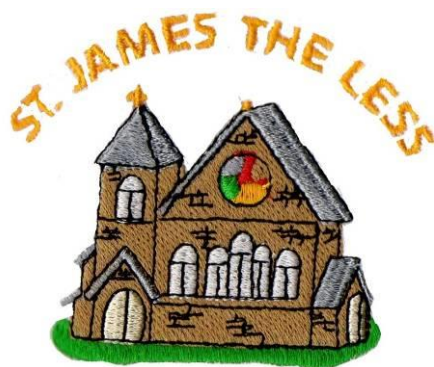
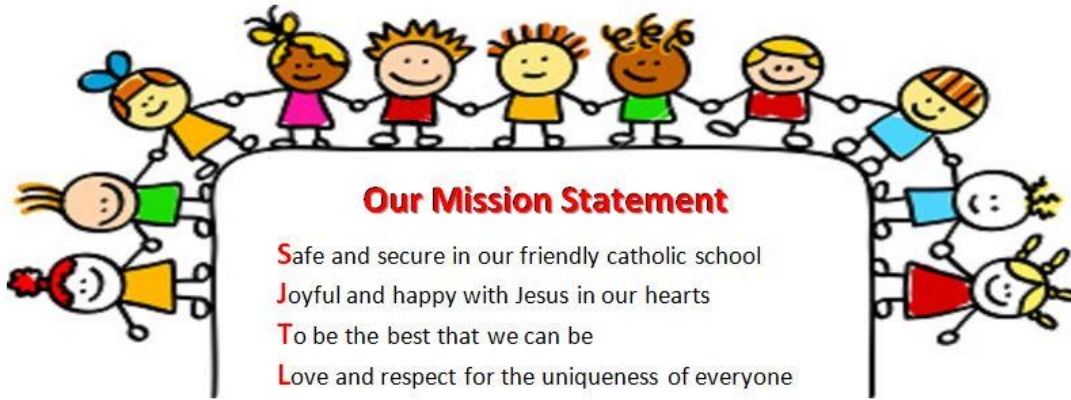


# St James the Less RC Primary School



## English Policy

Updated Autumn 2020



The teaching of Literacy develops the ability of pupils to communicate effectively both in speech and writing, and to listen with understanding. All pupils in our school are entitled to a full, stimulating and well-structured curriculum. The children's skills are developed within an integrated programme of speaking and listening, reading and writing, and extended through other areas of the curriculum.

### **Aims:**

At St James the Less we aim to help children become language users who:

- read and write with confidence, accuracy, fluency and understanding;
- use a range of reading cues to monitor their reading and correct mistakes;
- show an interest in books, evaluating and justifying their preferences;
- are able to read a range of text for pleasure or information;
- understand phonics and regular spelling patterns, using them to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and have a growing vocabulary;
- understand narrative structure through basic literacy ideas of setting, character, plot etc;
- are independent in the processes of planning, drafting, editing and improving their own writing;
- develop effective and confident speaking and listening skills, and an ability to demonstrate empathy;
- develop a lifelong love of reading and writing.

### **Overview**

This policy consists of key paragraphs that explain how English is taught and appendices that give further guidance about:

- Appendix 1 - Reading
- Appendix 2 - Writing
- Appendix 3 – Spelling & Phonics
- Appendix 4 – Handwriting
- Appendix 5 – Spoken Language

## **Teaching and Learning**

Teaching and learning are based on the objectives defined by the Early Learning Goals in Foundation Stage, and the National Curriculum 2014 in Key Stages 1 and 2. Specific skills are taught and practised as appropriate during a daily Literacy lesson. Children's learning involves reading to identify a genre, establishing the features of that genre and modelled writing by the teacher, leading to independent writing in the style of that genre. Opportunities to use these skills, in context, will then follow in work across the curriculum, and then be consolidated.

A variety of teaching strategies, styles and resources (including computing) are used to ensure balance and depth in the delivery of Literacy.

(See Teaching & Learning Policy)

## **Planning**

English is a core subject in the National Curriculum and we use the National Curriculum 2014 as a basis for implementing the statutory requirements of the programme of study for English.

Teachers from Year 1 to Year 6 use NC 2014 and Lancashire suggested Literacy Units as a starting point for creating their medium term plans. These medium term plans follow the five aspects of Literacy teaching: Familiarisation with the genre/text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. The length of each unit may vary.

Clear objectives, taken from Lancashire KLIPS/LAPS, are set for each session and are shared with the children. Teachers differentiate according to the needs of the pupils and use intervention for targeted support. Literacy is encouraged and developed across our curriculum and links are made where appropriate.

Computing is used where it enhances, extends and complements Literacy teaching and learning. Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

## **Meeting Individual Needs**

At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, and

those learning English as an additional language, and we take all reasonable steps to achieve this. Able, gifted and talented children are presented with opportunities for challenge, enrichment and extension.

## **EYFS**

Children entering school in EYFS will have already had a wide range of experiences in literacy and we value and build upon these individual experiences using role play, writing areas, the outdoor area and book corners to develop these skills. The Early Learning Goals for Communication, Language and Literacy underpins all work in this area.

The primary method for teaching children to read and spell words is through systematic phonic work, as detailed in Letters and Sounds, following the RWI speed sounds model.

## **Assessment for learning**

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Class targets are derived from the Year group KLIPS and are regularly reviewed.

Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. Staff and pupils use Marking Ladders to assess work and set future targets.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of the pupils.

Records of progress kept for each child:

- Reading record and comments
- KLIPS in Reading and Writing
- Phonics tracking in EYFS and KS1

The subject leader 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. Teachers meet regularly to review and moderate individual examples of work.

### **Intervention Strategies**

St James the Less values the use of intervention strategies. Intervention Strategies which may be implemented include:

- Time to Talk/ELS (KS1)
- Better Reading Partners (Yr 1+)
- Small Group input (KS1 & EYFS)
- Fast Forward Grammar (Yr 5/6)
- Year 6 Booster
- Toe by Toe
- Stareway to Spelling
- Yes we can read
- Speech & Language/ Black Sheep
- IDL
- Reading Comprehension Intervention
- LCC Physical

### **Homework**

Home reading books, spellings and other literacy based activities, where appropriate, are sent home each week from EYFS to Year 6. The children also have weekly access to the rich resources in our school library.

### **Staff development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school and online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. The subject leader will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the subject leader leads or organises school based training. Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

### **Monitoring**

Monitoring is carried out by the Senior Management Team and subject leader. This involves scrutiny of planning, children's work, lesson observations and walk-throughs.

**Review**

This policy will be reviewed Autumn 2021

## **Appendix 1 - Reading**

As a school we recognise the key importance of reading in order to unlock the school curriculum for all, to enable children to step through doors in to imaginary worlds and, experience times gone by. As readers children at St James the Less will become lifelong learners who have a love of books and literature which will ultimately enrich their lives.

### **Aims:**

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

### **Entitlement**

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud on a daily basis
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts

### **Teaching and Learning**

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate

what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers ensure pupils have appropriately challenging reading books to accelerate reading skills.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read every day and respond to their child's reading through Home-School Reading Record Books (EYFS – Yr4). When children's reading becomes more fluent and independent, they are encouraged to respond to their reading through completing a book review, which forms their Home-School Reading Record Book (Yr5 – 6).

### **Reading Frequency**

Year Group	
<b><u>EYFS</u></b>	First home reading book given around October half term. Books changed twice weekly. Children are heard read twice a week by a staff member. Class teacher hears all children read during a weekly Guided Reading Session later in the year.
<b><u>Year 1</u></b>	Books are changed twice weekly. Children read individually each week with a staff member. Class teacher hears all children read during a weekly Guided Reading Session.
<b><u>Year 2</u></b>	Books are changed twice weekly. Class teacher hears all children read during a weekly Guided Reading Session. Non-independent readers also read with TA/CT.
<b><u>Years 3 to 6</u></b>	Children change books for themselves as necessary. Class teacher hears all children read during a weekly Guided Reading Session. Non-independent readers also read with TA/CT.



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**Resources**

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.

## **Appendix 2 – Writing**

### **Aims**

Children should learn to:

- write in different contexts and for different purposes and audiences.
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling.
- plan draft and edit their writing to suit the purpose.
- use ICT as a literacy medium for presenting work and manipulating text.
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation.

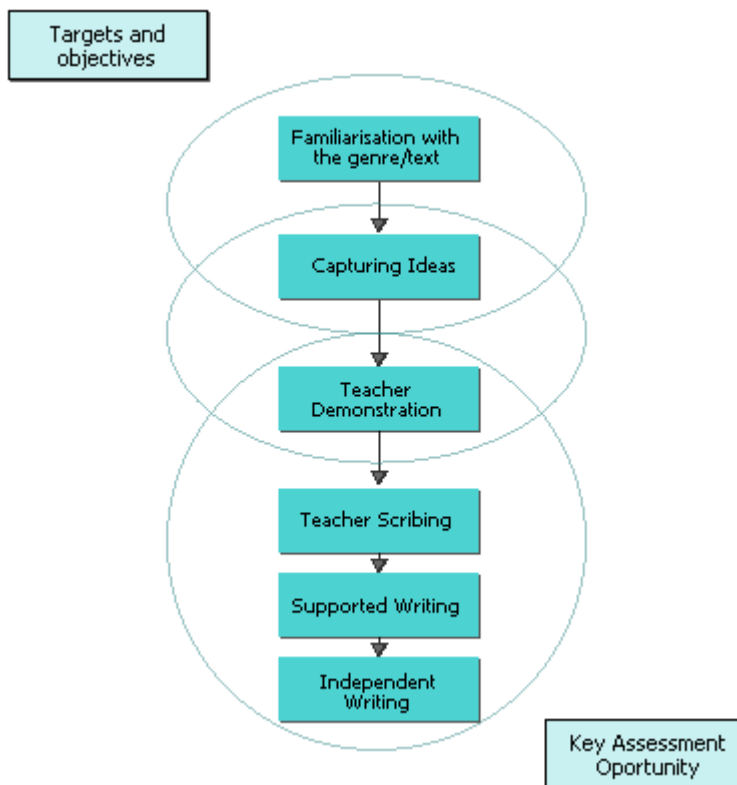
### **Entitlement**

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

### **Teaching and Learning**

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as ‘writers’. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for reading and writing will be used as a framework:



The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Teachers encourage ‘talk for writing’ as an integral part of the process.

Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Marking ladders are also used to support pupil/teacher assessment.

Children are given opportunities to enhance their work through teacher guidance.

## **Writing Portfolios**

In order to gather evidence of progression in writing, every pupil will produce a piece of writing two weeks before the end of each term. This writing will be completed, and placed in the pupil's individual writing portfolio.

**Autumn** – an open piece of writing eg. Poetry, description...

**Spring** – Non-fiction writing

**Summer** - Narrative

Writing will be reviewed and moderated in staff meetings.

## **Appendix 3 – Spelling & Phonics**

### **Aims**

Children should be able to:

- Blend and segment sounds easily.
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading.
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information.
- Use a range of approaches to learn and spell irregular words.

### **Entitlement**

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities that include at KS2:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

### **Teaching and Learning**

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. EYFS and Y1 teachers use phonics materials based on Letters & Sounds and RWI. Y2 to Y6 use No Nonsense Spelling as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using computing; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.

### **Spelling Homework**

Children are encouraged to use different spelling strategies to learn spellings. Starting with 'Look, say, cover, write & check', then adding in other ways:

- Find words within the word (there's a 'hen' in 'when'!)
- Break the word up into smaller parts (Wed + nes + day = Wednesday)
- Break the word up into sounds (th-a-nk)
- Make up a silly sentence using the letters (big elephants cause accidents under small elephants spells 'because')
- Say the word as it is written (like 'knight')
- Find a word that rhymes with it: is the spelling the same?

Spellings are given out each week, marked and returned home for parents' information.

KS1 – Five to ten spellings per week

LKS2 – Five to ten spellings per week

UKS2 – Ten to fifteen spellings per week

Spellings may be taken from the Letters and Sounds Document, National Curriculum 2014 or based on spelling patterns being learnt in class. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose.

### **Resources**

Letters and Sounds

RWI Speed Sounds

Support for Spelling

## **Appendix 4 – Handwriting**

Teachers have high expectations in the presentation of children’s work in all areas of the curriculum. Handwriting plays an important part and is taught throughout the school following Collins Handwriting. It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times ie. when writing on the board or in children’s books.

### **Foundation Stage**

The emphasis at this stage is with movement rather than neatness. Letter formation learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils and those with special educational needs are met.

In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child’s understanding. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand.

### **Key Stage 1**

Building on the foundation stage, pupils at Key Stage 1 develop a legible style. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school’s agreed handwriting style. This continues in Year 2 and the four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders) are practised.

### **Years 3 and 4**

In Year 3 the children consolidate their use of the four basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practise. By Year 4 joined handwriting is used at all times unless other specific forms are required e.g. printing on a map or fast script for notes.

### **Years 5 and 6**

Years 5 and 6 are used to consolidate learning for those pupils who have not yet achieved a fluent and legible joined script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. Experimentation with different styles and is encouraged with the aim of increasing speed whilst maintaining legibility.

When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen.

### **Appendix 5 – Spoken Language**

#### **Aims**

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency.
- Participate in discussions and debate in a variety of contexts.
- Listen to the views, opinions and ideas of others with increased interest.
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience.
- Respond to questions and opinions appropriately.
- Retell stories and poems which are known by heart.
- Ask questions with increasing relevance and insight.

#### **Entitlement**

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Talk Homework
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

#### **Teaching and Learning**

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.