ENGLISH POLICY

 ALL SAINTS UPTON CHURCH OF ENGLAND PRIMARY SCHOOL

 **Introduction**

At All Saints Upton CE Primary School, we aim to guarantee that all of our children are given every possible opportunity to thrive in all areas of English: developing their oracy skills, becoming fluent readers and being able to write cohesively in grammatically accurate sentences, engaging and interesting their reader and confidently adapting their writing according to purpose and genre. Within EYFS, children receive immediate commencement of phonics lesson and are prepared throughout their topic areas to meet their Early Learning Goals. We are committed to ensuring every child from Year One upwards receives a daily one-hour English lesson based on the Literacy Tree curriculum, which uses high quality fiction and non-fiction-based texts to develop the children’s writing skills and a wide and varied vocabulary. Grammar and Spelling focuses are embedded within the scheme and all children have the opportunity to learn to read and write across a wide range of genres.

For the development of reading, children from reception to Year Two participate in daily phonics sessions, following the Systematic Synthetics programme, Read Write Inc. Children are carefully assessed to ensure they are taught within groups at the correct level to cater for their phonetic development and reading books are given to match the sounds they are taught each week, ensuring that they have a smooth and challenging Early Reading Journey. After children come to the end of the phonics scheme, they transition into Read Write Inc Comprehension, before beginning their Ready Steady Comprehend reading journey.

Throughout Key Stage Two, all pupils receive daily shared reading lessons, following the ‘Ready Steady Comprehend’ scheme from Literacy Counts, which provides full coverage of the reading curriculum and the effective teaching of reading skills, carefully crafted upon teacher modelling. All aspects of word reading and comprehension are taught to the children using a range of high quality and challenging texts.

**Rationale**

*Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum.  Fluency in the English language is an essential foundation for success in all subjects.*

*Dfe 2013 National Curriculum (Language and Literacy section)*

*‘If reading is breathing in, then writing is breathing out’*

**Intent**

At All Saints Upton CE Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6.

Staff at All Saints Upton CE Primary School feel it is essential to highlight and be aware of the differing groups of learners and vulnerable children in their class.  Once this information is acquired, teachers can plan and teach personalised English lessons which focus on the particular needs of each child.  We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

English at All Saints Upton CE Primary School will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum.  It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at All Saints Upton CE Primary School will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

At All Saints Upton CE Primary School we intend to develop in our children:

* To use spoken language fluently and articulately to express themselves and offer viewpoints and reasoning
* Skills to independently and confidently apply phonic sounds taught to help them in independent reading.
* To read fluently across all genres, being able to demonstrate fluency and understanding of texts
* The confidence to work with growing independence in the different areas of English.
* The competence to produce a high standard of written language, with our children meeting age related expectations or above.
* A fluent handwriting style containing correct joins and letter formation by the end of KS2.
* A good grasp of phonics, spelling, vocabulary, grammar and punctuation.
* The ability to apply these skills to sustained pieces of writing.

**Implementation**

*We hope to achieve this by:*

* Prioritising reading, writing and speaking and listening at every opportunity.
* Providing stimulating environments in which all aspects of literacy can thrive.
* Developing trusting relationships in the classroom, involving good use of peer and self-assessment, so that pupils feel confident to express themselves without fear of embarrassment or criticism.
* Following a text-based learning approach within English lessons, linking texts to topics where suitable.
* Making lessons highly interactive and productive, so children have time to **do, evaluate** and **improve**.
* Making sure that learning is personalised as much as possible to meet the needs of individual children.
* Teaching using the Read Write Inc phonics approach.
* Implementing the Letterjoin Handwriting scheme from EYFS to include flicks for joining letters, then cursive writing from Year 2.
* Giving the children the opportunity to read for pleasure with allocated reading areas within our classrooms
* Providing opportunities throughout the school year to promote reading and writing (e.g. Book fairs, competitions, World Book Day, parent workshops, author visits, having reading ambassadors in all classes, reading incentives such as certificates and book tokens)

**Teaching and Learning Principles**

Our teaching and learning strategy at All Saints Upton CE Primary School is based upon the 2014 National Curriculum for English. We teach children by year groups, although we do differentiate tasks to suit pupils who are working above or below age-related expectations.  This will enable those pupils to develop basic skills, as well as their confidence and independence at a more manageable pace or to extend the skills they already have.

We have also identified those pupils who would benefit from additional English support and they follow interventions such as Colourful Semantics, Lexia, Lexplore, Fast Track tutoring and One to One reading to support and develop further Speaking and Listening Skills.

**Planning**

Planning guidelines for Years 1-6 are taken from the 2014 National Curriculum (published 2013). At All Saints Upton CE Primary School, we use the Literacy Tree as a stimulus to support our writing, where core texts are used as a basis for all writing. This is used alongside the school’s assessment materials so that we can tailor lessons to meet the needs of our pupils.

ICT can play a big part in lessons, but only if it is the best option. We value the importance of ‘real’ texts, with classes reading and analysing whole texts together.

Because ‘personalised’ learning is held with such high regard, teachers annotate medium term plans of the objectives to be covered during a unit, to ensure learning is personable to their class. This will ensure that the needs of the children are being met, for example either through more consolidation and practice or extension activities.

Planning formats are consistent across the key stages and hard copies of annotated plans are kept in teacher’s planning files, which are moderated regularly by the English coordinator and DHT.

**Foundation Stage:**

English in the Foundation Stage is taught as an integral part of the children’s work. The children have experience of aspects of English every day. They are taught the different levels and aspects of phonological awareness including general sound discrimination, body percussion, rhythm and rhyme, recognition and production of syllables and oral blending and segmenting. Phonics is taught using the Read Write Inc approach in Reception, Year One and Two, with a small number of children within Year 3 still accessing it.

At the end of the reception year the children are assessed against the Early Learning Goals. One of the EYFS prime areas is Communication and Language (Listening and attention, understanding and speaking) and Literacy Development (Reading comprehension, word reading and writing.) Pupils are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practice and exchange their range of vocabulary and communication skills.

They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations, through the carefully planned learning environment. We encourage the love of reading by continually updating our reading areas, through reading as a whole class and hearing children read individually at least twice a week and in addition phonics packs. In Reception we have story votes where two texts are displayed.  As the children enter the classroom, they choose either a pebble or peg and vote for the story which they would like to hear shared at the end of the day.

We have parental links enhanced through home-school records and organised reading events throughout the year. Role-play is changed on a half-termly basis to enthuse and inspire children to be creative in their use of language, providing varied opportunities to read and write through play.

Reception participate in discreet daily phonic lessons. By the summer term in Reception, pupils begin to follow a more structured literacy lesson to aid with their transition into year 1.

Starting in the Foundation Stage and going up to Y2 all children must be systematically taught phonics using the Read Write Inc programme. This will be a 30-minute session per day, building up to an hour of phonics teaching per day by the Summer Term in Reception.  As much as possible the children’s developing phonological knowledge needs to be applied in contexts outside this discrete time. Children are taught to build and write words at the same time as reading them. Read Write Inc reading material is used consistently across EYFS –Y3 (and for intervention sessions in KS2). Books and reading materials are taught exclusively to correlate with the specific Read Write Inc stages. We also use Oxford Reading Tree books only if the book matches the children’s phonic reading ability. As the children become more proficient readers, they can also read books which they choose themselves from the class reading shelves, along with their school library books.

**The daily English lesson will include:**

Reading and exploring quality texts, developing children’s knowledge of a wide range of vocabulary, punctuation and comprehension enhancing understanding. Children will be provided with exciting writing and GPS opportunities linked to the class texts and through afternoon topic work.  Teachers will model writing using techniques such as Guided Writing, whilst also allowing children to develop their skills and independence as they move through the school.

Core Texts have been chosen for each year group but there is scope for change if necessary. A wide range of effective questioning will be used during class discussions to challenge, probe and extend children’s understanding and learning. To analyse the text, we respond in writing or by completing some explicit vocabulary teaching using words from the text or by answering comprehension questions.  Guided writing sessions will be used to meet specific objectives for individuals or groups. Opportunities will be provided to reflect and edit their work whilst drafting – teachers gauge when these times are best. Opportunities will be given to act on marking. In years Rec – 6 teaching will take place as a daily lesson and in Foundation Stage elements may be taught throughout the day. High standards and general English subject knowledge will be reinforced continually throughout all subjects.

**Spellings**

Spellings are to be taught in separate spelling sessions but also continuously throughout the school day. All children are to be taught their year group word list (based on Spelling Shed) whilst also revising previous year’s lists.  Through Read Write Inc in KS1 and spelling sessions in KS2, children are to be taught their year groups spelling patterns. Spelling Shed interventions and adaptive teaching are used to address areas for development.

**Handwriting**

All children in EYFS are taught to hold a pencil correctly and form all letters correctly. Once our children have mastered using correct letter formation, they are taught to use the pre-cursive handwriting script following the Letter Join programme. Handwriting will be taught following the order of the phonic sounds in the Read Write Inc programme and will be recorded in handwriting books. All letters will start from the same entry point on the line. From year 2 children are expected to join up their writing.  All staff should model the handwriting cursive script when they write for any purpose within the classroom.  All children should be expected to write in this style of handwriting whenever they write, in all subjects.

From the end of Autumn term in Reception (if children are ready) the children are to use English books containing tramlined handwriting paper. This will continue throughout Years 1 and 2 and until the children are forming their letters correctly (ascenders and descenders correctly formed).

**Entitlement and Provision**

All children are entitled to an English curriculum that meets their needs. The following is done to try to ensure this happens:

* Differentiated activities will be provided to support less able and extend more able pupils.
* In extreme circumstances, a child may be allocated one to one in-class support.
* Parents will be kept informed and encouraged to assist in helping their children.
* Teaching assistants are used to support groups and/or individual children. This includes additional support outside of the daily English lesson.

**Assessment and Recording**

**Writing and GPS**

We firmly believe that the focus should be on ‘learning’ rather than teaching, and value the importance of our school assessment materials as a tool for all of our children in Key Stages 1 and 2. The assessment focuses in writing are made clear to children and they are included in the evaluating of their work and future target setting. Self-evaluation and editing is key in getting children to understand what they can do well and what they need to improve on further.

Assessment in writing is now firmly embedded. Our children have individual target sheets and especially in year 6 children are expected to take an active part in the assessment of their own work.

Assessment is an ongoing process, though summative samples are also undertaken with the children each term. Children undertake termly written assessment test papers for Reading from Summer term of Year 1 and GPS (standardised tests fully matched to the 2014 curriculum) NFER in Years 3-5. Previous year group SAT’s papers are used in Year 6.

In addition, writing is assessed against year group objectives.  Results are then inputted into our Insight assessment system where progress can be monitored. Data imputed is moderated by the Literacy Co – Coordinator through an identified sample. Assessment information is gathered from tests and work during Literacy sessions but also from the many opportunities we create for extended writing during our History, Geography, and Science and RE work.

We regularly cross moderate children’s writing samples within school and with other schools to ensure consistency.

**Reading**

The class teacher and Teaching Assistants listen to children read on an individual basis as often as possible. Home-school reading journals are used within KS1 to record comments and provide evidence of assessment and also provide a good home-school link.

Shared reading is done frequently during English lessons and comprehension activities are also used in other subjects, which gives teachers opportunities for more formative assessments, which they may choose to record. Class teachers also plan reading sessions as a whole class with the teacher and children choosing stories to read from recommended reading lists to read for pleasure.

Guided reading in either groups or whole class takes place daily within KS1 classes.

In Key Stage Two, we follow the Ready Steady Comprehend reading curriculum from Literacy Counts. Our pupils will receive daily, whole class shared reading lessons, based on high quality and challenging texts. Through the use of repeat reading, children will be taught to improve their reading fluency, to extend their vocabulary and to develop their understanding of texts.

For pupils, working below and towards the expected level in reading, teachers will use adaptive teaching strategies to provide support for learners. These children will also receive Ready Steady Comprehend reading interventions, following the same teaching approach and strategies, targeting and closing gaps within their reading development.

**Speaking and Listening**

We do not use any summative assessments or formal assessment materials for Speaking & Listening and purely base our judgements on how children respond during lessons. We report on their confidence levels, articulacy and ability to listen to others when we record our levels on the end of year reports.

***For more information on assessment, recording and target setting please refer to the Assessment Policy and Feedback and Marking Policy.***

**Monitoring**

English, Phonics/Spelling books are selected for regular work scrutiny to ensure children are learning basic literacy skills and being provided with ample opportunities to produce sustained independent writing to put these skills in to practice.

Lesson observations can be carried out by the English co-ordinator, Head teacher, SLT or School Improvement Partner, where the focus is primarily on the learning, progression and the rates of engagement and productivity of pupils.

We also know the importance of regular Pupil Voice questionnaires and Learning Environment monitoring and these findings also contribute towards our English Action Plan.

**Roles and Responsibilities**

It is expected that the English coordinator will fulfil the following role:

* Support colleagues in planning, teaching and assessing English
* Undertake any training, courses, etc. to keep teaching practice and knowledge of new initiatives up-to-date
* Keep colleagues informed of any changes in practice, providing training and/or information when appropriate.
* Monitor the planning and teaching of English throughout the school.
* Ensure that resources are appropriate, available and of good quality.
* Liaise with the head teacher, governors, SENCO and SLT when necessary.

**Impact**

The impact on our children is clear: progress, sustained learning and transferrable skills.  By the end of KS2 the majority of our children have made considerable progress from their starting points in EYFS.  With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer’s craft, sustained writing and manipulation of grammar and punctuation skills.  Our children are also becoming more confident readers and they realise the importance of reading for pleasure along with reading for information.

We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.