



**ST. ANNE'S C.E.(VC) PRIMARY SCHOOL**

**ENGLISH POLICY**

**'Together with God, Making Learning a Life Long Friend'**



### **OUR VISION FOR ENGLISH**

English stimulates creativity and imagination. It provides real-life experiences, and a creative way of understanding and responding to the world. It enables children to communicate in writing and through their reading and performances. Children should be able to appreciate the creativity in writing, enjoy and be able to choose their own texts as well as to show a passion for reading. They learn to make informed judgements in use of punctuation and language and to present their ideas in a variety of ways. They explore ideas and meanings through the work of authors and poets. Through learning about the roles and functions of language and punctuation, they can explore the impact it has had on different audiences. The appreciation and enjoyment of English, enrich all our lives.

### **SUBJECT AIMS AND OBJECTIVES**

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations.

Our aims in the teaching of English are the following:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate a varied literary scope
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making presentations and performances, demonstrating to others and participating in debate.

## **SUBJECT LEADER**

The member of staff responsible for leading English at St Anne's is Miss Alexa Turner.

## **TEACHING APPROACHES**

Each morning there is a guided reading lesson: until children reach the *Grey* level in RWI they complete a guided reading session within their phonics. From Year 1 onwards children also complete a daily guided reading session based upon a two-week strategy. The two weeks involve Teach Hub resources adapted to suit the class as well as a focus on fluency and enjoyment for reading. In Year 1 guided reading begins as a whole class discussion and is recorded in a floor book; throughout Year 1 the class begin to produce their own individual Reading Journal books as a transition into Year 2 and as they become more independent recorders. Skills are taught as a whole and this is through engagement, enjoyment and discussion.

Spelling is taught through phonics (RWI Phonics) in Early Years and Key Stage 1 and then following through into Read Write Inc Spelling from Year 2 upwards. Children who have not yet reached RWI *Grey* continue phonics until they pass this. Spelling is taught as an English activity.

Compositional writing is taught daily through the Jane Considine scheme. During these sessions the children are expected to apply their technical skills as well as be creative and imaginative. They may work as a class, in groups or independently. Children write almost daily in some form and end each text with a "big write" which they have chance to plan and edit/proof read. Texts are chosen first and foremost based on the enthusiasm for writing. If this offers a cross curricular link, then we make these but it is not the driver for text choice.

The children also rehearse and apply their writing skills in other subjects. This ensures the children learn that writing is transferrable to other curriculum areas.

In all classes we seek to provide suitable learning opportunities for all children by adapting number of chunks taught as appropriate. Each child is offered the opportunity to "deepen the moment" (differentiate)- this is expected of some children but there is exposure for all. We follow the Jane Considine Scheme which encourages children to "deepen the moment" where the teacher facilitates pupils in expanding their writing through using lenses that they have been taught.

## **PLANNING**

English is a core subject in the National Curriculum and we implement the statutory requirements of the English Curriculum.

The Programme of Study for English forms our long-term plan linked to Jane Considine and details what skills and books are to be taught in each year group. These plans define what we teach, and ensure an appropriate balance and distribution of work across each year and ability group. We use the method of Jane Considine, sometimes for pre-planned Jane Considine units and sometimes using this methodology to plan ourselves.

Class teachers are responsible for short term plans. There is no specific format for these plans, but they should include specific skills to be taught for each lesson, and give details of how the lessons are to be taught as well as the role of the teacher and teaching assistants within each lesson. The class teacher keeps these individual plans and passes a copy on to the other adults who work with the children. This may be flip chart planning.

Teachers plan activities in English so that they build on the children's prior learning. There is an increasing challenge for the children as they move up through the school and through the school year.

## **CONTRIBUTION OF ENGLISH TO THE DEVELOPMENT OF SMSC EDUCATION**

The teaching of English offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves and to develop an understanding of different times and cultures, through their work on famous writers and authors from around the world.

## **INCLUSION**

At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We

strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style and differentiation - so that we can take some additional or different action to enable the child to learn more effectively.

## **ASSESSMENT AND RECORDING**

Writing is assessed approximately three weekly in a longer independent piece of writing which are recorded in "Im a Writer Book". These are then used to inform our ongoing assessment which is recorded on an Excel assessment grid containing objectives per year group. The Teacher Assessment Frameworks are used for Year 2 and Year 6 from Christmas onwards as appropriate. Last year's objectives are taken into account in our writing skills data assessment.

Reading is assessed both termly using NFER testing in Year 1- 5 and half termly using teacher assessment grids which are located on the Staff shared area. Reading is also assessed through the use of optional SAT's in Year 3-5 in the Summer Term as well as statutory testing in Year 6. Past SAT's papers are used for regular assessment in Year 2 and Year 6 at least termly. Reading is moderated throughout the school on a termly basis. Reading moderation is beginning to occur by Class teacher's too. Children who are on the Accelerated Reader scheme complete a termly Star Reader assessment and quiz after each book. This is a further assessment tool.

Grammar is assessed termly through NFER testing and forms part of writing judgements. SAT's papers are used to assess Grammar in Year 6 termly.

Moderation is conducted by the subject lead and headteacher termly and moderated as a whole school at regular intervals as well as with other schools on a cyclical basis. Year 2 and Year 6 have bi-annual moderation with other schools. After each assessment point, the SLT conduct pupil progress interviews with each staff member to identify interventions as necessary.

## **RESOURCES**

The following resources are used within the teaching of English across the school:

- Jane Considine "The Write Stuff"
- Read Write Inc Phonics
- Read Write Inc Spelling

- Oxford Reading Tree Reading Scheme
- Teach Hub resources
- Previous SAT's papers
- Optional SAT's Papers
- Nfer Testing materials
- CGP materials

## **MONITORING AND REVIEW**

The monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Approved:	Autumn 2024
Review Date:	Autumn 2026