

Christ Church

Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

ENGLISH POLICY

The ethos of our school is embedded in our key Christian values

Honesty

Forgiveness

Love for all

Celebration

Fairness

Being Thankful

This school is committed to safeguarding and promoting the welfare of children and this policy supports this commitment.

Policy reviewed and approved: Governors Policy Committee meeting April 2017 and tbc at Full Governing body meeting June 2017.

Review Date: April 2020

Embedding Pupil Safeguarding Awareness in the Curriculum

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- Informal conversations;
- Teacher/pupil discussions;
- Briefings for outings and trips (road safety/stranger danger etc) ;
- The implementing of our e-Safety Policy regarding ICT usage;
- An awareness of any potential hazards in lessons – identifying risks and dangers;
- Fire drills;

Safeguarding is also about pupils' emotional well-being. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness something unacceptable, untoward or disturbing. Teachers promote tolerance and respect for each other and acceptance of individual differences. Teachers help pupils develop confidence and resilience and discuss what to do if things go wrong. They are approachable and show their willingness to help pupils at all times.

British Values

At Christ Church C of E Primary School we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work as sharing and working together
- making choices with an understanding that the freedom to choose and have other views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and is essential for their wellbeing and safety
- an acceptance that other people having different faiths or beliefs to oneself (or having none) are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and Fruits of the spirit as guidelines for behaviour choices.

Rationale

At Christ Church Primary School, we aim to raise the standards of every pupil's English skills. We seek to enable every child to develop his or her knowledge, understanding, ability, confidence and independence, in the application and use of the spoken and written language. We recognise that mastery of the English language is an essential pre-requisite for every child's social development as well as educational progress.

As detailed in the National Curriculum for English the aim of Primary English is to improve skills in reading and writing, speaking and listening. English is the main instrument for learning through which children access other subject areas, as well as communicate understanding. To this end, the teaching of English is not isolated to English lessons but is also delivered through application across the curriculum.

Aims and Objectives

- To provide a stimulating, motivating curriculum that promotes interest, enthusiasm and enjoyment of the subject.
- To provide a wide range of literature for pupils to enjoy and learn from.
- To develop each pupil's ability in English through the use of carefully planned activities.
- To set and instil in our pupils high expectations and the motivation to aim for high attainment.
- To involve pupils in target setting, so that they understand what to do to make progress.
- To take account of current research on teaching and learning to improve attainment in English.
- To specifically teach spelling skills through a range of engaging activities in line with the new curriculum standards.
- To inform parents of pupils' targets, in order to work in partnership.
- To include pupils of all abilities.

Aims specific to each strand are outlined in the appropriate sections of this document.

Learning and Teaching style

Speaking and Listening

Speaking and listening is fundamental to the thinking process. It therefore is a prominent feature in all learning and teaching. We believe that children need to verbalise their thinking in order to fully understand the learning and then be able to apply that learning in written or problem-solving context.

Aims:

- We aim that our children will become attentive and receptive listeners and be able to articulate their thoughts and ideas as part of the learning process
- We aim that our children develop a wide vocabulary, oral fluency and the ability to express their thoughts verbally with clarity, and to be able to fully and logically explain their thinking in all areas of the curriculum
- We aim to enable children to speak clearly and audibly, in ways which take into account their listeners and situations.
- We recognise and value the importance of speaking and listening, including the development of home languages and/or dialects alongside the learning of Standard English

At Christ Church, the Four Strands of Speaking and Listening: Speaking; Listening and Responding; Group Discussion and Interaction, and Drama permeate the whole curriculum and children are given opportunity to develop their speaking and listening through all curriculum subjects. However, we also recognise the importance of explicit teaching of the key features of Speaking and Listening and this is addressed during English lessons following specific objectives from Strands 1- 4 of the Primary Framework for Literacy.

Progression:

We adhere to the National Curriculum to ensure appropriate progression.

- Beginning with initial emphasis on one-to-one interactions
- Increasingly effective interactions with groups of peers
- Larger group discussions, presentations to class/year/whole school

Specific Speaking & Listening Opportunities:

- Text sharing, including listening, responding and expression of opinion.
- Presentation of own work and notes (including within groups, within classes for plenaries and for the school in class assemblies)
- Group discussions and debates (cross-curricular)
- Group planning and problem solving (cross-curricular)
- Shared and guided reading and writing
- Participation in drama activities (cross-curricular)
- Class assemblies and seasonal productions
- Explaining their work, thinking and methods (cross-curricular)
- Giving children space to think, discuss in talking partners and share ideas with the group
- Drama sessions in response to texts and in the build up to writing.

Assessment of Speaking and Listening:

Is on-going and through teacher assessment.

It is reported to parents in consultations and Year End reports

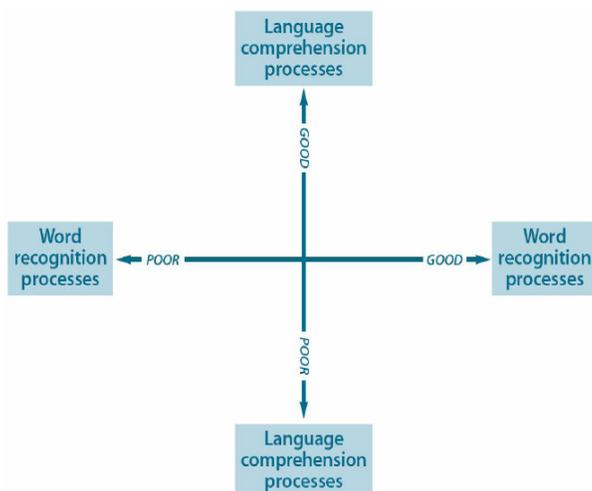
Reading

Aims:

- To provide a stimulating reading environment which enables every child to become an enthusiastic, independent and confident reader by the end of key stage 2
- To develop independence in language decoding at the earliest possible stage
- To develop comprehension, interpretation, and the ability to form substantiated opinions of a broad range of fiction and non-fiction texts
- To enjoy reading and understand the utility of reading

Teaching Reading:

The teaching of reading at Christ Church adheres to the 'simple view of reading' model (PNS), which identifies two components of reading: 'word recognition' and 'language comprehension', both of which are essential to developing fluent and effective reading, and both of which require specific kinds of teaching.



We recognise that effective readers are able to 'shine' in both components on a text to achieve fullest 'illumination'. To that end, both components are taught and assessed explicitly through shared and guided reading sessions as well as support sessions and some individual work with pupils. During these sessions, teachers encourage children to 'switch on' both skills in order to decode, and comprehend, a broad range of texts.

Phonics

In addition to this, children in Reception, Year 1 and Year 2 are taught discrete daily phonics/spelling sessions following DFES Letters and Sounds. In these sessions, pupils secure crucial skills of word recognition to enable them to read fluently and automatically so that they are ready to concentrate more fully on the meaning of the text at the earliest possible stage. The pupils in year 1 have a comprehensive statutory phonics assessment before they enter year 2. It is expected that some phonic sessions are planned and taught in Key Stage Two for those children who need extra support leading into spelling patterns.

Guided Reading

This is the main vehicle for teaching and extending children's reading skills. It operates on a cycle, where at least once a week children work with either a teacher or teaching assistant developing word recognition and language comprehension skills with a broad variety of text types. From Year 2 upwards, when they are not working with an adult, children participate in independent reading activities which aim to develop specific reading and writing skills as well as promote an enthusiasm for reading.

Additional practice of reading skills is provided through:

- Our school reading scheme for EYFS and KS1 and pupils needing further support in KS2. Pupils using the scheme are encouraged to take their reading book home daily to enable parents and carers to share the experience of learning to read along with their child. Accompanying the reading book is a Home Learning Book which provides an opportunity for dialogue with their child's teacher. Reading scheme books are changed daily providing that the home learning book has been signed.
- Cross-curricular reading throughout the curriculum.
- The careful monitoring of "own choice" readers. All children are encouraged to have a book at all times from either the library, home or class shelves.
- Promotion of wider reading with opportunities to visit and use the school library at least once a week.
- Volunteers hearing individual readers across the school.

Teachers in all year groups read aloud to classes as often as possible to enthuse about texts and to model reading as an essential and useful skill. Children are encouraged to (but never forced to) read aloud to each other, across the curriculum.

We strive to maintain an enthusiasm for reading throughout the school and as part of this we annually participate in World Book Day.

Each pupil is encouraged to choose a library book on a weekly basis. This takes place during set sessions supervised by a teacher or teaching assistant.

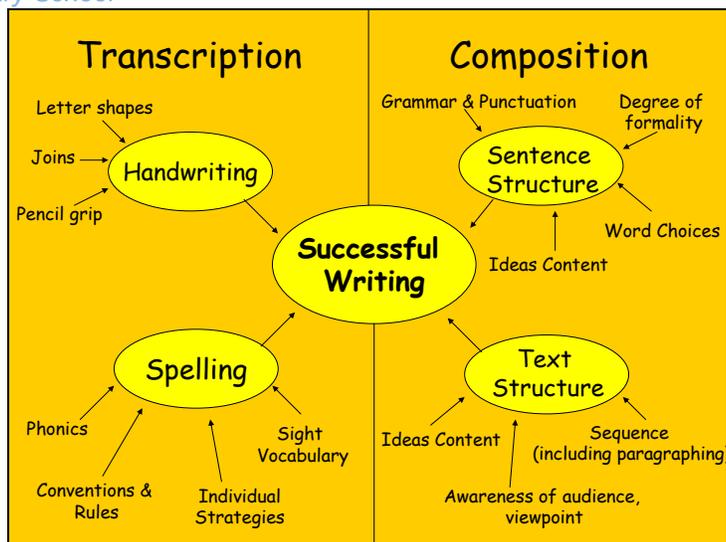
Assessment of Reading:

Children's ability to decode texts and interpret meaning is continually assessed against:

- NC standards
- Pupils' abilities to answer differentiated questions
- Clear objectives and success criteria in shared work
- Key words such as high frequency words and phonemes lists from Letters and Sounds.
- Home Learning Book comments and records
- The range and frequency of reading for each child: fiction and non-fiction balance, genre, level of book etc.

Writing

To ensure children become successful writers, we ensure teaching and learning addresses all elements of the writing process:



Compositional skills:

Pupils are provided with a wide range of stimuli for producing their own writing. They are given opportunities to write both independently and collaboratively for a range of purposes and audiences across the curriculum, adapting their language and style according to purpose.

Creativity, sentence construction, text structure, proof-reading and editing skills are explicitly taught through shared and guided writing during the teaching cycle, and practised during independent sessions. The teaching of grammar and punctuation is taught throughout the curriculum but can be seen in some discrete lessons or lesson starters.

The whole class shared writing process at Christ Church includes:

- Pupils having plenty of exposure of good models for writing before they write themselves to allow them to learn and understand the explicit features of each text type.
- Plenty of discussion and modelling. Pupils are subsequently encouraged to compose mentally, verbally, then to practise the writing style in talk partners and as a class before writing independently.
- Building in and clarifying explicit and quantifiable success criteria to act as further support and challenge for independent writing.

The shared writing process is used by teaching staff to model:

- The thinking process
- Response through talk/drama/visual stimulus
- Considering the purpose and the audience
- Planning
- Creative processes and choice of language, words and styles
- Spelling strategies and accurate punctuation
- Key grammatical features
- On-the-spot proof-reading of text as it is composed
- Referring to success criteria, the learning objective and individual targets.

Guided writing follows on from shared writing and addresses the specific identified writing development needs of a group. Teachers and teaching assistants work with groups based on ability and need in order to:

- simplify the shared session for less-confident writers
- extend the shared session to challenge more-able writers
- carry out pupil conferencing to identify precise individual writing next steps
- provide feedback

Extended Writing

There is a commitment by all staff to provide opportunities for sustained writing in English and other subjects.

Assessment of Writing: (see Marking and feedback policy)

Writing is marked to provide the teacher with feedback on the child. All writing is marked in line with the marking policy and informs the child clearly of:

- Something they have done well (e.g. 'You are now using joins well in your handwriting' or 'Great spelling of words with –tion and –sion suffixes in your report').
- What they need to do next or how to improve their writing (e.g. 'Next, try including conjunctions for co-ordination in your story to order the events' or 'Remember to use capital letters on names and proper nouns').
- There may be a comment to which they reply, in time given by the teacher, specifically for that task (e.g. 'Write down 5 synonyms you could use next time' or 'Give me 3 examples of proper nouns that need capital letters'). If there are mis-spellings, 2 or 3 are picked up by the teacher to be corrected by pupils.
- Assessment of writing is continuous and is marked against learning intention(s) and targets. NC is used to make judgements about progress through the curriculum for their age groups and their attainment against end of year objectives.

Curricular Targets and Working Walls:

Pupil Next Steps:

Teachers use their assessment to pick out weaknesses and set next steps for their classes and year groups. They may then adapt their short-term planning to re-teach areas where there are weaknesses. Results are used to track individual pupil progress, using the National Curriculum statements. Individual or small group conferencing is used with children. Individual next steps are chosen in partnership by the teacher and the pupil which become the pupils' individual writing next steps. In Key Stage One, targets are referred to as 'Polishing Points'.

Transcription Skills:

Spelling

We aim to equip our children with a range of different spelling strategies which suit different types of learners in a fun, varied and interactive approach. We recognise that good spellers employ a broad range of strategies, including phonics, skills morphology (use of prefix/suffix), recognition, grammatical awareness and adaptation of existing knowledge.

Our teaching of spelling encourages the development of these strategies through:

- Systematic phonics teaching to develop segmenting skills
- An investigative and experimental approach to words to enable children to "discover" spelling conventions, rules and patterns.
- Devising mnemonics, pictures and tricks for remembering 'tricky bits'
- Learning sight vocabulary of frequently used words is achieved through contextualised experience (shared and guided reading and writing), backed up with learning strategies such as visualisation of words, pattern-spotting and repetition.
- Letters and Sounds, Progression in Phonics, Rising Stars Spelling and Grammar is used as a diagnostic testing tool.
- Multi-sensory teaching.
- Teaching children to have positive spelling habits including using a dictionary, a thesaurus and computer spell checks appropriate to their ability.

Some English starters have a spelling focus, although this may vary depending upon the needs of individual classes. Letters and Sounds, new resources are used by teachers to ensure consistency and coverage across year groups.

Years 3 to 6 have Spelling Record Books to record and practise spelling and collect words of interest on a weekly basis. Tasks are differentiated to meet the needs of different groups.

In addition to this in Reception, Year 1 the teaching of spelling is also addressed through daily discrete phonics sessions where children acquire the knowledge and skills needed to segment for spelling successfully and the first acquisition of spelling rules and patterns. Teachers use the DfE Letters and Sounds programme of study to ensure systematic teaching and good coverage. The expectation is that most children enter Key Stage 1 ready to start at phase 5 of the Letters and Sounds programme/ secure in Phase 3 sounds. Children are expected to apply their developing phonological awareness to attempt independent spelling in their work.

Spelling Homework

Spelling homework activities emulate the investigative approach we adopt in school and children are set spelling tasks to consolidate their understanding of patterns, rules and conventions they have been taught in class.

Assessment of Spelling:

This is done through the marking of each pupil's work and their extended writing, where the words that are not spelled correctly in the context of their writing are identified.

Children's ability in spelling is measured in relation to:

- Letters and Sounds word lists.
- National Curriculum specified word lists.
- Year 1 annual Phonics screening
- Year 2 and 6 through SATs and mock SATs

Rising Stars Spelling and Grammar tests take place each half term and are used as diagnostic tools.

Handwriting

Aims: Our aim is that every pupil should develop a clear, legible and fluent joined style that is capable of being written at a reasonable speed. All year groups are to follow the **Penpals for Handwriting -CambridgeScheme**. Pupils will start to join handwriting in Year 2. This is developed throughout the school to ensure all pupils are able to produce joined handwriting.

In the Foundation Stage and Key Stage 1, handwriting is explicitly taught for short sessions and is taught regularly. During the sessions, teachers model letter formation and joins in a multi-sensory way. In Key stage 2, children continue to participate in at least one explicitly taught handwriting practice session a week. The frequency of additional practice is at the discretion of the teacher and reflects the needs of their pupils.

Teachers recognise that having a consistent "handwriting language" is an important part of a multi-sensory approach to embedding letter formation in the motor memory. Therefore, when staff describe the movements to form each letter, they used agreed vocabulary across the school. Teachers also use the animated Cambridge Handwriting Software when modelling handwriting to allow children to follow the movements needed for correct letter formation during independent work.

Handwriting is closely linked with spelling so that the teaching of common letter strings and spelling patterns are taught in the context of handwriting lessons. The spelling of key words which cannot be spelt phonetically as identified in Letters and Sounds are also practiced during handwriting lessons to help embed them in the motor memory.

Children in KS2 who can maintain a handwriting style that is joined, neat and legible will receive a pen license which allows them to write with a handwriting pen, pen licenses need to earned each year.

Assessment:

Handwriting will be judged in accordance with the national curriculum standards and is part of the SATs assessment criteria. Children will receive written and verbal feedback regarding their handwriting as well as being set next steps to improve.

From year 1 the children will complete a half termly handwriting assessment that enables them to see their progress and which also supports teacher assessment.

Homework:

Additional handwriting homework can be set for pupils who require additional practise.

English Displays

Teachers display visual aides to support children with their learning in line with the accelerated learning approach.

These may include:

- working walls
- key vocabulary
- spelling rules
- phonemes
- tricky words
- memory rhymes and mnemonics
- alphabet friezes
- shared writing

English in Foundation Stage (See Foundation Stage Policy)

Planning is based on CLL strand of the EYFS framework and Letters and Sounds phases 1-4. Teachers support children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write. Pupils are provided with lots of opportunities to interact with others as they develop these skills, and to use a wide range of resources for making early progress in reading, mark making and writing.

Curriculum planning including links with other subjects

English Planning follows the national curriculum. Short-term English plans are usually based on a 2 to 3 week block which builds up to a piece of independent writing using the skills taught during the immersion period. Immersion in to the text type through speaking, listening, drama, skill building and text feature analysis through a planning phase and into the writing stage where specific editing and presentation skills are taught. Where possible, teachers make links to other areas of the curriculum and the outcome is often linked to topics covered in foundation subjects. Teachers plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Differentiation:

- Every child should be given the opportunity to achieve the learning intention with the inclusion of a 'must, should and could/be brave' success criteria
- Differentiation should be planned and clearly marked on short-term planning
- Differentiation may be developed through scaffolding
- Differentiation is not based on the amount of work a pupil is expected to complete but is usually sentence level-based, for example, if the learning intention in a year 5 or 6 class is 'To use adverbial phrases'...
 - The more able might be expected to use conditionals (if...then) and/or logical conjunctions (like despite, however, therefore)
 - The middle achievers might be expected to use conjunctions for complex sentences (like because, since, when, while)
 - The less able might be expected to use conjunctions to join ideas (like and, so, but, then)
- If a learning intention is not achieved, the child should have the opportunity to achieve it at another time.

Key Skills

Our aim is for English skills to be at the heart of all learning. Spelling is a focus in all subjects, as well as expectations for handwriting. For example, children are expected to learn to spell key vocabulary provided in maths and science as well as other subjects.

As part of a cross curricular approach, children are taught English skills using a range of technology including iPads and word processing skills, research and note taking.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. Following data meetings, staff identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through additional support. Gifted children are also to be identified and suitable learning challenges provided through differentiation and enrichment groups. Identified groups and pupils are fed back to the Headteacher, Deputy Headteacher, Inclusion manager and English Subject Leader.

Assessment, Recording and Reporting

We aim to use continual formative and summative assessment in order to understand to what extent children have achieved their learning intention(s), to identify strengths and those areas to target and to inform ourselves for future planning of lessons to review, consolidate and extend the children's learning. We strive to improve children's self-esteem by celebrating their successes in achieving learning intentions and targets.

The Assessment Co-ordinator has overall responsibility for assessment throughout the school. The English Subject Leader oversees the monitoring and analysis of assessments in English undertaken throughout the school, supported by the Senior Leadership Team.

Teachers assess children's reading and writing against the national curriculum. Teachers conduct half-termly writing assessments where they assess pupil's work and then moderate in year group/key stage teams. The outcomes of the task forms part of evidence used for APP judgements.

Other formal assessments undertaken include:

- In Yr2 and Y6, mock SATs in reading, writing, spelling and handwriting are administered before the actual SATs
- SATs in reading, spelling and Grammar are administered annually in Yr2 and Y6 in line with Governmental directives
- Cognitive Ability Tests undertaken in Year 4 include verbal reasoning and provide an overall English SATs prediction
- Year 1 Phonics screening

Teachers use a range of AfL strategies in their teaching of English. This includes the use of talk partners, self assessment and peer marking. All class teachers evaluate the children's learning in English and annotate their planning; this informs future lesson plans. TAs complete observations on targeted children and this information is fed back to the class teacher and informs their future planning.

Feedback to Pupils:

We firmly believe that children who know their efforts are being valued are more likely to succeed. Feedback to pupils is the most important factor in ensuring further progress, focussed learning and motivation. At Christ Church Primary School, pupils are fully involved in assessment of their own work as well as discussions and response to that feedback. Their achievements in English are celebrated in a variety of ways e.g.:

- On written work, the teacher writes praise, uses a tickled pink highlighter pen or uses stickers /stamps or other rewards such as housepoints to make explicit what the children have achieved well in line with the marking and feedback policy they should work on next- see marking policy
- Praise for individual children is given by the teacher using in class rewards and showing the Head Teacher/Deputy Headteacher
- Positive feedback, written and oral.
- Displays around the school celebrating and highlighting good work
- Praise for knowing what they need to do 'next' and being able to discuss their own strengths and areas for development, and how they are going to achieve them

Other roles

Christ Church Primary recognises the valuable role played by outside agencies in promoting and supporting English. There are opportunities during the year for children from all Key Stages to participate in drama and writing workshops or to meet with authors. These visits are organised depending on need and in relation to our SDP.

English coordinator/s meets with the governor responsible for English at regular intervals to discuss changes to the subject in school and to allow the governor to be involved in the subject.

Monitoring

All monitoring and evaluation supports school improvement, development in learning and teaching and thus contributes to further CPD decisions:

- English work books are reviewed termly by the English Subject Leader/SLT.
- Planning (long-term, medium-term and short-term) is monitored by English Subject Leader/SLT.
- Teaching, learning, planning and tasks are monitored through observations of learning and teaching and learning walks conducted by the English Subject Leader/SLT.
- Children's progress is tracked by teachers, the English Subject Leader and overseen by the SLT.
- Pupil progress is reported to parents twice a year through parents' consultations and also through written end-of-year Records of Achievement (July). Parents are introduced to expectations in the subject at the start of the year in our 'Meet the teacher' sessions.

Date policy written : April 2014

Updated: January 2016

Date of last review : April 2017