

## St Matthew's Bloxam C of E Primary School



### English Policy 2024

#### **What does English at St. Matthew's Bloxam look like?**

English encompasses speaking and listening, drama, writing, reading and phonics. This is taught through both discrete English lessons as well as by embedding the teaching of English into topics so that children can see a purpose to their work and apply their skills.

#### **Speaking and listening**

Spoken language is hugely important in pupils' development across the whole curriculum- it underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities for children to develop these skills include debating current topics in the news, class assemblies, working in small groups, drama and school productions.

These speaking and listening skills are taught in English lessons, across other subjects within the curriculum and during extra-curricular activities.

Children who require extra support in speaking and listening benefit from small group sessions led by staff in school as well as a Speech and Language Specialist.

#### **Reading**

This is in conjunction with the school **Phonics Policy**.

Through our teaching of reading we aim to:

- Develop an enjoyment of reading
- Produce fluent readers (this includes both word recognition and comprehension of a text)
- Enable children to read and respond to a wide range of literature

including fiction, non-fiction and poetry.

### The teaching and learning of reading:

Our aim is for every child to be a reader. As a school, we can support this by having an inviting reading environment in all classrooms in addition to the school library. Many exciting and rewarding activities occur in school to promote reading for pleasure. This includes world book day, book weeks, visits from authors and many book fairs. Staff also promote reading in all areas of the curriculum and prioritise ensuring children have time in every school day to read. This may be independently, aloud to an adult or to have an adult to read to them.

To read and enjoy high quality texts, children need to be encouraged. Some strategies that are used to encourage reading for pleasure include recommended books, reviewing books and showing children what adults aroundschool are reading.

In EY and KS1, children have access to e-books which are phonetically linked to our school phonics and reading scheme. They are advised on books according to their reading ability. In addition to this, children are also welcome to take books home from the school library. Each child has a reading record where adults in school and at home can share information about a child's reading. Adults at home are encouraged to read with their child daily. Information is given on how to support their child in reading at reading workshops and through curriculum letters.

In KS2, children have opportunities to choose books to take home and read. Adults will advise children on their choices where required. There is a selection of banded books available for children in KS2 to support appropriate text choices. As a school, there is access to the Project X programme which is used as an intervention with children who require additional support in reading as we acknowledge that, although phonics is the primary method of teaching reading, some children require an additional approach. Whichever system is used, the rapid progression to fluent reading is the prime objective.

Children are still encouraged to share their books at home with adults. This helps children to build a lifelong love of reading as well as develop inferential skills. Instead of reading records as in KS1, children in KS2 have a weekly task in their homework books.

### Reading comprehension

In addition to time each day for children to read independently, reading comprehension is taught both discretely as part of English lessons across the week and embedded into theme lessons to provide contexts for reading and to develop subject specific vocabulary.

Texts chosen for reading comprehension lessons are of a challenging standard for all children. Where possible, they are linked to themes or the current class book. However, there is also value in using standalone, quality books and extracts to ensure pupil engagement and progress. As a school, there is a subscription to Literacy Shed Plus which can be used to supplement reading comprehension lessons and as a guide to quality texts.

In EY, reading comprehension lessons are structured in a whole class style and comprehension activities are available throughout the week in continuous provision. Children read aloud every week to staff and volunteers.

In KS1, reading comprehension lessons are structured both in a whole class style and as a carousel. This is to ensure that all children access an engaging text as well as receive small group focus. Children have opportunity to read quietly to themselves every day as well as chances to read aloud to staff and volunteers.

In KS2, reading comprehension lessons are taught to the whole class. Provision is made for children who require extra support through targeted teaching, interventions, in-class support and, if necessary, differentiated class teaching. This model of the teaching of reading ensures that all children have opportunity to engage with a high quality text and there are no limitations placed on children's education. Children also have opportunity throughout the week to read independently as well as aloud to adults in school.

Reading comprehension lessons focus on a specific text, ensuring coverage of fiction, non-fiction and poetry and learning objectives are driven by the content domains that are tested at the end of each key stage as well as referring to the national curriculum and reading frameworks. This includes skills such as skimming, scanning and text marking which are continuously modelled to support retrieval of information precisely and efficiently from a text.

The reading domains are as follows:

| <b>KS1</b>                                                                                                                                                                                                                                                                          | <b>KS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a: Draw on knowledge of vocabulary to understand texts.<br>1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.<br>1c: Identify and explain the sequence of events in texts. 1d: Make inferences from texts. | 2a: Give/explain the meaning of words in context.<br>2b: Retrieve and record information/identify key details from fiction and non-fiction.<br>2c: Summarise main ideas from more than one paragraph.<br>2d: Make inferences from the text/explain and justify inferences with evidence from the text.<br>2e: Predict what might happen from details stated and implied.<br>2f: Identify/explain how information/narrative is related and contributes to meaning as a whole.<br>2g: Identify/explain how meaning is enhanced through choice of words and phrases.<br>2h: Make comparisons within the text. |

Not all reading activities are expected to have written evidence in books each day but all teaching staff should keep a record in their own planning of which domains are covered to ensure full and targeted coverage. Activities during these sessions are both recorded, written answers as well as drama/art activities to ensure an in-depth understanding of a text.

Assessment of reading:

- EY reading levelled and recorded using the EY Development Bands and recorded as Early Learning Goals at the end of Reception year.
- KS1 and KS2 reading is assessed using Rising Stars tests as well as end of key stage SATs papers which together inform teacher's assessment
- Reading attainment is recorded on a termly basis on a computerized tracking programme.
- Formal reporting to parents occurs annually with a written report. KS2 SATs results are also reported to parents.

Resources:

- All children have access to the school library. Here, there is a wide range of fiction, non-fiction and poetry texts for children to borrow from school and take home

- There is access in the school to banded reading books. These are used with children in EY, KS1 and those in LKS2 if required for specific children
- All classrooms have a reading area which is welcoming and inviting for children displaying a range of fiction, non-fiction and poetry texts for children to access
- As a school, there is also access to the Power of Reading website which can be used to support engagement with a text
- As a school, there is access to The Literacy Shed Plus which can be used to resource comprehension lessons with high quality extracts linked to themes.

## **Writing**

It is essential that teaching of writing develops pupil's competence in both areas: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) as required by the National Curriculum (2013).

Through our teaching of writing we aim to:

- Develop children's ability to produce well-structured, detailed writing in which the purpose is made clear and engages the interest of the reader.
- Ensure children are aware of the structures of the English language, grammatical terms, punctuation and spelling.
- Give children a wide range of opportunities for writing in different contexts using quality texts as a stimulus as well as quality contexts through theme linked work.

The teaching and learning of writing:

To support the teaching of writing in school, staff refer to The Power of Reading strategies, Alan Peat, Sue Palmer and some Pie Corbett strategies. Teachers are flexible in their use of these Literacy Experts strategies to suit the needs of the children and the text type being taught.

As a school, we aim to improve the quality of writing across school by engaging children with a high-quality text using speaking and listening and reading activities to build understanding and interest. Children also produce writing based on the topic they are studying in various curriculum subjects (namely geography, history, science and RE) to fully engage with the topic in a range of ways and to learn to write according to each subject discipline. This provides children with frequent opportunities to write according to a range of contexts for a variety of purposes and audiences. The text types which are required to be covered by children are outlined in the school long term plans for each year group to ensure a breadth of coverage. These follow four main purposes: to

inform, entertain, persuade and discuss. These four purposes are progressively built upon as children move through each year group.

Staff model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individual children whilst children have opportunities to write at length in extended independent writing sessions on a weekly basis. As a school, we follow a plan, draft, edit procedure when writing. This develops children's independence as writers.

We recognise the important role that computing plays in the development of English skills. Children have opportunities to improve their writing by producing final pieces typed on a computer. Children have opportunities to write based on film clips and interactive technology is used regularly to enhance the teaching of English.

### Handwriting

As a school, we teach children that their handwriting needs to be joined and legible, as required in the National Curriculum (2013). This is modelled by all members of staff whenever writing for the children. In EY, children are taught to write individual letters and will write in print until they are secure with their letter formation. Once children have developed these skills, they will be taught appropriate letter joins. On starting KS2, children should be using a joined, legible style of handwriting and all children use pens when writing. It is at a teacher's discretion in KS1 whether children begin to write in pen.

Intervention and handwriting sessions are put in place for specific children or groups of children who require additional support in handwriting. These sessions focus on building children's motor skills, posture, pen positioning and then letter formation.

### Assessment of writing:

- EY writing is teacher assessed using the EY development bands, all children are assessed each term.
- KS1 and KS2 writing is teacher assessed using a checklist in the style of the End of Key Stage Teacher Assessment Frameworks taken from the National Curriculum (2014). Ten children are assessed each term to provide a baseline for measuring children's abilities across the class. Therefore, by the end of the academic year, all children's work has been assessed.
- Writing attainment is recorded on a termly basis on a computerized tracking programme.
- Formal reporting to parents occurs annually with a written report. KS2 SATs results are also reported to parents.

### Resources:

- All classrooms have English displays which display a wide range of vocabulary, grammatical terms and examples of writing in a range of contexts.
- As a school, there is also access to the Literacy Shed Plus website which is used to develop engagement with a text to in turn, produce high quality writing.
- Children should have access to a range of resources in the classroom to support the improvement of their writing (year group specific spelling lists, vocabulary lists, dictionaries, thesauruses).

### **Grammar**

The teaching of grammar and spelling is in line with the requirements of the National Curriculum (2014) which details the expectations for the agreed terminology for the teaching and learning of grammar in each year group.

#### Through our teaching of grammar we aim to:

- Teach children the life skill of being able to spell accurately using known spelling rules.
- Ensure children are clear in their use of grammar to engage the reader and avoid ambiguity in their writing.

#### The teaching and learning of grammar:

Grammar is timetabled to be taught discretely and are also embedded within English lessons and writing outcomes where appropriate.

Spelling is taught in addition to this explicitly each week and tested on a weekly basis. When spelling becomes automatic, children are able to concentrate on the content of their writing. Whilst not the only aspect that makes up a piece of writing, confidence in spelling can have a profound effect on the writer's learning. All staff use teaching which draws children's attention to the origin, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns. As a school, we use the Spelling Shed guidance to structure the teaching of spelling.

In EY and KS1, daily phonics is the key to the children's learning of spelling. Please see the phonics policy for additional information on this.

In KS2, children use their phonic knowledge to help them understand spelling rules and patterns. Rather than giving children a list of words to learn, staff teach children to use their growing understanding of the morphology and etymology of words to support their spelling. Helping children to understand how to use and apply these known spelling patterns is the key to helping them become successful spellers. In addition to these rules, due to the complexity of the English language, there is a wide range of words that do not comply with spelling rules. Therefore, in KS2, children are tested on these words to broaden their breadth of vocabulary.

In the marking of children's work, not all spelling errors are corrected as this can be detrimental to the child's confidence and learning. Instead, there is a focus on teaching and correcting high frequency words, topic linked words and words that follow learned spelling rules.

#### Assessment of grammar:

- KS1 and KS2 grammar is tested on a termly basis using the Rising Stars GaPS tests.
- Writing attainment is recorded on a termly basis on a computerized tracking programme.
- Formal reporting to parents occurs annually with a written report. KS2SATs results are also reported to parents.

#### Resources:

- All classrooms have English displays which display a wide range of vocabulary, grammatical terms and examples of writing in a range of contexts.
- Children should have access to a range of resources in the classroom to support the improvement of their writing (year group specific spelling lists, vocabulary lists, dictionaries, thesauruses).
- Access to Spelling Shed

#### **The role of the English coordinator for English is to:**

- Support colleagues in the teaching and learning of English
- Renew, update and complement resources needed to deliver the curriculum
- Audit current practice
- Develop assessment and record keeping ensuring progression throughout the school
- The English lead alongside the assessment lead will evaluate and track progress throughout the school on a termly basis
- They will support teachers where required via co-planning,



- observing/giving feedback and training through staff meetings
- Model high expectations and share examples of high quality work
- Feedback on the teaching, learning and assessment of reading to the staff and SLT as well as governors
- Review resource provision

**This policy should be reading in conjunction with the following policies:**

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- Phonics Policy
- Inclusion Policy

***The implementation of this policy is the responsibility of all teaching staff. The responsibility of monitoring and review rests with the English Coordinator.***

**Review**

Initially written Autumn 2018.

Updated Spring 2022.

Reviewed and updated February 2024 in line with school curriculum changes.