
St. Mary's CE Academy

'Excellence through faith & learning'



English Policy

*"I have come that they may have life,
and have it to the full."*

John 10:10

**Reviewed: Summer 2020
Approved by Governors: Summer 2020
Date of next review: Summer 2022**



1. INTENT

Our School Vision & Vision for English

At St Mary's Church of England Academy, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. Our high standards of teaching and personalised learning are set within a broad, balanced and creative curriculum – a curriculum which is intended to prepare our learners to make a positive contribution towards society and enjoy future success. We recognise that it is vital that children leave St Mary's with a good or better understanding of English to equip them for Secondary education and beyond. We feel it is important to:

- Develop a love for the English language in its written and spoken forms.
- Encourage children to develop skills to communicate effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers.
- Recognise English as a core subject in the National Curriculum and as a pre-requisite for educational and social progress empowering children to communicate effectively, creatively and imaginatively.
- Provide an environment for language development that is stimulating and is characterised by high expectations of success so that the fullest potential of each individual may be achieved.

2. Implementation

Our Aims for English - At St Mary's we strive to provide children with access to an integral programme of speaking and listening, reading and writing to foster a love of language, a curiosity about how language works and to strive for excellence in all areas.

We aim:

- To deliver the statutory National Curriculum's requirements in a fun and engaging way which engages all children from whatever background and of whatever ability;
- To provide children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for secondary school and to enable them to become successful in their later lives;
- To provide children with successful role models to increase aspiration;
- To provide children with meaningful, engaging contexts for reading and writing;
- To link children's development and application of skills, in English, to every subject of our curriculum so that their reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their learning at school.

Spoken Language

In English lessons, and across the curriculum, we:

- expose children to rich and quality language experiences so that pupils develop their vocabulary and grammar;
- explicitly teach tier 1 vocabulary to pupils who are New to English;
- explicitly teach tier 3 vocabulary to pupils where appropriate;

- plan specific Speaking and Listening activities to support pupils with English as an Addition Language;
- use discussion in order to learn; giving opportunities for children to elaborate and explain clearly their understanding and ideas;
- plan opportunities for children to make presentations and participate in debate;
- engage children through participation and responding to drama and performances.

Reading

Children learn to read in ability groups across Foundation Stage and Key Stage One by following a programme of synthetic phonics and reading fully decodable texts. Once they have reached the end of Phase 5, they then read carefully graded books (following national book banding levels), on a 1:1 basis at school and home until they are competent enough to select their own texts from a suggested range. Children from Reception through to Year 6 take part in daily whole class reading to develop:

- higher order reading skills including deduction and inference through the use of text referral, assessment of authors' intentions, justification of their opinions and judgements in the pursuit of critical awareness;
- reading a range of texts both fiction and non-fiction with confidence, fluency, enjoyment and understanding.

All texts that are studied in Whole Class reading sessions come from our Key Text Spine to ensure all texts are high quality, age appropriate, cover a range of genres and contain a range of features.

For more details please see our Reading Policy.

Writing

Daily English lessons will enable pupils to:

- use talk to develop ideas;
- use grammar and punctuation correctly to attain high levels of English writing;
- understand and use technical vocabulary when discussing their reading and writing;
- understand the sound and spelling system and use this to read and spell accurately - daily phonics lessons in KS1;
- write to a high standard in a variety of styles and forms showing an awareness of audience and purpose;
- write with fluent, legible joined handwriting and take pride in the presentation of all of their work.

Cross-curricular Writing

- Pupils will be given regular opportunities to use and transfer the skills that they are learning, in order to read and write competently throughout the range of subjects taught in school by using a cross curricular approach where themes are linked.

Phonics

Daily synthetic phonics teaching in FS1, FS2 and KS1 uses the Letters & Sounds guidance for the order and sequence of teaching by using phases and a review, practice, model, apply approach to individual lessons. Children are grouped based on their ability. Children spend an additional 10 minutes in phonics sessions independently reading a fully decodable book that contains the grapheme taught that session. Children who do not pass the phonics screening test, or who are New to English and join our school after Year 1 are included in interventions in Y2 and KS2, to ensure they can continue to make progress.

For more details, please see our Phonics Policy.

We aim for all children by the age of 11 to be able to:

- Be effective, competent communicators within a range of groups in both formal and informal contexts;
- Develop key skills in all areas of language including speech.
- Listen carefully with good concentration and be able to respond thoughtfully and appropriately;
- Read a range of texts both fiction and non-fiction with confidence, fluency, enjoyment and understanding to enable them to develop preferences and make informed choices.
- Write to a high standard in a variety of styles and forms showing an awareness of audience and purpose;
- Write with fluent, legible joined handwriting and take pride in the presentation of all of their work.

3. Assessment

In line with the Assessment policy, pupil's reading, writing and SPaG skills are assessed through:

- Ongoing formative assessment within lessons and across units. Children record a smiley, traffic light colour or number from 1-10 to indicate their confidence levels against each lesson's Learning Intention both at the beginning and end of the lesson. Children also give themselves learning scores against targets at the beginning and end of each unit of work in English. Pupils can also track their progress in English by colouring in leaning ladders in reading and writing.
- NTS Assessments papers are used termly to inform judgments made about reading.
- Termly summative assessments, in line with our assessment calendar, which are recorded using Arbour.
- Y2 & Y6 are assessed at the end of the key stage by the national tests.
- FS2 use the "Ages & stages" document working towards the Early Learning Goals.
- Y1 are assessed using the Phonics Screening Check.
- Pupils with English as an Additional Language, who are working towards the expected level are assessed termly using the Bell Foundation framework for speaking, listening, reading and writing.

Progress and attainment is shared with parents and carers in termly progress booklets and our annual report to parents/carers. Strengths and targets are also shared to enable children to be supported at home.

4. The role of the subject leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating:
 - Pupil achievement and progress
 - Provision of English
 - The quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD, and purchasing and organising resources
- Keeping up to date with recent developments
- Holding termly writing moderations

5. The role of Governors:

There is a designated English Governor, who works closely with the English Leader to monitor an agreed agenda regarding the children's attainment and achievement in English. Furthermore, all governors are fully involved in the promotion of this policy in school and receive a termly report on pupils' achievement and attainment including in English which informs them of:

- recent development work
- performance analysis in relation to the School Development Plan
- pupil outcomes in relation to development priorities and their impact upon teaching and learning
- future developments in accordance with the School Development Plan

6. Marking & Target Setting

Children are involved in their own target setting and use target assessments, where appropriate, to show their own understanding and confidence levels when revising skills or learning new concepts. This may be done over a week, or a unit of work, depending on the age and ability of the child or class. These are then completed by the teacher using the school marking policy. Feedback marking is utilised to identify next steps. Self and Peer marking is also used to develop children's evaluative skills.

Please see Marking Policy for further information.

7. Inclusion

- We will ensure that all children receive quality English teaching on a daily basis.
- All children are given equal access to the English curriculum. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policy for Special Educational Needs.
- We will strive to provide a range of texts and activities which reflect the diversity of our society.
- Activities and learning targets will be differentiated to take account of individual abilities and learning styles.
- Gifted children will be identified and suitable learning challenges provided.

8. Displays

Writing- Each class has a literacy learning wall which is changed to display the features of the text/genre they are currently studying in literacy lessons. This then gets added to as the unit progresses and a bank of vocabulary from the text is kept on the wall for the duration on the unit.

Reading- Each class has their own class library which children can access at different points in the day. Key reading vocabulary is displayed in all classrooms to ensure consistency.

8. Monitor and review

English teaching and learning is monitored in school by the senior management team, governors, the English subject leader, SENCo and class teachers. Monitoring

takes place in the form of staff group 'walk-about' to monitor the learning environment and quality of books, display monitoring, planning monitoring, work scrutiny, observations, SDP, termly pupil attainment and progress reports and pupil progress meetings. This policy will be reviewed in 2022, or in line with any curriculum changes should these take place before then.