



‘With God, Nothing is Impossible’

St Matthew’s C.E. Primary School **English Policy**

This policy outlines St Matthew’s approach to teaching, in relation to the English. The policy should be read in conjunction with the Early Years Foundation Stage Framework and the 2014 National Curriculum for English. It set out the rationale for teaching each area of the English Curriculum and specifies the skills that will be developed, for the majority of pupils in each year group.

This policy has been developed, using the English Curriculum Review and Planning Tool (National Literacy Trust, 2014)

Vision

‘Teachers should develop pupil’s 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.’ **(National Curriculum English, 2014, Pg. 10)**

The National Curriculum (2014), clearly states that teaching English language is an essential, if not the most essential role of a Primary School. At St Matthew’s we believe in a high quality, creative English curriculum, that gives children the best possible opportunities to become confident, literate, successful members of society; with a deep love and understanding of English language and literature.

Aims

- We believe the development of Literacy skills is central to improving a child's life chances.
- Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts.
- We strive to ensure all children can communicate clearly in spoken and written form and become masters of language.
- Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school.
- Teachers use inspirational ideas to engage children in work; providing memorable experiences, bringing topics to life. A clear purpose and audience, either real or imagined, are used to launch a unit of work.
- We value and celebrate diversity in culture and language, through sharing our Literacy Lives.
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- Curriculum coverage is carefully monitored by the Senior Leadership Team to ensure all staff are delivering the quality creative English curriculum; in line with our vision statement.

National Curriculum 2014

The new English programme of study is based on four areas;

- Spoken language
- Reading
- Writing

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- Spelling, grammar and punctuation

The new National English Programme of Study (POS), is based on four areas; **Spoken Language, Reading, Writing and Spelling, grammar and punctuation**. It gives detailed guidance of what should be taught, at each Key stage under the following headings;

- **Spoken language**
- **Reading:**
 - Word reading/decoding
 - Comprehension
- **Writing:**
 - Transcription,
 - Spelling,
 - Handwriting and presentation,
 - Composition,
 - Grammar and punctuation

The new National Curriculum is divided into 3 Key stages; **Key Stage 1, Lower Key Stage 2** (Years 3 and 4) and **Upper Key Stage 2** (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. **This is the essence of the English mastery curriculum.**

At 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. Children are given opportunities to speak and listen throughout all subject areas.

At 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 and Teaching

Each year group will cover a balance of Narrative, Non-Fiction and Poetry text types. We use the National curriculum 2014 to support our coverage of the English skill.

This is then supported by the key principle of Talk for Writing (Pie Corbett/Julia Strong), which underpins our planning and delivery of English; from Reception to Y6. This involves:

- making explicit the processes and thinking involved in the writing process so that ultimately they can be internalised and applied by children in their own writing.

Talk for Writing will be embedded in every phase of the ‘Teaching Sequence’ and used frequently both within English lessons and across the curriculum. **All Teachers’ are required to use all the Talk for writing books/documentation, to support their planning and delivery of English.**

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The main principles of Talk for Writing are;

1. **Book-talk** - the extended opportunity to use talk to explore children’s personal and collective responses to a text as readers.
2. **Writer-talk** - the articulation of the thinking and creative processes involved in all stages of the act of writing; talk that helps children to think and behave like a writer (and consider themselves to be one).
3. **Storytelling and story making** - This involves the learning and repeating of oral stories, building children’s confidence to develop them through telling and then extending that development into writing; later creating ‘new’ stories orally as a preparation and rehearsal for writing.
4. **Word and Language game** - Talk games and activities are used to develop vocabulary, punctuation, spelling and grammar, as well as looking at writing structures. **This is referred to as ‘Mental English’**
5. **Role-play and drama** from the Primary Framework are used- ‘hot seating’ ‘conscience alley’ etc.
6. **Editing, proof-reading and publishing writing**

At St Matthew’s we take part in major world English days. We also encourage teachers’ to plan in opportunities for pupils’ to visit libraries, work with experts and take part in English competitions.

Spoken language

Developing strong speaking and listening skills is fundamental to the teaching of English at St Matthew’s C.E. School. Teachers place a high emphasis on spoken language and plan for the discreet teaching of skills, as well as incidental learning opportunities.

Our approach is firmly based on teaching how language changes in different contexts. We believe children need to develop strong oracy skills to enable them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences.

To do this teachers provide authentic contexts, giving children opportunities to use a range of spoken language. Teachers provide a range of purposeful opportunities through role play, drama, discussions and debates.

The strong emphasis on spoken language is evident in

- the Early Years and continues throughout the school;
- Key Stage Two take part in regular debates and discussions as well as drama and role play.
- Teachers model the use of Standard English masterfully, increasing children’s repertoire of vocabulary and sophistication of spoken English.
- Speaking frames are used, often to support children with EAL particularly when discussing the differences between formal and informal talk. We ensure this is done with care, as we understand language and identify are closely intertwined.

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The National Curriculum states that pupils should be *‘taught to speak clearly and convey ideas confidently in Standard English’* (p10). They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

The focus on the spoken word gives children the ability to cope with written language by discovering:

- How it works;
- That meanings are shaped by lexical and syntactical choices;
- That language changes in different contexts;
- That there are differences between written and spoken English and standard and non-standard;
- Rules of spoken language;
- Creative thinking and self-expression

Writing

The National Curriculum states that children should;

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct

We aim to develop 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.

Teachers model writing strategies 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. **The children have opportunities to write at length, in extended independent writing sessions, regularly for a range of purposes/audiences; across the curriculum.**

The children are given frequent opportunities in school to write in different contexts, using quality texts as a model. 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 or as part of group.

Writing follows the sequence of the ‘Three I’s’;

Immersion and orientation - this is the stage of the unit where children are immersed in the text type. Children will become familiar with the language rhythms and patterns that are involved within the text. It is impossible to write a sentence pattern without being able to say it. This helps children to internalise the patterns of language, children may refer to this as ‘talking the text’. Key vocabulary is identified and displayed to be referred to throughout. It is vital that children understand what words mean, by looking closely at the text, analysing language patterns and playing

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with language. This is where a writer’s toolkit may be created and further exploration into grammatical features and deeper meanings may be explored. Children may explore other similar texts; they may draw upon underlying structures and language features of the original model to create their own version.

Imitating and inventing - using internalised techniques and structures children now start to imitate and invent a new idea; this may be a character, story line, text-type etc. At this stage children will move to becoming more independent writers. Children will be encouraged to write within the same text type, but may choose different topics that interest and intrigue them.

Modelled, shared, guided and independent writing will be evident throughout this sequence and will support both independent and groups of children, following teachers’ formative assessments.

Assessments will inform shared writing and will inform the groups that are needed for guided writing. Teachers must complete a Guided/supported sheet for key guided sessions.

Stages do not have a time frame, teachers plan around the needs of the children in their class and the process is cyclical.

Rich texts will be used as a stimulus for the writing sequence, a range of texts may be used throughout; alongside the main text.

Spelling

At St Matthew’s, we want our pupils to become fluent and effective writers; and we believe accurate spelling is a means to that end. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

A balanced spelling programme includes five main components:

- understanding the principles underpinning word construction (phonemic, morphemic and etymological);
- recognising how (and how far) these principles apply to each word, in order to learn to spell words;
- practising and assessing spelling;
- applying spelling strategies and proofreading;
- building pupils’ self-images as spellers

A good spelling programme gradually builds pupils’ spelling vocabulary by introducing patterns or conventions and continually practising those already introduced. Short, lively, focused sessions are more enjoyable and effective than an occasional skills session.

Spelling strategies need to be taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils’ words.

Children learn their spellings using LCWC (Look, Cover, Write, Check), HAG (Have a Go). Teachers check children progress, using dictation and evidence in writing.

Proofreading should be taught during shared and guided writing sessions and **links should be made to the teaching of handwriting.**

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Spelling at St Matthew’s:

- **YR/Y1 – Letters and Sounds.** Any child that has not passed the Phonics Screening Check in Y2 will continue to receive daily phonics sessions.
- **Year 2/Key Stage Two follow the Babcock No Nonsense Spelling Programme.** Children are taught spelling discreetly 2x a week following the planning.

Handwriting

Progression in handwriting is set out in the National Curriculum 2014. Children must receive at between 3 and 5 taught handwriting session per week using the St Matthew’s Cursive Handwriting scheme. Handwriting work must be within the handwriting books and dated each week. Children should then have the opportunity to apply new letters/ joins independently. Reception/all Key Stages must use their phonics/spelling programmer, to support handwriting.

(See Handwriting and Presentation Policy for additional guidance)

Reading

At St Matthew’s, the reading curriculum takes into account the wide variety of forms of reading, both in and out of school, now universally valued as essential tools for the 21st Century, including digital, online and moving image media. **We encourage teachers’ to develop their own expertise as readers, to create a community of readers in the school.**

When choosing texts, we look for a balance of fiction, non-fiction and poetry. Reading is one of the most important ways in which children observe and absorb the best language skills. So, while components, such as grammar and vocabulary are important in the new curriculum, they will also be taught in a contextualised way, through the enjoyment of shared reading.

The school’s main reading scheme is PM Books. Once pupils’ are confident readers, we encourage teachers to use a range of quality texts, to support the teaching of reading skills.

Reading pedagogy

Units of work will include rich texts, which will be evidenced on planning. **Planned shared reading sessions will take place, alongside guided and independent reading. Teachers should ensure that the books they use in Guided Reading are the same genre, as the text-type they are working on in writing.**

Shared reading, is where the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and the sessions are characterised, by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children join in, where appropriate with the reading of the text. The texts selected are quality texts that reflect the POS.

Listening to individual Readers

It is the teacher’s responsibility to ensure that every child in is listened to read individually, at least once per week. In Reception/KS1, this should take place during Guided Reading/Story time. In KS2, this should take place, during Guided Reading/Reading for Pleasure

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Reading Corner

Every class has a reading area that is inviting and may be themed according to the learning journey, author reviews, book reviews and reading prompts on display.

Children in Reception, Y1 and those in Y2 who need it, will take home phonetically decodable texts, in order to support their reading progress. This may also be necessary for pupils’ in KS2.

(See Reading Policy for additional guidance)

Grammar

Grammar is most effective when taught in the context of reading and writing; either in the context of the linguistic demands of a particular genre or the writing needs of a child. So, alongside discrete grammar sessions from Y1 to Y6, we take a pragmatic approach to the teaching of grammar and believe effective grammar teaching takes place in meaningful contexts.

Playing with words, investigations, puns, jokes, and rhymes can all enrich and inform grammatical knowledge and understanding and develop a genuine interest in how language works.

Year 1 and 2/Key Stage Two follow the Babcock No Nonsense Grammar Programme. Children are taught grammar discreetly x2 per week, following the planning.

SPaG starters/ games

Teachers encourage children to play with language through short games based on children’s needs (AFL) and also areas of the National Curriculum to be covered by the year group. Teachers use the appropriate grammatical meta-language when talking about writing ensuring children learn the appropriate terms found in appendix 1. These are evident in planning - see appendix 2 for proformas of planning. Timetables and planning will show evidence of daily games/ AFL focus on spelling, punctuation and grammar.

SPaG/Handwriting folder of resources is available to support teachers.

Phonics

We take a whole class approach to the teaching of phonics with a focus on achieving age expected phase for all. We follow the Letters and Sounds document.

Systematic structured phonics instruction ensures all children are taught keeping up with the ideal trajectory of ‘Letters and Sounds’ and the pace of learning is appropriately challenging and no children are held back.

In KS1, 5 sessions are taught per week. Any children requiring additional phonics support in KS2 will be referred to phonics intervention group and their progress monitored. Close monitoring and assessment will inform interventions, highlighting gaps early on ensuring children make accelerated progress.

Learning Environment

Our classrooms and displays are used as learning tools. Using the learning environment, all skills are transferrable and learning is applied across a range of contexts, ensuring intrinsic links between reading, writing, phonics, grammar, spelling and punctuation are made. Children are regularly given time to consolidate learning. Through the learning environment children are empowered and supported to build independence when working.

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We have English rich classrooms, which have evidence of;

- Differentiation offering all children the opportunity to make progress in Literacy learning
- Modelled expectations available for reference
- Current phonic and spelling and grammar objectives are visible
- Easily accessible reference material such as spelling dictionaries and thesauruses.
- Each classroom will have a tables set up ready for guided sessions.

Working Walls

Every class has a Literacy Working Wall. This evolves as each day progresses. It is the public display of the learning process. It clearly displays the long term POS as well as short term questions.

The steps to success are developed and displayed. They are used to demonstrate to pupils how they will be able to achieve the learning questions.

Exemplified text-types

Key vocabulary is also displayed, as well as magpie words/phrases.; modelled examples are regular features of the working wall.

The walls will be split into key phases, mirroring the Talk for Writing approach, moving from ‘reading as a writer’ to ‘writing as a reader.’

Role and Responsibilities

Subject lead

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

- monitoring and evaluating English
- pupil progress and analysis of data
- provision of English, ensuring the breadth and balance of the curriculum
- English across the curriculum
- the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- reporting to governors and SLT
- Guidance support and training for parents and carers
- keeping up to date with recent English developments.

Expectation of all teachers

- Planning covers all English POS throughout the year and this will be tracked using the New Curriculum overview
- A high level of presentation is expected across all subjects
- Shared/guided group work is planned for and delivered
- Writing is produced across the curriculum
- Topics offer children the opportunity to contextualise and apply discrete literacy learning, for a wide range of purposes and audiences

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- There is a written outcome for each unit from Reception to Y6. This could be a cross curricular piece of work.
- Marking is directly linked to the POS/Steps to Success (see Marking policy).
- Skills taught in English are reinforced and embedded throughout all other areas of learning; this is evidenced in all work.
- Assessment for Learning is used in classrooms.

Subject Organisation

English in the Foundation Stage

We believe that communication and language, with opportunities to explore reading and writing underpins children’s teaching/learning in Reception. The practice in Foundation Stage will follow the DfE curriculum guidance and will work towards the Early Learning Goals; aiming to meet the statements contained within the goals by the end of Reception year.

The daily routine will include, planned and spontaneous activities that bring:

- a wealth of opportunities to develop and experience speaking and listening.
- experiences that develop gross and fine motor skills both indoors and outdoors.
- **Opportunities to share, enjoy and learn a range of rhymes, songs, stories and books.**
- immersion in a print rich environment with opportunities to see a variety of written communication.
- Focus activities that teach children early communication language and literacy skills.
- **opportunities to use their phonic knowledge automatically in their reading (and writing), develop positive attitudes to reading and read for meaning and enjoyment.**

- Daily Phonics for 15 – 20 minutes
- Handwriting, including physical handwriting, taught discretely x 5 per week.
- Guided early writing activities twice a week from term 1 in writing book
- Early writing activities and opportunities will be provided daily – writing table, role play area, outdoor
- Learning/orally retelling stories x 10 per year
- Shared Reading
- Guided reading three times per week
- Grammar taught in context

Key Stage 1

- Daily Phonics 15- 30 minutes
- Discrete Shared Reading
- Guided reading five times per week
- Discrete handwriting practice x 5.
- Handwriting taught sessions twice a week 15 minutes
- Extended writing taught across the curriculum.
- Learning/orally retelling stories x 10 per year
- Grammar taught discretely/ in context
- Punctuation and grammar games - 5/ 10 minutes 3- 5 x a week, details on English planning

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Key Stage 2

- Discrete Shared Reading
- Guided reading/Reading for Pleasure x five times per week (alternate weeks)
- Handwriting taught sessions daily/at least 3x a week 15 minutes
- Extended writing taught across the curriculum.
- Learning/orally retelling stories
- Punctuation and grammar games – 30 minutes 2 x a week, details on Handwriting/Spelling and Grammar planning
- Spelling/ phonics focus x 2 a week in KS2
(Phonics interventions/whole class focus where needed - games to consolidate and reinforce)

Children with Special Educational Needs and the More Able children

At St Matthew’s C.E. School, quality first teaching underpins all the approaches to teaching and learning. In English lessons, tasks and materials are differentiated by the class teacher; to meet the needs of individual children. Children identified as having Special Educational Needs, may need greater differentiation of materials and tasks consistent with that child’s ITP (Individual Teaching Plan).

Pupils’ who fall behind are identified quickly and supported through a range of interventions. These include:

- Reading Recovery/Additional Guided Reading Groups
- Project X
- Better Reading Support
- Reading with Reading Volunteers (Pinsett Masons)
- Additional phonics support
- Additional handwriting support

More able children will be challenged and motivated, by greater challenge and depth of materials and tasks. The class teacher will also aim to identify those children who may be gifted in English and provide them, with appropriate learning opportunities.

Inclusion

All children will be given opportunities to participate on equal terms in all Literacy activities and due consideration will be given to the principles of Inclusion.

Assessment, Records and Reports

Progress in English will be monitored through ongoing teacher assessments, for writing and guided reading records for reading. In addition to this, children will be tested termly in reading, to obtain a reading age.

Foundation Stage - children are assessed against the Early Learning Goals for Communication, language and literacy. That forms part of the Foundation Stage Profile. Progress in phonics is assessed on an ongoing basis.

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 levels termly for Years 3-5. Children’s levels are entered onto TRACE (a whole school tracker that

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is used to monitor children’s progress term by term across the school from Reception to Year 6) whereby children’s progress can be shared and monitored.

Data can be analysed for various groups FSM (free school meals) children, Gender, Gifted and Talented, Special Needs and Ethnicity to ensure the progress is continually monitored and reported to the Head teacher/Governors.

The Reading Recovery Teacher/class teachers’/TAs, can use the PM Benchmarking Kit to assess children’s reading levels. This will be used for pupils who are, below L2/SEN/EAL.

Parent meetings are held three times a year, to inform parents of their child’s progress. Next steps for reading, writing, speaking and listening are indicated on children’s end of year reports. Regular review and discussions are held with children, to discuss their targets to enable them to move to the next stage in their reading and writing.

Parents

Parents are actively encouraged to participate in their child’s education by supporting them in a positive way – both generally and specifically. Examples of this are: reading with children at home regularly; supporting with home learning tasks and completion of reading journal. Children will be provided with book bags and reading records (that are modelled for parents/carers).

Resources

A variety of resources are used to support the teaching of English. Each teacher has:

- English Planning Box inc T4W resources
- English Planning Folder
- Guided Reading Folder
- SPaG/Handwriting Folder
- Letters and Sounds
- Grammar for Writing/Developing Early Writing
- Individual Reading Folder
- Home Reading Folder
- Phonics/Sentence Play – Is a web based phonics support for teachers. Interactive games, planning and teaching ideas are available for each phase of letters and sounds.
- Babcock No Nonsense Spelling
- Babcock No Nonsense Grammar
- Devon Reading Box

Updated by Sonia Thompson - DHT/English Lead – July 2016

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