



St Ethelbert's RCP **English Policy**

Love, Care, Share...

Love learning as friends;

Care for our community as neighbours;

Share our faith in Jesus as disciples.

This policy describes our aims and our practice in the teaching of English: speaking and listening, reading, writing, spelling, punctuation and grammar. It is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement.

Intent

- ❖ To ensure that each child has the necessary language skill to communicate effectively using spoken English;
- ❖ To ensure that all children can read fluently by the end of Year 2;
- ❖ To provide a language rich environment that promotes a culture of reading and writing;
- ❖ To develop in pupils a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives;
- ❖ To explicitly teach reading skills throughout the school that continually develop children's understanding and enjoyment of texts;
- ❖ To teach children the craft of writing to develop the confidence and skills to write well for a range of purposes and audiences;
- ❖ To teach the basics – spelling, grammar, handwriting and punctuation – well so children have all the necessary tools to become confident speakers, readers and writers;
- ❖ To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing;
- ❖ To value and celebrate diversity in culture and language. We aim for all children to participate in mainstream lessons. Extra support is in place for children with SEND. This takes different forms. Wherever possible, children remain in whole class lessons and work is broken down into smaller steps with support from additional adults;
- ❖ To provide a range of resources that reflect the diversity of culture and language within our school community and the wider local community.

Speaking and Listening

At St Ethelbert's, we believe that speaking and listening form the foundations of all learning in English. The school participates in the Voice 21 Oracy Programme and implement strategies across the curriculum to develop and promote effective speaking and listening.

In formal and informal situations, we create and facilitate talk for learning and learning through talk, providing opportunities for conversation, story-telling and discussion. Adults use challenging, open-ended questioning to encourage children to be inquisitive and to share their thoughts confidently and articulately in a supportive environment. A wide vocabulary is essential for high quality oracy and is taught explicitly in all English lessons. Teachers introduce a wide range of words, explain them in understandable terms and expect pupils to use them in a variety of contexts,

Implementation

- ❖ Use of the Oracy Framework so that children develop spoken language across the four strands – physical, linguistic, cognitive and social and emotional
- ❖ Practice through a variety of games and short burst activities in different groupings
- ❖ Presenting in front of an audience and having a stage presence;
- ❖ Re-telling stories and event, role-playing and productions
- ❖ Listening to, reciting, reading aloud and participating in stories, poems, rhymes and songs;
- ❖ Drama activities to enliven and enrich children's understanding of character setting and events;
- ❖ Preparing and participating in group presentations
- ❖ Talking for reading – opportunities for children to discuss and raise questions about what they have read;
- ❖ Participating in discussions and debates;
- ❖ Collaborative work and reporting back following group work;
- ❖ Questioning, challenging, building upon contributions, summarising and taking risks with language;

Reading

Our priorities are both the teaching of reading skills and the promotion of the enjoyment of literature, enabling children to become lifelong, confident readers. We endeavour to instil in children a love of literature and to this end, read to all children daily as we believe that exposure to high-quality literature is key to motivating children to read independently.

Phonics forms the basis of our teaching of early reading; each child in Reception, Year One and children that still require it in subsequent years receive a daily phonics input.

Once children become automatic, accurate decoders, emphasis is placed on developing fluency. From Y2, all children participate in whole class guided reading during which teachers model reading using a variety of strategies, games and other engaging activities. Children are expected to engage actively so that their reading becomes fluent and expressive. Comprehension skills become a main area of focus in these sessions and teachers model 'talking like a reader' so that pupils develop skills such as re-telling, questioning, visualisation, summarising, inference, deduction and prediction.

Implementation

The teaching of reading

- ❖ The teaching of early reading skills begins in the Nursery, where children learn to love books through regular whole class, small group and individual reading sessions. This continues throughout the school.

- ❖ Phonics is taught systematically from Nursery, following the Supersonic Phonic Friends programme. Children have daily sessions commensurate with their stage of learning until they can read fluently.
- ❖ When children have completed basics 2 of SSPF, they are introduced to phonically decodable reading books, which they read individually to an adult at least twice per week. 1-1 reading continues until children have completed the phonics program and are decoding automatically
- ❖ Children are also read to daily from a wide range of fiction, non-fiction rhymes and poems. Language comprehension is developed in these sessions.
- ❖ In Years 2, 3, 4, 5 and 6, a daily, whole class shared reading session takes place, during which children learn to read fluently and expressively and to comprehend what they read.
- ❖ Staff regularly assess children's progress in reading using the phonics tracker, LAPs, book bands and standardised tests ensuring that children progress at a suitable rate.
- ❖ Those children who are not making adequate progress receive additional support. In the majority of cases, this is additional to quality first teaching

Developing a love of reading

- ❖ Reading is an integral part of the wider curriculum and reading skills are modelled and taught in subject areas other than English.
- ❖ In addition, to reading scheme books, children choose 'real' books to take home to read solely for enjoyment.
- ❖ We have a dedicated library area in each classroom and class and corridor displays celebrating favourite books and authors.
- ❖ We have a well- stocked library that children access on a weekly basis.
- ❖ Children enjoy visits from authors.
- ❖ All class teachers are expected to read a story or part of a novel to their class every day.

Children are expected to read every night at home, writing in their reading diaries to share ideas about books and to keep a record of what they are reading. This is monitored systematically by staff, who liaise directly with parents if it is not happening.

Writing

At St Ethelbert's, we strive to create an environment that will promote both reading and writing. Using carefully chosen high-quality texts, teachers carefully plan writing opportunities ensuring that there is a purposeful outcome to every unit of writing. Using this approach, children learn to respond to good models of writing, which are written by the teacher and incorporate the sentence structures, grammar, punctuation and genre which need to be learned. The children have daily opportunities to practise their skills through short burst writing and longer, more sustained pieces. In this way, all pupils become confident writers, whilst learning key writing skills explicitly and systematically.

Writing takes place daily within English lessons and in other lessons linked to the wider curriculum.

An understanding of how to use grammar correctly, use relevant meta-language and identifying word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work and through the reading of quality texts. Using LAPS for year groups, grammar is taught and planned to fit in with relevant genres of writing. Writing is moderated and assessed termly through the Trust.

Implementation

- ❖ A purpose and audience for each piece of writing is decided from the outset;
- ❖ Writing is displayed in all classes and in the wider school environment;
- ❖ We provide stimulating first hand experiences e.g. trips and visitors

- ❖ Writing is taught as a sequential activity – planning, drafting editing and publishing
- ❖ Teachers provide regular helpful feedback through marking and verbal feedback at the point of writing
- ❖ Time is planned into lessons for children to respond to marking and feedback;
- ❖ We ensure progression in complexity of tasks year on year;
- ❖ We build stamina for writing by providing opportunities to write for extended periods;
- ❖ Peer marking is encouraged as an additional way for children to respond to writing.

Spelling

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of standardised assessment and is taught throughout the school using the Supersonic Spelling Scheme.

Implementation

- ❖ Key Stage One pupils are encouraged to ‘have a go’ in their first drafts and refer to class word banks when writing;
- ❖ Phonically accurate spelling is accepted in KS1, although common exception words are expected to be spelt correctly.
- ❖ We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group.
- ❖ We use SSPF to teach spelling in Years 2-6.
- ❖ Spelling is taught in discrete daily sessions and during writing lessons
- ❖ From Year One, children are actively encouraged and taught to proofread their writing for spelling errors;

Handwriting

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years, there is an emphasis on the development of fine motor skills and we use a range of resources to practise these basic skills. This then moves into the development of correct letter formation, with a focus on both upper and lower case letters.

Implementation

- ❖ We take the view that handwriting should be taught little and often – at least 4 X 10 minutes in Key Stage One and 2 X10 minutes every week in Key Stage Two;
- ❖ We use cursive script and encourage children to join their writing as from the beginning of year three
- ❖ We award dojo points for neatness so that children are constantly focussed on developing the habit of neat writing;
- ❖ Extra handwriting groups occur in classes throughout the school, where the class team feel that additional handwriting support is needed.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. By the end of KS2, the majority of our children have made considerable progress from their starting points in EYFS.

As children progress through school, they become more confident writers, who can manipulate vocabulary, style, grammar and punctuation skills to produce well structured, entertaining pieces of writing in a variety of genres

Our children also become fluent, expressive readers that enjoy reading for pleasure and demonstrate the skills necessary to read for information.

All aspects of English are an integral part of the wider curriculum and skills taught in the English lesson are transferred into other subjects, ensuring that cross curricular writing standards are high; demonstrating consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and spelling objectives. Our hope is that as children move on from us to further their education and learning, their passion for English and high aspirations travel with them and continue to grow and develop.

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