



English Policy

**At All Saints' We are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired**

²⁴Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. ²⁵Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. ²⁶ So I run with purpose in every step. 1 Corinthians 9 v 24-26

Vision Statement

At All Saints' CE Primary School, it is our intent to nurture and develop the whole child, delivering a high-quality education where Christian values are central to the ethos of the school and its teaching.

We are all **INCLUDED INDIVIDUALS** but here at All Saints' we belong – we had an identity. We worship God together, we are a family, we celebrate our Inclusivity and are respectful of our differences.

We are **INVOLVED and INDEPENDENT** in our learning, we have a purpose. We aim to be the best that we can be. We always work hard, try our best, ask questions and wonder.

We are **INSPIRED and IMAGINATIVE**. We want to be life-long learners and successful in all that we do. We have great ideas and imagine a better future that we know we can work towards. We are inspired and want to inspire others too to make a difference in this world.

Introduction

Jesus said that he had come to bring "Life in all its fullness".

At All Saints' CE School the staff and Governors understand that we work towards this end by providing a full and varied curriculum, that has been designed to meet the needs and aspirations of our unique community and give them the knowledge, skills and cultural capital to enable them to succeed and flourish in modern day Britain.

This policy has been written to support these aims through the teaching of English.

INTENT

English is defined as the united skills and knowledge of reading, writing and spoken language.

At All Saints' CE Primary School, we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide 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.

This policy addresses the National Curriculum (2014), including the Letters and Sounds phonics and the guidance for the Early Years Foundation Stage. It affects all Key Stages and updates the policy written in 2020. The aim of the National Curriculum for English is to support and increase all children's access to excellent teaching, leading to exciting and successful learning. Expectations are high.

Our intent is to:

- to enable children to speak clearly, audibly with confidence and competence and in ways which take account of their listeners;
- to enable children to participate in discussions in order to learn, explain and elaborate on their ideas;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands, including formal presentations and debates;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to enable children to use spoken language to prepare ideas before writing;
- to develop confident, independent readers who can read easily, fluently and with good understanding;
- to develop skills in both word reading and comprehension;
- to encourage children to read widely and for pleasure;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children to enjoy writing and to recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to enable children to write in different contexts and for a variety of purposes and audiences;
- to encourage and enable children to acquire a wide vocabulary to use;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to provide opportunities for children to develop both their transcription and composition skills;
- to enable children to appreciate their literary heritage.

IMPLEMENTATION

At All Saints' CE Primary School, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson in which children may experience:

- whole-class reading or writing learning;
- whole-class focused spelling, vocabulary, grammar and punctuation at word, sentence or text level;
- guided group or independent learning tasks;
- mini plenaries throughout lessons and a whole-class plenary session to review progress and learning;
- small group guided reading, DIAL reading questions, class reading and comprehension.
- using Talk for Writing to learn texts by heart (KS1)
- listening to class novel

We aim for a balance of whole class, group and independent learning; the independent task providing an opportunity to talk and collaborate, and so embed and enhance their learning.

We want to ensure that expectations are high in English lessons and that children are able to achieve to the best of their ability. Children will be taught in their classes in Key Stage One and Two. In addition, in Early Years and Key Stage One, phonic skills are taught daily following the Letters and Sounds structure, supplemented with the Phonics Play and Little Wandle programs and resources. There are intervention catch-up programmes for children requiring extra support with their phonics. In Key Stage Two, there are also intervention catch-up programmes for children requiring extra support with their phonics.

During 2022 the government is updating phonics providers and phonics teaching and learning will be re-assessed and updated accordingly.

A range of teaching strategies will be used, including: demonstration, modelling, explanation, effective questioning and discussion.

Resources

The learning environment is well-organised, attractive, stimulating and positive to enable children to feel happy, secure, motivated and stimulated.

There is a range of resources to support the teaching of English across the school. All classrooms have interactive white boards, dictionaries and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts which can be accessed by a range of ability. Key Stage 1 classes have a range of levelled books (many based on Oxford Reading Tree phonic books and Collins phonic books) which children use when learning to read. These are clearly labelled by coloured book bands and the specific phonic sounds within the book. This enables teachers and other adults to see and choose the correct reading book to match up with each child's development and progress in phonic learning. As children develop further in reading, they are also able to

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choose the correct level of book they require independently. KS2 children (with some Year 2) have Accelerated Reader labelled books in their classrooms.

Access to the internet is available and the library contains a range of books to support children's individual research. The school has many sets of group guided-reading books. There are many fiction and non-fiction books in the library which are also labelled with Accelerated Reader quizzes, including KS2 Rainbow Reading Challenge books.

Curriculum Development and Planning

The English Curriculum is delivered using the new National Curriculum (2014). This provides a broad and balanced curriculum and gives opportunities for a wide variety of genres to be covered.

The medium-term plans, give details of the main teaching objectives for each term. These plans define what is taught and ensures an appropriate balance and distribution of work across each term. These are also monitored to ensure progression throughout the school.

In addition to this, class teachers complete weekly (short term) plans, which list the specific learning objectives for each lesson and give details of the introduction, main teaching and plenary learning. They include details of learning challenges following the school's Bronze, Silver, Gold and Diamond approach to differentiation and encouraging a growth mindset and also the role of other adults within the lesson. The class teacher keeps these individual plans and they are monitored by the English coordinator and head teacher.

Specific vocabulary and Progression in Language sentence structures are also included, both within English lessons and as part of our BIG IDEAS within wider curriculum learning.
LANGUAGE: Understanding subject specific vocabulary and the development of language; allowing children to articulate their ideas.

CREATIVITY: How has creativity enriched our culture and teaching children the skills to be increasingly creative.

The Early Years Foundation Stage

The Early Years curriculum is followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum. English is taught to children in the Reception Class in line with the Early Years Foundation Stage outcomes:

The most relevant Early Years outcomes for spoken language are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World
- Expressive Arts and Design

The most relevant Early Years outcomes for reading are taken from the following areas of learning:

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understand the World

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The most relevant early years outcomes for writing are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Literacy
- Expressive Arts and Design

Phonics is taught in line with the structure of the Letters and Sounds programme.

All children:

- are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other,
- are encouraged to listen carefully and to practise and extend their range of vocabulary and communication skills,
- have the opportunity to explore, enjoy, learn about and use words in a range of meaningful situations.

Their learning takes place through a range of carefully planned, play-based activities, which may be child initiated, adult initiated or teacher led. The integrated approach to early learning takes account of children's interests and their unique learning styles and it provides a constantly adapted environment to move learning on.

Contribution Of English To Other Curriculum Subjects

English work is often cross-curricular and we encourage children to use and apply their learning in all areas of the curriculum. All teachers will also be expected to plan for the use of further opportunities for children to develop their English skills through all lessons across the curriculum.

The children's skills in reading, writing and spoken language enable them to communicate and express themselves in all areas of their work in school, for example:

1. **Mathematics & Science** – English contributes significantly to the teaching of mathematics and science in our school. Children develop their understanding by talking about these areas with adults and other children. They explain and present their work to others during plenary sessions and they communicate mathematically and scientifically through the developing use of precise language and reasoning sentence structures.
2. **Computing (ICT)** – the use of ICT enables children to use and apply their developing English skills in a variety of ways. They use ICT as a source of information and as a way of enabling them to present their completed work effectively. They progress to use the planning and proofing tools when checking their draft work. All children are encouraged to use a variety of ICT equipment, including interactive white boards, as resources of learning, whenever they feel it is appropriate.
3. **LIFE Lessons (RSHE) and Citizenship** – children are encouraged to take part in class and group discussions and debates on topical issues. They talk about things that improve their health and about rules for keeping them safe around the school. They research and debate topic problems and events, discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect the views of each other.

4. **Spiritual, Moral, Social and Cultural Development** – the teaching of English develops skills through which children can give critical responses to the moral questions they meet in their work and in their lives. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

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English is taught to all children whatever their ability.

SEND

English forms part of the school curriculum policy to provide a broad and balanced education to all children. The intention is that all children with SEND will have the same access to the curriculum as those children who do not have SEND and that teachers would be expected to plan appropriate levels of challenge as part of normal classroom practice. Some pupils, however, will need a completely personalised curriculum because of their specific needs. Work in English takes into account the targets set for individual children in their Pupil Passports. Teachers provide help with communication and English through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and audio materials;
- using alternative communication, such as signs and symbols;
- acting on advice from external agencies.

Please also refer to the SEND policy.

Equal opportunities and Special Educational Needs

Our expectation is that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND).

Please also refer to the school's More Able Pupils Policy.

Equality Act 2010

The act emphasises that issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups.

Please also see the school's Equalities Policy and Equality Objectives Action Plan

IMPACT

Marking, Assessment and Recording

Teachers assess children's work in English in three phases.

1. The short-term assessments that teachers (and other adults in the classroom) make as part of every lesson during 'live marking', help them to adjust the learning in the

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current lesson, their daily plans and to provide positive feedback that helps children to identify what they need to do next. Teachers match these short-term assessments closely to the teaching objectives. Accelerated Reader quizzes provide children with immediate quiz marks, and assessment data about their reading is then reviewed each two weeks and shared with the children.

2. The medium-term assessments to measure progress against the key National Curriculum objectives and to help them plan for the next unit of work.
3. Medium term assessments are also made half-termly using the Target Tracker system. PIRA reading assessments take place at the end of each term from Year 2 onwards. They are begun in Year 1 as children are ready.
4. The long-term assessments towards the end of the school year using the level descriptions of the National Curriculum and assessment bands recorded on Target Tracker. They use these to assess progress against school and national targets. Teachers also make assessments of children's progress. With the help of these long-term assessments, teachers are able to summarise the progress of each child and set targets for the next school year, before discussing them with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end of year tests and teacher assessments. Children undertake the national Phonics test in Year 1, national SATs at Year 2 and 6, plus optional national tests at the end of Years 3, 4 and 5. There is termly moderation of writing within school and also moderation within the Academy group. Children's learning in the Foundation Stage is measured against the Early Years Profile this is on-going throughout their Reception Year and is primarily observation based and recorded in their 'Learning Journeys'.

Children are encouraged to be a part of the assessment process and the school using a range of self-assessment opportunities. They move from knowing what they are going to learn (WALT - We Are Learning To) to knowing what they need to do to become successful learners (WILF - What I'm Looking For). The children may mark their own work or assess their writing against success criteria or their next steps. They may be given time to reflect on, review and assess their understanding during or following a lesson. They edit using red pen or pencil and Peer assessment also takes place (using blue pen in KS2). In Key Stage 1 assessment grids for children's self-assessment, peer assessment and teacher assessment of writing may be used at the end of a block of writing and in Key Stage 2 IPEELL assessments grids are used for these three types of assessment of writing.

The English co-ordinator keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Each term one independent piece of each child's writing is also copied as a record of progression and achievement.

Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the co-ordinator. The co-ordinator also supports colleagues in the teaching of English, obtains information about current developments in the subject and provides a strategic lead and direction for the teaching and learning of English within the school. The co-ordinator, working with the Head Teacher, analyses the data on Target Tracker, evaluating the strengths and weaknesses in the subject, indicating areas for

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further improvement. The co-ordinator is given time to review samples of children's work, to listen to children read, to listen to pupil perceptions and to undertake lesson observations. The named governor responsible for English meets the co-ordinator to review progress.

English is monitored and evaluated for:

- pupil progress and attainment;
- provision of English (including Intervention and Support Programmes in liaison with the SEND co-ordinator);
- the quality of the learning environment;
- analysing data and tracking pupil progress and attainment;
- supporting colleagues in their CPD (Continuous Professional Development);
- purchasing and organising resources;
- keeping up to date with recent English developments;
- informing senior management, and governors of English issues.

Liaison and Transition

To ensure consistency and progression in the English curriculum throughout the school we currently:

- discuss current English issues in Key Stage meetings;
- look at planning and moderate planning;
- discuss English requirements in whole staff meetings and moderate writing (both within school and across the MAT schools);
- attend training in key stage or whole staff groups, including LSA training
- pass relevant records of attainment and pieces of English work up to next class teacher.

HOME SCHOOL LINKS

We see the relationship with parents as very important in supporting their children English skills. We involve the parents in their children's learning by:

- providing regular parent's evenings which give them verbal and written information on their child's progress and their targets for the future;
- providing termly curriculum letters informing the parents on the areas of the curriculum that are being covered;
- sending reading books and reading logs to monitor progress at home and school; (from September 2021 we will trial online Reading Records which parents can access on a variety of devices)
- provide meetings to inform parents on how we teach reading/writing/phonics and how they can help (Phonics home packs provided to Reception and KS1). Also, informal 'Reading Cafés' to encourage parents to feel confident in reading with their children;
- actively encouraging parents to volunteer within the school to hear children read and provide support for other activities;
- homework for all year groups is to read for each evening. This should increase to a minimum of 20 minutes from Year 3 onwards. Additional to this is spelling/phonics work to reinforce their reading and writing in appropriate year groups. In KS2, children are also given comprehension reading questions.

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In addition, the school welcomes a wide variety of parents and community reading volunteers who listen to children read and discuss their reading with them. These volunteers help on a weekly basis in all year groups.

Version Control

Date	Change
March 2009	Policy written in consultation with Head teacher, staff and Governors.
April 2013	Reviewed and updated by Literacy co-ordinator, after consultation with Head teacher, staff and Governors. To incorporate the renewed Literacy Framework, including the Letters and Sounds phonics and the guidance for the Early Years Foundation Stage.
September 2015	Reviewed and updated by English co-ordinator, after consultation with head teacher, staff and governors. To incorporate new National Curriculum and Early years curriculum.
March 2019	Reviewed and updated by English coordinator after consultation with head teacher, staff and governors. To include change to academy status and introduction of Accelerated Reader.
April 2020	Reviewed and updated by English coordinator after consultation with head teacher, staff and governors. To include changes linked to new wider curriculum.
June 2021	Reviewed and updated by English coordinator after consultation with head teacher, staff and governors. To include Take One Book and other updates.