessions. Children are given a strong foundation in Phonics as well as an introduction to a wide range of texts.

Children are encouraged to read a wide variety of genres. They have access to this through a well-resourced reading scheme which they read at home with parents and also in school with adults. There are year group specific texts to reduce repetition. Through guided reading sessions, children are taught the skills of inference, inquiry and interpretation. Whole class and group texts are regularly updated to ensure that they are inspiring for the pupils. They are encouraged to apply these skills to a range of 'real life' texts. Children are taught strategies to make connections, predict, question, visualise, monitor and summarise what they have read.

As children's reading develops at different rates, teaching is tailored to each child and their ability. Children will read daily in classroom, either in shared reading, one to one reading or guided reading groups. Children are encouraged to read a range of books in school and at home and communication between staff and parents is encouraged.

English writing topics are based on stories by well known authors and the children are given time to immerse themselves in the story and get to know the characters and story format. Twice a year we share a text as a whole school.

Every child is encouraged to write by being provided with real and exciting materials and opportunities. Links across all areas of learning are made and pupils are encouraged to see reading and writing as key communication tools. We show and explain everyday occurrences to the children and inspire them to write about them. We will share excellent writing to inspire children to emulate styles. We encourage children to read their work for enjoyment, to read it aloud to others and provide audiences for writing. We want children to have an understanding that writing has a real purpose and that word choice and style can bring about change.

Children are given a toolkit for writing through daily Phonics in EYFS and KS1 and weekly spelling, grammar and punctuation lessons that link into the wider writing tasks in KS1 and KS2. Each half term enamel badges are presented to children who have made a particular effort with the presentation of their work.

We believe that no child should be disadvantaged through their learning needs or home circumstances. Specific interventions: WELCOMM, Turnabout, YARC and 1.1 Precision Teaching are used to narrow the gaps for learners. Resources including laptops, iPads and stationary are provided to support access to learning at home.

COVID 19

Changes have been made in light of the COVID 19 pandemic. To limit the 'traffic' between home and school of books and records, GGR homework books and yellow reading records are to be kept at home. Photographs of comments and homework can be uploaded onto Showbie, where it will be responded to. Green GGR books and yellow reading records will be collected at the end of each half term for review. All books returned to school will be put into a 'quarantine' box for 72 hours.

To support continuity and progression, the English lessons for each week are posted on Showbie so that any child isolating can access learning. Reading and spelling learning are posted on Showbie weekly. In the event of school or bubble closure, there will be 3 English Zoom lessons a week and one phonics/reading lesson. These Zoom lessons will be differentiated three ways, with a maximum of 12 children in a Zoom call. In the EYFS staff will make individual calls to parents to discuss how learning can be supported at home, through the materials and links posted on Showbie.

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

At All Saints' C of E (C) Primary School we aim to fulfil and exceed the National Curriculum requirements for English at Key Stage 1 and Key Stage 2 by following the Programmes of Study presented in the National Curriculum for English 2014. 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

At All Saints' C of E (C) Primary School the curriculum content not only fulfils the National Curriculum but also aims to exceed it. The long and medium-term schemes of work have been planned with an awareness of the school context. In all year groups in Key Stage 1 and Key Stage 2, the long, medium and short-term planning makes explicit links to the National Curriculum; where appropriate, it is directly quoted. Planning shows progression in skills and knowledge, both termly and year-by-year, so that learning builds on what has been taught previously. The English curriculum at All Saints' C of E (C) Primary School makes meaningful links and connections between the topic title for each term and all other areas of the curriculum (including geography, history, R.E and science). In addition, within each Key Stage English lessons also link explicitly to the application of ICT knowledge and skills. In the Foundation Stage, planning is directly linked to the Early Years Curriculum.

Early Years Foundation Stage

(Refer to All Saints' C.E. (C) Primary School's Early Years Foundation Stage Policy)

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. Children are read to daily and they undertake guided reading sessions once a week. In addition, children are heard to read individually in Reception and share books with an adult in Nursery.

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. Furthermore, teachers ensure that an activity that focuses on extending and enriching the children's vocabulary is planned and completed during every guided reading session in Years 1 - 6.

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 Key Stage 1 these sessions focus on word reading and comprehension. To further develop these skills in Key Stage 2, over the course of the academic year, teachers plan guided reading activities that focus on developing the children's skills in monitoring, visualising, making connections, predicting, questioning and summarising. In addition, children are heard to read individually in 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).

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 Year 1, Year 2 and Key Stage 2 are encouraged to practise a list of selected words at home and are then tested on a weekly basis. The children in Key Stage 2 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 at All Saints' Primary School

Phonics is taught daily (in an explicit session) in Key Stage One, Nursery and Reception.

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
3-6	Children who have not progressed through all phases of the Letters And Sounds programme by the end of KS1 receive appropriately phased interventions until they have completed all phases.
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)

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
- Assessments, e.g. PIRA, spelling of statutory words for ever year-group in Key Stage 1 and Key Stage 2
- Assessed independent pieces of writing
- Staffordshire Skills Grids for Reading and Writing

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

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

Attainment in reading is assessed termly by the PIRA tests and standardised scores recorded on the EXCEL Tracking grid, along with teacher assessment.

Children's are assessed on their spelling of the Statutory Spellings from the National Curriculum each term and this is recorded along with teacher assessment of writing (assessed using the Staffordshire Skills Grids) on the EXCEL Tracking sheet for writing. Phonics attainment is also recorded here.

Monitoring and Review

Summative assessment data, along with Pupil Progress Prediction Grids are monitored termly. Books are monitored at least once every half term to check for skill progression and curriculum coverage. Spelling Journals and GGR books are monitored twice a year.

Medium term planning is monitored every half term.

Learning walks take place termly, with Senior leaders and link Governor.

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 November 2020

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