



At St John's School we are:

Loved by God - Learning with Jesus - Living by the Spirit.

1 RATIONALE

Literacy plays a key role in learning; it underpins the foundations of our entire curriculum. As such, all staff shares the responsibility of promoting English within their own subject areas, establishing a whole-school approach to English.

At St John's we believe that all modes of communication contribute equally to the development of children's English skills and play a crucial role in understanding the world around us. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Children are given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad curriculum, with opportunities to consolidate and reinforce their English skills.

Fundamentally, our aim is to provide a language rich environment that promotes a culture of reading and writing and maintains a positive attitude to all aspects of English.

1.1 SPEAKING AND LISTENING

Speaking and listening is our main means of communication and is fundamental to the development of understanding. The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum.

Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk for writing; class assemblies, talk partners, debating and dramatic performance.

We would like our children to develop confidence in speaking and listening so that they are able to:

- speak articulately and eloquently;
- listen attentively and actively; to identify the main points of what they have heard and respond appropriately;
- express and clarify their ideas and explain their thinking;

- adapt their speech for a range of circumstances; including paired, group and large audience;
- speak for a range of purposes e.g., to narrate, to analyse, to explain, to reflect to evaluate and persuade;
- understand that effective communication, can be both verbal and non-verbal.

1.2 READING

All Teachers use the Power of Reading within their classroom practice. The approach is multi-layered and draws upon the Centre for Literacy in Primary Education's (CLPE) highly regarded classroom-based research and experience of working with teachers. It combines an introduction to outstanding books for teachers and children with an approach to teaching the English curriculum that is creative, engaging and develops a love of literacy.

The CLPE is an independent UK charity with a global reputation for the quality of research into literacy and teaching. Their work promotes ambitious standards in the teaching of literacy. We particularly emphasise the importance of books and literature in enabling children to become confident, happy and enthusiastic readers and writers, with all the benefits this brings.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions and whole class comprehension. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS and KS1 (Key Stage 1) enable children to decode effectively.

Small guided group work and 1-1 reading continues into KS2 (Key Stage 2) where necessary. Whole class reading comprehension becomes more focussed throughout KS2 using amongst other things: Vocabulary Ninja; First News comprehension booklets, Reading Explorers and the 'Read with ERIC' approach for visual and text literacy. All approaches multifaceted in their approach use Poetry, Film, Current Affairs and Pictures as a prompt for children to work on their Explanation, Retrieval, Inference and Choice (Authorial Intent) skills – all skills fundamental to reading comprehension as well as enhancing their cultural capital.

Children in Foundation Stage and KS1 classes are encouraged to take home a book according to their ability. In Key Stage 2 children choose books to take home. In addition to this, children have the opportunity to choose a book from the class library. Each child has a home school reading record or Reading Diary that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at Parents Evenings and within the Reading Diary.

We actively encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout Key Stage 2 children become more independent in recording what they have read in their Reading Diary. We recognise the value of adults (both in school and at home) reading aloud to children, to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

We live in a multi-modal world, text is no longer simply 2D; it transcends this – it is a hybrid of many things (film, interactive website, mp3, mpeg, streaming media, blog) and thus it needs to be processed and analysed differently. It is essential then that our children can read fluently, accurately and with understanding. This will then form the foundation for them to:

- develop an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- value and use books as a basis for learning, pleasure, talk and play;
- use reading to help them develop as independent, reflective and critical learners;
- make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- apply techniques such as skimming, scanning, and text-marking effectively to research and appraise texts.

1.3 WRITING

The Power of Reading Teaching Sequences provide the foundation to our approach to writing.

We aim to develop the children’s ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling.

To support our teaching of writing we use the Power of Reading teaching sequences, which are fully aligned to and meet all requirements of the National Curriculum 2014 and Pie Corbett ‘Talk for Writing’ strategies. Teachers model writing 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 individuals, whilst children have opportunities to write at length in extended independent writing sessions.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques

and film clips. They may be asked to produce their writing on their own, in pairs, or as part of group. Children will also be given the opportunity to use ICT for their writing.

Success in all aspects of life requires clear written communication; indeed, examination success requires children to be fluent writers in a range of different forms. In all subjects, teachers encourage students to develop increasing confidence and independence in their writing so that they can:

- find, value and establish a clear personal 'voice' in their writing;
- enjoy, innovate and feel inspired by the writing process;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting;
- create and develop imaginative ideas and communicate meaning, using effective vocabulary and a personal style; organising and structuring sentences grammatically and whole texts coherently;
- write in a wide variety of forms for different purposes e.g., to inspire, entertain, interpret, evaluate, explain, analyse and explore;
- plan, draft, assess, edit and improve their written work.

2 STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Programmes of Study: Key Stages 1 and 2 Document (September 2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

For the purposes of this policy and school practice, reference has also been made to the EEF (Education Endowment Foundation) Improving Literacy Summary Recommendations Guidance Documents (2017) Chris Quigley Education Ltd 'Essentials Curriculum' (2019/20) and Writing Assessment Moderated Exemplar Files (2016).

The statutory requirements specific to each Year Group are provided to each class teacher for reference. These overviews include: 2014 NC outlines; Spelling and Vocabulary, Grammar and Punctuation.

2.1 Foundation Stage (Reception)

Children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and English in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate

2.2 Key Stage One (Years 1 and 2)

Children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

2.3 Key Stage Two (Years 3-6)

Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

Learning objectives are broad and are, as a result, frequently revisited with increasing and appropriate levels of depth, rigour and focus.

Communication at Key Stage 1 and 2

- To listen carefully and understand
- To develop wide and interesting vocabulary
- To speak with clarity
- To tell stories with structure
- To hold conversations and debates

Reading at Key Stage 1 and 2

- To read word accurately
- To understand texts

Writing at Key Stage 1 and 2

Transcription	Composition	Analysis and Presentation
To present neatly To spell correctly To punctuate accurately	To write with purpose To use imaginative description To organise writing appropriately To use paragraphs	To analyse writing To present writing

	To use sentences appropriately	
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The Governing Body, in particular the English Governor, receive regular reports on the progress of English provision.

3 SUBJECT ORGANISATION

3.1 Foundation Stage

In Reception children have daily discreet phonics lessons. Children have opportunities to develop their communication, language, and English skills daily in both adult-led and child-initiated activities.

3.2 Key Stage 1

In Key Stage 1, daily discreet phonics lessons continue and are taught in ability groups, while children have daily English lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading.

English skills are developed across the curriculum using the Power of Reading.

Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

3.3 Key Stage 2

In Key Stage 2 children have daily English Lessons including grammar for writing. Additional English sessions include guided reading, handwriting, class novel and spelling.

English skills are developed across the curriculum using the Power of Reading.

Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

4 CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross-curricular links through their own choices of a Power of Reading text that most enriches the direction of the learning of their Year-Group. They will plan for children to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

5 THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of English skills. ICT is used regularly to enhance the teaching of English. Frequent opportunities are given to all children to experience, read and write multimodal texts and develop visual literacy.

6 ASSESSMENT AND TARGET SETTING

At the end of Year 2 and Year 6, SATs tests are used as basis for assessing formally. Optional SATs and teacher assessment are used to assess children's progress termly for Years 3-5. Termly Pupil Progress Meetings (PPM's) are held with class teachers and the Head-teacher to monitor pupils' progress in English.

6.1 SATS & PHONIC SCREENING CHECKS

***In light of COVID-19 adjustments were and will be made to the 2020 / 21 Assessment and Reporting arrangements as per the [DfE \(Department for Education\) announcement](#) at the time of writing this policy.**

The early years foundation stage profile and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:

- Phonics Screening Check
- Key Stage 1 tests and Teacher Assessment
- Key Stage 2 tests and Teacher Assessment
- For 2020 to 2021 academic year only, schools will be required to administer a past version of the **phonics screening check** to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021.
- The statutory rollout of the reception baseline assessment has been postponed until September 2021.
- Performance tables are suspended for the 2019 to 2020 academic year and no school or college will be judged on data based on exams and assessments from 2020.

6.2 Y6 SATS:

All Year 6 children take the national tests known as SATS (Standard Attainment Tests) in May when they reach the end of Key Stage 2. Results of the tests are received in July of the same year and are marked externally.

Tests will be in Spelling, Punctuation and Grammar and Reading.

Each test usually takes an hour to complete.

- Writing is assessed through Teacher Assessment (TA); TA is externally moderated by Local Authority moderators. TA is moderated against the [2017 Interim Assessment Framework](#) which has three strands of attainment: Working towards the Expected Standard; Working at the Expected Standard and Working at Greater Depth within the Expected Standard.
- Each of the three standards within the interim framework contain a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of **all of the statements** within that standard and **all the statements in the preceding standard(s)**.

6.3 PHONICS SCREENING CHECK

The **phonics screening check** is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child.

The check is designed to confirm whether individual pupils have learnt phonic decoding to an appropriate standard and have grasped the essential skills that underpin skilled reading.

Pupils who have not reached this standard at the end of Year 1 should receive extra support from their school to ensure they can improve their phonic decoding skills. They will then have the opportunity to retake the screening check in Year 2.

6.2 MODERATION

Whole Staff Moderation meetings take place three times a year. To ensure consistency of judgement Teachers work in teams: R/Y1; Y2/Y3 & Y4/Y5/Y6. Chris Quigley's Writing Assessment documents alongside Moderated Exemplar pieces are used to support teacher judgement. The unaided writing in children's books provides the stimulus for those judgements.

In Year 2 Teacher Assessments are moderated and verified externally as a Pyramid Cluster Group. In Year 6 Teacher Assessment is externally moderated and verified by Local Authority moderators and as a Pyramid Cluster Group.

7 INCLUSION

We are committed to equality of opportunities regardless of race, gender, cultural background, ability or any physical or sensory disability. We aim to make the English curriculum accessible to all and accommodate individual needs when appropriate. These needs include, but are not limited to, Special Educational Needs and Disability (SEND) and English as an Additional Language (EAL (English as an Additional Language)). As such, teachers plan lessons to cater for different learning styles and aim to present materials using multisensory resources.

8 ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English:
 - pupil progress
 - provision of English
 - the quality of the Learning Environment,
 - via lesson observation and work scrutiny, that teaching demonstrates a range of tasks to develop English.
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent English developments,
- ensuring that all staff share a collective understanding of how to develop English within the subject area.

8.1 EXPECTATIONS OF THE CLASS TEACHER

- Model accurate use of the English language.
- Implement specific teaching and learning strategies to develop English skills.
- Make marking criteria explicit: When setting an English based task, attention should be drawn to the specific English features that the teacher will be looking for.
- Mark selectively: The focus of the English marking should be on:
 - Linguistic features related to the specific task.
 - Subject-specific uses of language and/or
 - High-frequency words (considering the differing abilities of students).

- Basic errors in punctuation and grammar.
- The school's priorities for English development as per the SDP.
- Give children guidance and feedback on their work so they know how to make progress.
- Make on-going assessments to inform their daily and weekly planning.
- Make formal assessments according to agreed timetable.

9 PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher. Termly 'Digging Deeper' documents provide information about the English curriculum and how parents can support and enrich their child's learning. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading.

10 RESPONSIBILITIES OF THE GOVERNING BODY

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

11 LINKED POLICIES

Due to the focus and purpose of this policy, there are also direct and intrinsic links to the following:

- Behaviour and Discipline Policy
- Remote Learning Policy
- Anti-Bullying Policy
- Online Safety Policy
- Safeguarding Policy
- Collective Worship Policy
- SMSC Policy
- SRE (Sex & Relationship Education) Policy
- Equalities Policy
- Science Policy
- RE Policy
- PE Policy
- SEN (Special Educational Needs) Policy

Please also refer to those named policies for more comprehensive information.

REVIEW

This policy will be reviewed at least every two years; or earlier if required in line with government legislation.

Signed:

Mrs Siobhan Eastwood

Literacy Coordinator & Deputy Headteacher

		Date
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