

St John's CE VA Primary School

English Policy



At St John's CE VA Primary School we are:
Loved by God - Learning with Jesus - Living by the Spirit.

This Vision underpins the purpose of all we do and is founded upon the understanding that the world has meaning, purpose and design. Our Curriculum is a means to seek *how* to live in the world, not just *know about* the world.

Literacy is at the core of the Curriculum at St John's, which is led by and structured around the Power of Reading approach; developing children's understanding of literary forms; wider knowledge of the world; empathy for the human experience and language competency by working with quality texts. Language, grammar, phonics and spelling is contextualised in meaningful ways.

The text-based approach is multi-layered and draws upon the Centre for Literacy in Primary Education's (CLPE) highly regarded classroom-based research and experience. 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.

With particular emphasis on the importance of books and literature, Literacy at St John's empowers the children to become confident, happy and enthusiastic readers and writers.

1 RATIONALE

Literacy underpins the foundation of our entire curriculum. As such, all staff share the responsibility of promoting Literacy within their own subject areas, which in turn establishes a Curriculum built on and driven through Literacy.

At St John's we believe that all modes of communication contribute equally to the development of children's Literacy skills and play a crucial role in understanding the world around us. Children are provided with opportunities to develop their use, knowledge and understanding of spoken and written English, consolidating and reinforcing their Literacy skills within a broad curriculum.

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 Literacy.

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; in order 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 PHONICS & EARLY READING

Phonics at St John's has primarily worked alongside the Government's "Letters and Sounds" document with Early Reading supported by the Oxford Reading Tree scheme.

From September 2022, in line with the DFE revised core criteria for effective systematic synthetic phonics teaching programmes published in April 2021, St John's will utilise the validated Little Wandle Letters and Sounds Revised SSP programme.

As a validated programme it will provide:

- all that is essential to teach SSP to children in Reception and Key Stage 1 years of mainstream primary schools
- sufficient support for children in Reception and Key Stage 1 to become fluent readers
- a structured route for most children to meet or exceed the expected standard in the Year One Phonics Screening Check
- all National Curriculum expectations for word reading through decoding by the end of Key Stage 1

St John's also has an Early Reading Lead separate to the English Lead, to ensure that close scrutiny and moderation of provision is maintained and consistent. The Early Reading Lead and the English Lead work together to ensure that provision and best practise is offered across the school where there is need, regardless of year group.

1.3 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.

The CLPE is an independent UK charity with a global reputation for the quality of research into literacy and teaching. Their work promotes high 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 these strategies and discuss texts in detail during guided reading sessions or whole class comprehension. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS and KS1 enable children to decode effectively.

Small guided group work and 1-1 reading continue into KS2 where necessary. Whole class reading comprehension becomes more focussed throughout KS2 using amongst other things: Literacy Shed VIPERS; Vocabulary Ninja; First News comprehension and Reading Explorers which all utilise a combination of visual, oral and textual 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 Parent's 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, in order 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 are able to 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 in order to research and appraise texts.

1.4 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. The English curriculum is further enhanced through the use of various well-developed and effective strategies and resources from The Literacy Shed; Talk for Writing and Pobble. 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 are able to:

- 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 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 use sentences appropriately	To analyse writing To present writing

The Governing Body, in particular the Curriculum Committee, 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 on a daily basis 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 adaptive 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 particular 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

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 pupil's progress in English.

Across the school exemplar writing is transferred to an individual's 'purple book' which is carried with them throughout their time at St John's, beginning in Class R. The book demonstrates their individual progress through the years and provides a reference point for Teachers to drive individual points for development.

6.1 SATS & PHONIC SCREENING CHECKS

The EYFS profile and all existing statutory key stage 1 and 2 assessments include:

- Reception Baseline Assessment.
- Phonics Screening Check (Y1)
- Key Stage 1 SATS and Teacher Assessment
- Key Stage 2 SATS and Teacher Assessment

6.10 Y6 SATS:

All Year 6 children take the national tests known as SATS 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.

- Specific tests are taken in Reading and Spelling, Punctuation and Grammar, each test usually take 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)**.

6.12 PHONICS SCREENING CHECK

The **phonics screening check** is a short, 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 are considered to underpin good 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.

7. MODERATION

Whole Staff Moderation meetings take place throughout the 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.

8 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).

9 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.
- Regular consultation and coordination with the Early Reading Lead.
- 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 common understanding of how to develop English within the subject area.

10 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 to inform teaching and give whole class feedback. 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
 - 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.

11 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 text-based 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.

12 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.

13 LINKED POLICIES

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

- Curriculum Policy
- Assessment Policy
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Online Safety Policy
- Safeguarding Policy
- Collective Worship Policy
- SMSC Policy
- SRE Policy
- Equalities Policy
- Science Policy

- RE Policy
- PE Policy
- SEN 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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