



**Truro and Penwith**  
Academy Trust



# English Policy



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This policy has been reviewed and adopted by St Erth Governing Body	
Date: November 2022	

# St Erth School

## Policy on English

- See separate policy for phonics and Reading
- See separate plan for handwriting

### 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. This includes the learning of phonics, spelling, handwriting and grammar. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations throughout the school.

Our objectives in the teaching of English are:

- to enable children to speak clearly and audibly, and to consider their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard and respond respectfully;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help them to become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts written by a range of authors;
- to foster the enjoyment of writing, and a recognition of its value;
- to have an internal recall of a range of texts through 'Story Telling';
- to encourage accurate and meaningful writing, be it narrative, poetry or non-fiction.
- to improve the planning, drafting and editing of their written work.
- to have purposeful targets for children to aim for and take ownership of their own writing.

## Writing and Speaking & Listening Intent

National curriculum for English Aims:

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.

Pupils should be taught to speak clearly and convey ideas confidently using Standard English.

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum.

At St. Erth, we teach English (Literacy) daily. The children have a writing/ English grammar lesson, spelling/ phonics and a guided reading session every morning. We recognise the importance of basic skills in reading and writing and give this high priority in our curriculum. Wherever possible, English is taught through cross-curricular themes linked to the term's Topic to develop and embed a broad and balanced curriculum. We value the importance of reading and telling high quality texts and use these as a cornerstone for our Topics to inspire and educate.

We promote discussion and language acquisition through Talk for Writing and throughout the curriculum, talk partners are encouraged to clarify, engage, develop and ignite imaginations and teachers use adventurous language to develop children's understanding of vocabulary. Key writing structures are introduced through talk for writing and children are given opportunities to explore sentence structure and language before writing independently. We want our children to be confident and informed writers inspired by their reading and love for stories as well as their growing knowledge of sentence structure, grammar and topics studied.

### Intent (Reading and Phonics)

At St Erth, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely and discuss what they read. This curriculum is delivered through systematic, synthetic phonics, shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. We work hard to foster a love of independent reading. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too linking our shared texts to our termly topics.

## Teaching and learning style

-see separate Teaching and Learning policy

At St Erth School, we use a variety of teaching and learning styles in our English lessons, as recommended by the National Curriculum, embedding the 'Story Telling' initiative to build children's confidence in speaking out loud and have a sound understanding of different text types and sentence structures. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through daily lessons in English, SPAG (Spelling, Punctuation and Grammar) and Reading in which children may experience a whole-class reading or writing activity, a whole-class focused word, spelling or sentence activity, a guided group or independent activity, and a whole-class session to review progress and learning.

In Key Stage One and Two there are spelling lessons or activities daily using the schools' phonics scheme based on Letters and Sounds for spelling strategies and rules for reading and spelling. Some children in Year 2 also follow this scheme. Children are taught in Year groups for phonics in KS1 and based on ability in KS2. The independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and phonic cards, text maps etc. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Specific Apps are used to support Literacy on the iPads where applicable. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum. Texts are always topic-based and wherever possible, Literacy is cross-curriculum to make it purposeful.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children, and to enable work to be matched to the needs of individuals.

In Year 5 and 6, the children have daily Literacy on Track sessions focusing on SPAG and handwriting activities. The Alan Peat sentence types are focused on to encourage different sentence construction.

**Daily activities to support English:**

EYFS	Key Stage 1	Key Stage 2
Phonics & handwriting Guided Reading Writing time 5 a day – stories, non-fiction, nursery rhymes, poetry.	Phonics & handwriting Spelling Writing Guided Reading	Handwriting Spelling Writing Guided Reading Literacy on track (5/6)

## Writing and Speaking & Listening Implementation

When reviewing our curriculum and the teacher's assessments, we realised the importance of ensuring spelling and reading were given stand-alone lessons. With the purchase of Read, Write, Inc spelling for Years 2-6, there is a guarantee that each child has a daily spelling session and the National Curriculum spelling objectives are being taught efficiently. Our bespoke phonics scheme allows children opportunities to begin writing from day one and phonics for reading smoothly develops to phonics for spelling as the children progress through the programme. The children also have opportunities to practise these spelling words with daily handwriting practise and with specific programmes like Reading Eggs which we purchased to support children during COVID remote learning but value the positive impact so have continued this subscription.

Likewise, teachers have ensured that specific guided reading lessons are occurring daily and have moved to whole class sessions rather than groups to ensure high-quality teaching at all times incorporating speaking and listening. With the inclusion of resources like Literacy Shed, many reading objectives can be taught even with different levels of decoding in class and a big emphasis is placed on speaking and listening through deep discussion in these sessions. Teachers also ensure that interventions are appropriate to support those who do need further support in Literacy areas including writing and speech and language. We have used the NTP and teachers in school to deliver COVID catch up to improve children's writing and close any gaps. Teachers at St Erth are very aware of SEND and are quick to identify and support the needs of individual pupils. Our bespoke curriculum is assessed daily and recorded throughout the term on an online platform called Balance which is beneficial to assess gaps in learning and allows SLT to monitor progress efficiently. We incorporate Talk for Writing when appropriate to give children the internal structures for sentences and texts and allow them to experience a variety of language structures. Teachers compose the texts used for Talk for Writing to ensure the grammar, language for the term and sentence structures are evident and reinforced and ensuring the texts we tell are of the highest quality. Writing targets are used on a class and individual basis depending on what is appropriate for the child and activity.

Moderation takes place within key stages and as a whole school to ensure assessments are accurate and to share the good practise at St Erth. We have termly pupil progress meetings where we review the teaching and assessment to ensure progress is being made and any gaps are closing.

### Implementation (Reading and Phonics)

Learning to read is one of the most important things your child will ever learn. It underpins everything else, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want your child to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read. Our bespoke systematic synthetic phonics programme has links for each sound to a high-quality shared reading text to enthuse each child.

We start by teaching phonics in the Foundation Stage (Reception) and Key stage 1. At St Erth, we follow our bespoke Systematic, synthetic phonics programme: St Erth Letters and Sounds: Phonics and Reading. This is based on the principles of Letters and Sounds and the practice of high quality phonics. The five phases of St Erth Letters and Sound: Phonics and Reading document provides a structure for the teachers to follow and plan children's progression. The teachers carefully adapt their planning to meet the needs of the children within their class. The teacher's daily and phased assessments allow for early intervention to take place.

Discreet phonic sessions take place daily for at least 20 minutes and there are also extended phonics activities within the indoor and outdoor environment available for the children to explore independently throughout the day to further embed their phonics learning in Early Years and where appropriate in KS1.

Phonics provision is also supplemented by a wide range of speaking and listening, English, spelling

and grammar activities. Each phoneme is linked to a nursery rhyme or song to further embed each sound.

Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home which are decodable relating to the sounds the children know. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. All classrooms have a reading area. In key Stage 1 this is a book corner with books that are frequently changed for interest. In Key Stage 2, classrooms have a class library as space is limited in classrooms. The school library is a dedicated space that children can enjoy and share books in a comfortable environment where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading and the school library is also constantly being developed.

### English curriculum planning

English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. These also include writing and reading objectives we feel are valuable for children to leave Primary School with. All of the reading and writing objectives are organised on year group grids, organised into themes.

#### **In writing:**

- super spelling,
- handwriting,
- organisation,
- grammar,
- creativity,
- purpose,
- punctuation,
- speaking & listening.

These are used to teach objectives from and assess against,, they are on our Balance online programme to track and assess with.

#### **In reading:**

- decoding
- comprehension
- reading detective
- language
- responding to reading
- big reader

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum details what we teach in the long-term. Our yearly teaching programme (Balance) identifies the key objectives in literacy that we teach to each year. All of the objectives for Reading, Writing and SPAG are in individual Balance curriculums, developed by the school and used for planning and assessment.

Our medium-term plans, which we also base on the National Curriculum, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

Class teachers complete a weekly or daily (short-term) plan for the teaching of English – teachers choose how they compile this plan and it is efficient and varied – this is regularly monitored. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis, there is not set format for this.

We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. This progress is monitored using Balance. We have developed a genre-coverage plan for the whole school which shows a clear progression and coverage of key themes in writing. Class teachers have developed reading spines to support the learning of reading in classes. Through the use of "Five Finger Checks" and "Ten Finger Checks" skills are developed throughout the year groups and Key Stages.

### **Reading:**

Reading is taught daily throughout the school. In EYFS and Year 1 the children use the school's scheme based on Letters and Sounds phonics to learn early reading (See additional Reading and Phonics policy). The children are also read with daily to give them practise of this skill: sometimes in groups to promote discussion as well as individually. From Year 2 – 6, the children have daily guided reading sessions. This is mostly taught through a whole class approach and recorded in floor books. Children are encouraged to discuss their views and make notes. We use rich texts and have included many classics as well as modern texts to inspire a love for reading. Children are still read with individually wherever possible.

Those children who require intervention in phonics receive this as well as those who need to develop reading confidence: this is organised within the classrooms. In Key Stage 2 Project X Code is used to promote discussion and reading skills. Children are



encouraged to read every evening and reward systems are in place in classes. Books are monitored to ensure children read a variety of texts and having opportunities to read. Teachers monitor this and ensure those not reading at home, are given opportunities in school to read. Likewise, time is given for children to access Reading Eggs in school to ensure this programme is having full effect. Children's progress is monitored using individual reading records in some classes and on Balance. The children in Key Stage 2 also have a more formal reading comprehension assessment through NFER tests which offer a standardised score to help inform teacher assessments.

### The Foundation Stage

We teach English in reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals and Development Matters which underpin the curriculum planning for children aged three to five.

We give all children 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 practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations. The children in Reception also take part in the daily learning of synthetic phonics through the school's bespoke scheme.

(See EYFS policy)

### Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

#### **Mathematics:**

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and

present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

### **Personal, social and health education (PSHE) and citizenship**

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

### **Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

### **English and ICT**

The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.

ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet to encourage the framing of explicit questions. Word banks or word grid software speed up recording, particularly for children with SEN. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website). We also have iPads to support the development of handwriting, spelling, writing and accessing texts through ICT alongside recording children telling texts.

## English and 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; Gifted and Talented Children; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum, using our individual Learning Ladders, allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

Intervention through the Record of Need may lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English.

We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers and Teaching Assistants provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and taped materials;
- alternative communication, such as signs and symbols;
- translators and amanuenses.
- intervention groups to support children who are low-attaining;
- focused teaching groups to boost the more able learners.

## Assessment for learning

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives (Balance). Written or verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own work. There is a detailed phonics assessment in place to support our phonics scheme.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These are recorded on Balance to monitor progress and curriculum coverage for individuals and cohorts.

Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.

These long-term assessments are based on end-of-year tests and teacher assessments against the Balance objectives which incorporate the TAFs (Teacher Assessment Frameworks). Children undertake the national tests at the end of Year 2 and Year 6, and optional NFER at the end of Years 3, 4 and 5. Teachers also make annual assessments of children's progress against the TAF standards set out by the Government.

Teachers meet regularly to review and moderate individual examples of work against the national exemplification material produced by the QCA and the DCSF (moderation meetings).

Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development and leading moderation.

### Writing and Speaking & Listening Impact

The impact of having a curriculum that is rooted in Topic work ensures that the children's work has purpose and builds on Science, History and Geography skills alongside their basic skills in English.

We have observed that children's vocabulary is progressing and the children are becoming more confident in taking risks with language and are happy to use thesauruses and dictionaries to check their vocabulary choices in KS2. Through the use of ambitious class texts to tell, enjoy and read, the children are being offered opportunities to use heightened language throughout the school.

Read, Write, Inc. Spelling has had a positive impact on the teaching of spelling and making this more manageable for teachers workloads. We will keep reviewing this and allow the three years to trial to see the true impact of this programme. The impact of our bespoke phonics scheme is having a very positive impact on spelling too as children are more confident in using their phonics for spelling from Year 2 onwards.

As a result of the children at St Erth being given challenging texts to read, tell and write with higher level vocabulary, they are confident. This is apparent through our dramatic performances in KS1 and KS2 which are of a very high standard.

The children are becoming more confident to discuss their learning through the development of metacognition in school and using target cards to prompt. As always, teachers at St Erth discuss and adapt materials and activities to ensure the best provision is always offered to the individual pupils and enabling them to be confident writers who compose a variety of engaging pieces using a variety of structures.

### Impact (Reading and Phonics)

We believe that reading is key to all learning and the impact of our reading curriculum goes beyond the result of statutory assessments. Our reading curriculum ensures children enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is created and this is demonstrated through daily, lively and meaningful discussion about reading.

Alongside this, children show enthusiasm and are able to talk in detail about the variety of books they have read as a class, as a group and as an increasingly confident, independent reader making informed choices about their reading.

Children's progress in phonics is continually reviewed through daily and phased- phonic assessments and evidence from their reading and writing. Through these, teachers identify the graphemes that need to be addressed and quick and effective interventions take place as well as celebrating the children's progress. In June, the national Phonics Screening Check is undertaken for Year 1, to confirm that the children have learned to decode to an age appropriate standard and determines what level of provision they will require the following year. There are clear expectations for each year group in our Systematic, Systematic Phonics Programme and this is continue to be used into Key Stage 2 for intervention.

Throughout the school, progress is mapped on an online school tracker which allows us to monitor and track our reading curriculum. This includes all statements from our Reading curriculum (based on the National Curriculum) and we directly assess what we teach and progress is tracked. Evidence for this is recorded in Floor Books with examples of children's work and notes made by Teachers and Teaching Assistants. Termly assessments in Key Stage 2 (NFER) offer a standardised score which allows teachers to track progress against a National scale and these help to inform Teacher Assessments in termly pupil progress meetings. We have termly moderations to ensure good progress is made and for opportunities to share good practice and resources.

The English Lead has monitored the implementation and impact of our bespoke Phonics scheme and weekly catch ups monitor the impact of our programme which is viewed very positively and all staff are proud of and dedicated to embedding, developing and celebrating our scheme.

## Resources

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses and a variety of age-appropriate small apparatus. Each classroom has iPads available. All classrooms have a selection of fiction and non-fiction texts which has been heavily invested in in recent years with each class developing a class library of high-quality texts. Children have access to the Internet through laptops and iPads. The library contains a range of books to support children's individual research.

## Monitoring and review

The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which evaluates the strengths and weaknesses in English and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe English lessons across the school.
- checks in with each member of staff frequently to ensure the English curriculum is running efficiently.

A named member of the school's governing body is briefed to oversee the teaching of literacy. The literacy governor meets regularly with the subject leader to review progress.

This policy will be reviewed at least every two years.

Handwriting – see separate policy

Signed:

Date: November 2022

Date to be Reviewed: November 2024