



Crockerton Church of England Primary School

Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB

Web: www.crockerton.wilts.sch.uk Tel: 01985 212168

Headteacher: Mrs Nic Ilic

VISION STATEMENT

Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.

2 Corinthians 13:11

English Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

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Next Review	September 2024

We are committed to safeguarding and promoting the welfare of children and young people

School Philosophy

Crockerton Church of England (C of E) V.A. Primary School is an inclusive school. The prime aim of our school is to give each of our children the opportunity to develop their own potential through knowledge, experience, understanding and awareness of good moral values. We feel that this can best be achieved by laying the foundations of a balanced education.

General Statement

English unites the important skills of reading, writing and speaking and listening. Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose texts.

Aims

The purpose of English education is to offer pupils intellectual excitement and challenge; to provide them with a sense of delight and wonder with the written and spoken word; to equip them with knowledge and skills and the ability and confidence to use and apply language to meet the needs of present and future society.

At Crockerton C of E Primary School we aim to encourage children to:

- speak fluently and listen with attention and understanding;
- read and write with confidence, fluency and understanding;
- to develop a love of reading and a desire to read for enjoyment;
- be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- understand the phonics and spelling system and use this to read and spell accurately; the synthetic phonics teaching program, Sounds Write, is used systematically from YR to Y6.
- Spell effectively and with growing accuracy. Spelling passports support this skill for practise at home.
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary. They will be able to use grammatical terminology to discuss what they are writing and reading, and to help them when learning other languages.
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary for English through which to understand and discuss their reading and writing;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness. Using their creativity, imagination, inventiveness and critical awareness across all aspects of their English work.
- be able to articulate their responses in any discussion and feel confident enough to put forward their point of view in debates and presentations;
- feel confident at taking part, in varying amounts, in drama situations and plays in front of an audience.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document 2014. The Early Learning Goals (2021) are followed to ensure continuity and progression from the Early Years Foundation stage through to the National Curriculum.

Subject Organisation

The English Curriculum is delivered using the Primary National Strategy framework. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. At Crockerton School, we have organised our long-term planning to ensure a spread of genres across the year groups as well as a rich supply of texts. Staff then plan each term in more detail and then this is differentiated according to the needs of the current class. The planning shows support, use of resources, use of any teaching assistants, links to other curriculum areas and outcomes. Staff are collecting resources to support these units of work and planning is saved on the school server. English is linked to the topic work or other aspects of the children's curriculum to promote cross-curricular learning and to give the children a purpose for their English work.

Spoken Language

In the Foundation Stage (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and Literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.
- be supported and encouraged to speak in full sentences.

At Key Stage One (Years 1 and 2) children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6) children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Approaches to Spoken Language

Spoken language underpins the development of reading and writing. 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.

Interventions

Pupils identified as needing support to orally communicate effectively, are screened for the Talk Boost intervention programme. This programme of 10 weeks, provides rich and inclusive opportunities for pupils to develop their listening, speaking and communication skills. Pupils benefit from Talk Boost throughout the school, in small groups.

At Crockerton School, children are encouraged to:

- express themselves confidently;
- use speech for a variety of purposes e.g. describing events, expressing opinions, articulating feelings and investigation;
- use language to aid social and emotional development;
- use Standard English, vocabulary and grammar;
- use language for enjoyment;
- listen carefully and respond to what is said;
- take part in drama (used to introduce and extend topics throughout the curriculum).

Plays and productions:

Every child will take part in a play every year. Years R, 1 and 2 perform a nativity play, older children with speaking parts. Years 3, 4, 5 and 6 perform a play at Christmas, with Year 6 all having a speaking part. All children in KS2 take part in the Summer production where roles are spread out across the key stage.

Visitors:

Children in the School Council show visitors around the school, so giving the children an opportunity to use their listening and speaking skills for a real purpose. Children are encouraged to ask questions when visitors come into school. We also invite authors into school to give workshops to inspire reading and performance poetry. Children take part in a student panel when interviewing for new staff, and children in the School Council take part in presentations to the Financial Governing Body.

Reading

Approaches to Reading

Children participate in a reading lesson, guided reading and paired reading each week, depending on year group. Pupils read to an adult frequently in school. More able readers are supported with reading to parent volunteers and pupils who are in need of extra support work closely with teachers to plug gaps. Our phonics teaching program supports reading (blending) skills as pupils move through a systematic program of units of sound.

Children are encouraged to:

- have a love of reading by making it a successful and enjoyable experience;
- read during a variety of lessons;
- be effective readers, who can use their skills to research and present information;
- develop reading skills so that they can access a wide and stimulating variety of texts;
- build up a sound base of reading strategies using phonic awareness.

Reading record books

Each child is given a reading record book. Children record the book they are reading and when they have read either at school or at home and who with. In EYFS, this is used as a parent partnership log. In FS2 and KS1 parents are encouraged to sign their child's reading diary and write a simple supporting comment. This helps us to track progress and choose further suitable texts. At KS2, the children are expected to take more independence with this and use it for tracking reading and recording homework.

Reading schemes

Reading schemes are organised around coloured book bands. Children are given an appropriate level of book to read at home. All children are expected to read at home daily, to an adult (for developing readers) or independently (for fluent readers). After the bands are completed and children are classed as a 'free reader' they may choose an appropriate book from the class library. Pupils in Reception and KS1 follow the Sounds Write texts that match the unit of sound that they are currently learning. These books can be supplemented by other story books or non-fiction texts to be shared at home.

Guided Reading

As part of the English curriculum, every child takes part in guided reading sessions outside of the English lesson, which will be led by the class teacher allowing the children to develop their reading and comprehension skills. Staff use a variety of text genres, some short and some longer texts to be read over a few weeks. There may be follow up work after the session. As part of the guided reading rota time, children will have time every week to read for pleasure. Each class has a book which is read daily, simply for pleasure. This is read by an adult, either before lunch or at the end of the day, and enjoyed by the whole class.

Reading Resources

At Crockerton School, we use Banded Books: including Oxford Reading Tree, Oxford Literacy Web, Bug Club, Storyworlds and Class libraries. Resources from the Wiltshire Council Library Service are also used, as well as Internet and reading software. Pupils are encouraged to read a range of high quality, digital texts.

Adult Helpers

Every attempt is made to link a volunteer adult to each class on a weekly basis. These adults will hear specific children read on a 1:1 basis. The class teacher decides who should go out to read and they meet briefly with the adult to discuss the progress of the children weekly.

Book Week

This is an annual event when the staff and children dress up. Everyone in school spends the entire day doing a selection of activities which are planned to increase the children's enthusiasm and love of reading. Parents are also welcome to join in. We may also receive visits from famous authors.

Handwriting

Pupils starting school are taught the graphemes of the sounds they learn, through the systematic teaching of phonics. Phonics (including handwriting) is taught daily, using the Sounds Write SSP. Pupils are directed to form letters in a pre-cursive style, that matches the font that is used throughout school, (classroom displays, Sounds Write reading scheme books). Pupils use mark making equipment in a range of contexts, daily, in order to practise and reinforce graphemes. Handwriting books for practise are not used in EYFS but pupils practise graphemes on lined paper in handwriting lessons. Graphemes are formed from their starting points (red line) and use grey and yellow guidelines to secure grapheme formation.

As pupils progress into Year 1, the use of Penpals handwriting scheme is used. This continues throughout the school, with pupils accessing at least 1 formal handwriting lesson a week. Pupils work through the scheme systematically through multi-sensory approaches and frequent application opportunities. Adults in school model the correct handwriting style that Penpals instructs, and that the learning environment in school reflects.

Pupils use sharpened pencils throughout the school. As and when pupils are able to use a pen neatly and consistently, they are awarded a pen licence. There is no expectation that ALL pupils need to have achieved a pen license by Year 6; it is crucial that written work is consistently presented to a high standard before a pen is used.

Presentation and handwriting are pivotal in pupils taking a pride in their work. Examples of 'best efforts' or a WAGOLL (What a good one looks like) are displayed in class/own writing books to act as a model/prompt. This helps pupils to self-assess how best to improve their presentation skills and acknowledge the positive aspects of their writing.

Staff (and pupils) have opportunities to scrutinise presentation across all exercise books, to ensure that high quality presentation is consistent, regardless of subject.

Writing

Approaches to Writing

Phonics are taught daily in Reception and KS1 following the 'Sounds Write' programme. All pupils in KS2 have regular sounds write lessons. All Reception children are provided with opportunities that encourage and celebrate emergent writing. Children participate in both shared and guided writing sessions led by the class teacher.

Teaching should be:

- discursive - characterised by high quality oral work;
- interactive - pupils' contributions are encouraged, expected, and extended;
- well-paced - there is a sense of urgency, driven by the need to make progress and succeed;
- confident - teachers have a clear understanding of the objectives;
- ambitious - there is optimism about and high expectations of success.

The objectives in the Framework give English teaching focus and direction, which should aim for high levels of motivation and active engagement for pupils. To achieve this, teachers use a wide range of teaching strategies including:

- direction;
- demonstration;
- modelling;
- scaffolding; - learning in a particular order
- explanation to clarify and discuss;
- questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
- initiating and guiding exploration;
- investigating ideas;
- discussing and arguing;
- listening and responding.

Classroom organisation is a key area to success in the teaching and learning of English. Grammar, punctuation and spelling is embedded in English sessions and through cross- curricular themes. Pupils spend time daily, being taught as members of a whole-class or a smaller ability group. We ensure that the needs of the full range of pupils are met, as far as possible, within this structure, including those with SEN and English as an additional language

Clear and careful planning is important to the success of the learning and teaching of English. Planning follows the same structure throughout KS1 and KS2 to ensure consistency. Lessons will be planned with reference to the objectives contained within the Primary National Framework and supporting material. Medium term plans are taken directly from the Renewed framework objectives. Weekly short-term plans are recorded on the weekly English planning sheets and marking and feedback sheets, also known as conferencing sheets, identify next steps for pupils and other assessment outcomes.

Resources

Children are taught how to use word mats, dictionaries and thesauruses, and they are allowed to use these resources whenever they like, even in independent work. They will also have opportunities to use computers to present work.

Spellings

Year R and Year 1 learn key words that are linked to the unit that they are working on. Each unit in the initial and extended code of sounds write teaches 'key' or undecodable words. Children also have the government exceptions lists of words to learn, which teachers incorporate into their teaching. Spellings are worked on every week and the children will have opportunities to practise these in a variety of fun ways. If a child has not achieved the phonics assessment in Year 1, then they will have further support in Year 2. This support will be discussed with the teacher and SENCO. If they do not succeed again in Year 2, they will have SEN support. Each child also has a spelling passport according to the band they are working in, which include spelling rules for that band that they need to know and use securely in their writing. Opportunities to practise these targets are given every week.

Moderation

Moderation is carried out regularly within school and within our cluster. Any moderated work should be briefly annotated and include the date and year group, and given to the subject leader, who will keep a copy of it in the English file. There is also a school moderation folder to refer to. Year 2 and Year 6 staff attend any moderation courses offered by county. The government material is also referred to.

Assessment, Recording and Reporting

The assessment and recording of English is part of the overall assessment of the whole child and should be seen alongside all the other areas of development. Assessment in English should reflect the general principles and procedures laid down in the school's Assessment Policy. The following points should in particular be borne in mind:

- planned English learning is recorded in teachers' medium- term plans and weekly plan, copies of which are kept in individual teachers' planning files/on staff share. Units of work should be planned in line with the Renewed Primary Framework and may be supported by T4W (Talk for Writing) or other writing learning models.
- progress within the National Curriculum is recorded by means of continuous monitoring of the child's work by the class teacher. Other tests may be used as appropriate.
- children will be involved in appropriate English intervention programmes (Talk Boost, Sound Start and booster classes)
- a variety of methods should be used to gather material for record keeping purposes this may include photographs and videos. Records should be updated on a regular basis to illustrate specific developments or lack of progress of individual children;
- a written report on each child's achievements in English will be sent to parents as part of an overall report on the child's progress to date in the February and July of each academic year. It is important that this report is as informative as possible. Parents will have the opportunity to discuss their children's progress in all subject areas, including English, 3 times a year at Parent Evenings. The child's opinion of his/her own progress will also be sought;
- Children undertake statutory assessment in Reading and GPS (Grammar, punctuation and spelling) at years 2 and 6 and other appropriate assessment tests for other year groups.
- targets are set each term for all children in Writing. These are reviewed regularly by the class teacher or can be requested for review by the child.
- Moderation of assessed writing takes place each term led by the Assessment Lead alongside the English Lead.
- Staff attend regular pupil progress meetings with SLT and these are used to set targets and interventions for the class. Analysis of standards in relation to national expectations, and expectations for those children are discussed.
- Teachers use Target Tracker to monitor progress and attainment. Targets are given to children based on their current band within writing and spelling, and lessons are planned around these objectives.

Management

The role of the English Leads – Reading and Writing

- Ensure a core of material is available
- Lead and review moderation meetings in school and within compass group
- Review and monitor planning
- Monitor English teaching and evaluate pupils' work
- Arrange liaison with the advisory staff
- Work alongside staff to support if required
- Participate in professional development opportunities in order to be aware of new ideas and disseminate these to all staff; to arrange appropriate professional development for colleagues

- Be responsible for ordering all English resources
- Carry out a curriculum review and relay findings to the Governors and staff
- Update the policy document and schemes of work as necessary

Special Educational Needs

The study of English is planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks are set which challenge all pupils, including the more able.

For pupils with SEN the task will be adjusted or pupils may be given extra support, in liaison with the SENCo where appropriate.

The grouping of pupils will take account of their strengths and weaknesses and will ensure that all take an active part in the task and gain in confidence.

Equal Opportunities

This is a great cause for national concern in the area of English. Girls tend to achieve higher in reading and writing than boys, and given the central importance of English to the development of other areas of the curriculum. At Crockerton C of E Primary School we are committed to ensuring, as far as possible, that there is equality of opportunity in all areas of the curriculum, including English regardless of gender, race or ability. Gender issues are closely monitored in relation to English. Intervention programmes are implemented to support children where appropriate and for children identified by the class teacher and the SLT (Senior Leadership Team) during Pupil Progress Meetings. They may be planned specifically to a group's needs using assessments from the teacher. For able and talented children, staff differentiate within lessons and opportunities are offered for external competitions.

Use of IT

At Crockerton C of E Primary School we recognise the importance of IT as a tool for learning in all curriculum areas. We will ensure that a broad variety of IT English resources are built up within the school and that IT skills are utilised in English teaching.

Monitoring and Evaluation

The monitoring and evaluation of the English policy is the responsibility of the English Leads who are responsible to the Headteacher and the Governors for the development of English throughout the school.

CPD

Any staff which attend any CPD related to English need to inform the English lead and any resources are to be shared. The English leader also provides in-house training for teachers and teaching assistants. Any teaching assistants who are not confident with aspects of English should be present in the lesson during the introductions and modelling so that they can support the children effectively in the lessons.

Parental Involvement

When children start school, their parents are invited to attend a meeting, early in the September term, to explain the Sounds Write programme and how it can support reading at home. Parents that join throughout the year are also offered 1-1 sessions.

Parents are encouraged to hear their children read weekly, in all year groups. Children all take home spellings to share with their parents, and children in Years 5 and 6 have English homework every week as well. At the start of every term, a curriculum map is displayed online via class pages so that parents know what their child is learning. Teachers also send home information about reading and writing expectations in their child's year group. When visiting authors come into school for workshop sessions with the children, parents are invited to meet them after school. Parent evenings are an opportunity to discuss their child's English progress, however parents are able to meet staff at other times.

Review: This policy will be reviewed by the Quality of Education committee every two years or in the light of changes to legal requirements.