



St Leonard's C of E (A) Primary School

English Policy

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Reviewed by:

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Introduction

At St Leonard's, English is the foundation for all learning. We aim to deliver a high quality education in English which teaches pupils to read and to communicate confidently, both through speaking and listening and through writing. Using these skills, our pupils are empowered to access the whole curriculum, build upon what they already know and learn independently. We work particularly hard to develop a love of literature and to enable pupils to play a full and active part in their own development in spoken language, reading and writing so that they can achieve their full potential.

English Intent Statement

At St. Leonard's, our intent is to instil a love and passion for reading and writing in every child. We want children to flourish by giving them access to a rich English curriculum based on high quality texts. We want the children to be given the opportunities to write across a range of genres and for different audiences and purposes, and to read a variety of books from different authors and topics. In our school, English is to be the foundation for every subject in our curriculum, and the skills that children develop in their English lessons are to be transferred across the whole curriculum.

Aims

We aim to help our pupils to:

- Speak clearly, fluently and confidently;
- Listen patiently and carefully so that they can communicate effectively in a range of situations;
- Develop their ability to learn through discussion, elaborating where necessary and clearly explaining their ideas and understanding;

- Read fluently and with good understanding;
- Develop a love of literature and language;
- Develop the habit of reading widely and often, for both pleasure and information;
- Acquire a wide vocabulary for both writing and spoken language;
- Write clearly, accurately and effectively for a range of audiences and purposes and also for pleasure.

At St Leonard's, we deliver the above aims and the requirements of the National Curriculum in England (2014) for oracy, reading and writing.

Oracy

At St Leonard's, we know that fluency in the English Language is an essential foundation for success in all subjects.

Teaching staff ensure that opportunities for speaking and listening permeate the whole curriculum throughout the school, starting with a strong foundation in the Early Years. Pupils are enabled to clarify their thinking and organise their ideas for writing as they are taught to:

- Speak clearly and convey ideas confidently using Standard English;
- Justify their ideas with reasons;
- Ask questions to check understanding;
- Develop their vocabulary;
- Negotiate with others;
- Evaluate and build on the ideas of others;
- Give well-structured descriptions and explanations;
- Develop their understanding through speculating, hypothesising and exploring ideas.

Specific practices include:

- Talking partners;
- Think/pair/share;
- Participation in group and class discussions;
- Listening, reciting and responding to rhymes, poems, songs, stories and non-fiction;
- Role play and drama;
- Regular writing tasks;
- Opportunities to draft and re-draft writing;
- Participation in Collective Worship.

Reading

At St Leonard's, we recognise the crucial role that reading plays in enabling pupils to acquire knowledge, building on what they already know.

All staff promote a love of reading and encourage pupils to read widely. Each classroom has a specific reading area which is changed regularly. This might focus on books linked to a particular theme or author and, where possible, is linked to other curriculum areas. Each class also has a high-quality class text upon which all learning for that particular topic is based.

Teachers act as role models for reading by talking about their own reading and being seen to read for pleasure.

We also expect children to read regularly at home and we reward this using the school 'Dojo' system. All children have a reading record/planner, in which school staff and parents can comment and communicate with each other to ensure a strong home-school partnership. We also encourage children in KS2 to use the planners to reflect on their own reading.

Our curriculum is centred around high-quality texts, including fiction, non-fiction, poetry and culturally diverse texts. Children are taught to read fluently and understand a wide range of texts through:

- Daily phonics sessions for all pupils in EYFS, Year 1 and for other children further up the school who require it to become fluent and confident readers;
- Guided reading sessions at least three times a week, following Little Wandle in Reception, Year 1 and Year 2 and then whole class reading sessions in KS2;
- A full phonics programme for children who require it in KS2;
- Exposure to a wide range of quality literature;
- Daily story time in every class
- Planned opportunities for independent, paired and shared reading;
- Regular written comprehension activities (Y2 to Y6)
- Oral rehearsal of comprehension responses in R and Y1 with some written activities;
- Links made between reading and writing activities and the wider curriculum;
- Regular visits to the school library to borrow books to read for pleasure and to further their knowledge and understanding of taught topics;
- The use of ICT to enhance reading experiences and to learn from visual English (including the use of IPADs)

Assessment of Reading

EYFS

- A baseline assessment is carried out in September;

- In June, children are assessed using the PIRA test. The results of this are recorded onto the school tracking system. The class teacher analyses the attainment of specific groups within the class and this is discussed with a senior leader at pupil progress meetings.
- During the year, guided reading and individual reading records are used to assess the progress of children towards achieving the Early Learning Goal for reading. Intervention is put into place where appropriate.
- At the end of the year, children are assessed as emerging, expected or embedded against the Early Learning Goal for reading.

Key Stages One and Two

- Children are assessed using the PIRA test in September (excluding Year 1), December, April and June. The results of these are recorded onto the school tracking system (Otrack). Class teachers analyse the attainment of specific groups within the class and this is discussed with a senior leader at pupil progress meetings.
- Teachers track the progress of children against the expectations for their year group using Staffordshire Reading Grids. These are updated regularly. Intervention is put into place where appropriate.
- At the end of the year, the Staffordshire Reading Grids are used to assess children against the expectations for their year group.

Writing

At St Leonard's, writing is taught through daily English lessons that link to our long and medium term planning.

Pupils are taught to:

- Develop the skills and stamina to write at length;
- Spell and punctuate sentences with increasing accuracy;
- Use an increasingly wide range of grammar correctly;
- Write down ideas fluently using clear, neat handwriting;
- Use an increasingly wide vocabulary;
- Communicate ideas effectively with a clear awareness of audience and purpose

Specific practices include:

- Launching topics based on high-quality texts so that children are exposed to the rich and varied language that different authors use;
- Planning meaningful and, where possible, real life purposes and audiences for writing within and beyond the classroom;
- Planning purposes for writing which require pupils to write in a wide variety of forms;
- Planning writing activities into creative teaching sequences which engage and inspire pupils;
- Providing regular opportunities for extended writing, so that pupils can apply what they have learnt;
- Providing opportunities for pupils to evaluate their thinking and writing independently and with their peers and teachers;
- Teaching pupils to plan, proof-read, edit, redraft and present their work appropriately;
- Celebrating new vocabulary found in reading and writing;
- Teaching handwriting skills explicitly (cursive style Y2-Y6)
- Providing daily phonics sessions for pupils in EYFS and Key Stage 1;
- Teaching spelling explicitly in accordance with the requirements of The National Curriculum for England 2014 (Y1-Y6)

Assessment of Writing

A piece of writing is assessed each term against the Staffordshire Writing Grids. When analysing the outcomes, teachers feed key objectives into their future planning and intervention groups to cater for the needs of their class. Specific success criteria (differentiated where appropriate) are used for each writing activity and these are used as part of the marking process by both pupils and teachers.

Spelling is assessed in September, February and June using the Schonell test which provides a spelling age. The school has its own spelling programme for weekly tests (Y1-Y6).

Planning

We seek to ensure that planning delivers the requirements of The National Curriculum for England 2014, is suited to the needs of particular groups of pupils and provides a creative, enjoyable sequence of learning in oracy, reading and writing. Our planning ensures that:

- There is a clear focus on outcomes;
- There are appropriate and achievable learning objectives for all pupils;
- Teaching is differentiated by task where appropriate;
- There is continuity and progression in learning;
- There is balanced coverage of word, grammar and text level learning;
- There are opportunities for pupils to reflect upon their own progress;
- There are links with other areas of the curriculum where appropriate;
- The needs of all pupils are addressed, including those working above or below age related expectations.

Cross-curricular Links

Where appropriate, written tasks in other subject areas are used for the teaching of specific English skills (eg report writing in Science, instruction writing in Geography, letter writing in History) these are included in English planning and/or planning in other curriculum areas.

Wherever possible, ICT is employed to enhance the English curriculum.

Feedback to pupils

Feedback to pupils about their progress in English is given through discussion during the learning process (live feedback), marking of work and discussion of progress following marking. Pupils are also given regular opportunities to edit and 'fix' their own work using 'fix-it' time which is given at the start of each lesson. Here, teachers use pink pen to highlight any mistakes that the children will be able to fix themselves (based on what they've already been taught). See marking policy for further details.

Reporting

- At the end of each school year, pupils receive a written report which outlines their attainment, progress and targets. We use S, W, W+, E, E+ and GD as codes for attainment which are explained to parents on their reports.
- Parents are invited to consultations twice a year to discuss the progress of their child.

- At the end of each Key Stage, attainment is reported to parents against the end of year expectations. Children are awarded either WTS (working towards), EXP (expected) or GDS (greater depth) and children who are working below the threshold for working towards will be given a pre-key stage standard.
- In EYFS, the Foundation Stage Profile is used to report on progress against the early learning goals.

Inclusion

All pupils at St Leonard's have equal access to a broad and balanced English curriculum and differentiated materials are used where appropriate.

Pupils identified as having Special Educational Needs in English are brought to the attention of the SENDCO and appropriate intervention and support is offered. Individual education plans (IEPs) are provided as appropriate.

Home Learning

At St. Leonard's, the children are asked to read at home at least three times a week (to be recorded in their reading records) and learn their spellings each week. Further homework, such as phonics, may be sent home when the teacher feels it is necessary. Children in KS2 may also be given specific English tasks to complete at home.

Developing and Monitoring the Curriculum - the role of the English Leader

The English Leader is responsible for the development and monitoring of the English Curriculum. She is available to help with planning and teaching/learning of English. She is also responsible for updating the English Policy and leading curriculum development work in English, as dictated by the School Improvement Plan. In order to improve current provision, the Leader:

- Takes a lead in policy development;
- Creates an action plan for the year, focusing on areas of need from previous monitoring and data analysis;
- Attends LA meetings and other courses and disseminates the contents at school staff meetings/INSET;
- Leads the development of whole school approaches to English teaching and shares best practice;
- Monitors the subject and provides feedback to teachers, SLT and governors;
- Organises staff CPD where appropriate;
- Helps track the progress of pupils and plan intervention when appropriate;
- Takes responsibility for monitoring resources and the purchase of new equipment.