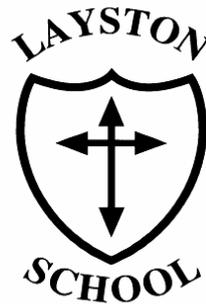




Layston C of E First School



Loving to learn, Learning to Love. For every child a chance to shine

English Policy

Reviewed
Review due

September 2020
September 2022

Policy Review

This policy will be reviewed in full by the *Governing Body* annually.

The policy was last reviewed and agreed by the *Governing Body* in September 2020.

It is due for review in Autumn Term 2022(up to 2 years from the above date) by the *Governing Body*.

SignatureA Mc Murrough..

Date14.09.20...

Head Teacher

SignatureM McGarry.....

Date ...15.10.20.....

Chair of *Governors*



Our School Vision

At Layston we believe in the reality of God in our lives and the Christian Values that guide and inspire us. We are bold in our application of Christianity to transform relationships and take the Gospel intent of "love one another" as a blue print for making active choices in our day-to-day lives together. We foster awe and wonder through a creative curriculum that underpins and promotes our love for learning. We are **inclusive** and **nurture** each person as a child of God with every chance to shine.

Our primary aim is to create a caring Christian community in which Christian values and beliefs permeate the whole of school life. Links with the church and community are vital, providing an ethos, which results in a meaningful and unifying sense of purpose.

Intent

At Layston First school we view the acquisition of English language and literacy skills to be of the utmost importance and prerequisite for educational progress. Our English policy is designed to develop children's ability to listen, speak, read and write for a wide range of purposes. Our school vision 'Learning to love, loving to learn, for every child a chance to shine' recognises every child as an individual learner and we strive to create an environment where all pupils are inspired to become successful masters of the English language and develop a love of literacy.

National curriculum and school aims

English is a core subject within the National Curriculum. Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England: English programmes of study - Key stage 1 and 2 and in the 'Communication and Language' and 'Literacy' areas of the Statutory Framework for the Early Years Foundation Stage.

Our school aims in teaching English are that children:

- develop the necessary skills to use English language confidently, appropriately and accurately to the best of their ability
- be able to speak clearly, fluently and cogently with confidence and awareness of the listener
- be able to listen to the spoken word attentively with understanding, pleasure and empathy
- be able to read a range of materials fluently and with understanding for enjoyment and for information
- be able to plan, write and edit their work effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently, producing accurate and well-presented work. (See the marking, assessment and presentation policy) (teaching and learning policy)

Implementation

English is taught as an integral part of the whole school curriculum and holds a key position within class and lessons. We recognise that children learn differently, and we use a range of strategies to support a variety of learning styles and differentiated tasks that ensure every child has access to a range of opportunities and experiences. Teaching is planned across the year groups in a sequential manner and builds upon children's prior skills, knowledge and attainment, (see our English curriculum map and class curriculum maps for further detail).

Teachers use the Herts for Learning, PA plus English resources to support the planning and assessment process, as well as access training and continued professional development to enhance their knowledge and skills. Teaching draws upon a broad range of texts and core stories creating inspiring cross curricular links and motivating memorable learning experiences.

Additional enrichment activities, such as visits to the library, author visits, World Book Day, school plays and theatre groups and cross curricular days enhance the teaching of English.

Spoken language

At Layston we recognise the importance of spoken language in each child's development across the whole curriculum. Spoken language underpins the development of reading and writing. We promote spoken language in a variety of ways across the whole school and encourage children to develop effective communication skills in readiness for later life. (See the English National Curriculum -Spoken Language for further information)

Spoken language skills are taught and developed across the school through:

- a curriculum and nurturing environment where every child's voice is valued
- planning that provides a range of opportunities for children to talk and listen in formal and informal sessions: including whole class discussions, group work, talking partners and individual opportunities - with adults and peers
- play, role play, drama, hot seating, exploring themes and imagined situations
- the use of core texts, including stories, rhymes, poetry, non-fiction
- regular story times when the teacher or another adult reads aloud to a group or class
- family grouping for Talk circles and paired reading, Collective Worship group and Eco warriors
- talk for writing - links to Pie Corbett's
- sharing and key stage sharing assemblies to a class or whole school assembly
- awe and wonder of the natural world - Forest school and outdoor learning
- church services and assemblies to a wider audience
- technology and the use of online story and comprehension activities, listening games and stations and various recording devices

Reading

At Layston we view the teaching of reading as key for children's development across the whole curriculum and along with spoken language as essential for learning and later life. Reading provides the opportunities for children to increase their vocabulary, to build upon what they already know and to acquire knowledge beyond their experiences. Through reading children have the chance to develop emotionally, socially, spiritually and intellectually. It also feeds children's imagination and opens up a world of wonder and joy for curious young minds. We use a combination of approaches to develop reading and foster a love of literature which includes modelled, shared, guided and independent sessions. (See the English National Curriculum - The programmes of study for reading at Key Stages 1 and 2 for further information).

Pedagogy: A combination of approaches to developing reading and a fostering a love of literature will be employed and here are some examples:

- planned opportunities that are sequential and identify the skills taught in each year group and build upon children's prior learning
- class curriculum maps
- daily phonics sessions in Early years and KS1 - planned through the Read, Write, Inc programme
- use of levelled reading scheme books to support all pupils until they are capable of independent reading (books are linked to children's phonics learning and teacher assessments)
- 9-9.30am dedicated reading sessions across the school which include guided reading and follow up activities, independent reading, individual reading to a teacher and on occasions other adults, paired reading, comprehension activities, etc
- shared and modelled reading, listening to books together
- use of core text planned into teaching across the curriculum
- storytelling and adults reading aloud to children from vocabulary rich texts
- school library with a wide range of texts and opportunities for children to select from these for information, interest and enjoyment
- visits to the local library
- text/print rich environment - inspiring book displays and reading areas in classes across the school
- technology and programmes such as Renaissance learning, word shark, CBeebies,
- celebration of World Book Day and enrichment activities
- author visits, workshops, book fayres and book swaps

Organisation

EYFS -

- We use the Early Years Outcomes and the Statutory Framework for Early Years Foundation Stage (2017) to inform planning and structure teaching and learning objectives.
- Teachers assess pupils against the EY outcomes to determine starting points for each child and inform next steps in targeting and planning.

- Teachers regularly assess progress against EY outcomes, and summatively at the end of EYFS using the EYFSP to assess whether children have reached or exceeded the ELG for reading.
- Teachers also assess progress termly using Hfl assessment criteria (and/or YR-Y2 Guided Reading Booklet).
- Reading opportunities are provided outdoors as well as indoors and across a range of contexts.

KS1

- The school uses Hfl planning (PA plus resources) to identify the learning foci of lessons and sessions.
- Teachers assess progress termly using Hfl assessment criteria (and/or YR-Y2 Guided Reading Booklet), and summatively in Y2 against the DfE's/STA's exemplification of reading documents and test materials.

KS2

- The school uses Hfl planning (PA plus resources) to identify the learning foci of lessons and sessions.
- Teachers assess progress termly using Hfl assessment criteria (and/or KS2 Guided Reading Booklet).

Phonics for reading

- Phonics are taught every day for 15-20 minutes in Reception and KS1 following the framework within Read, Write, Inc (RWI). This involves a daily session of planned phonics delivery with opportunities for application of skills through the environment and other lessons.
- Each phonics session moves through the sequence 'review, teach, practise, apply'.
- Adults are trained in technical skills of phonics, such as enunciation, blending to read and segmenting to spell.
- Regular RWI assessments inform targets, planning and those requiring additional support
- The Y1 phonics screening check informs attainment and gaps in learning. This information is provided to parents and carers so that they may support their child's learning.

Writing

At Layston we strive to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers we teach key writing skills explicitly and systematically. We plan sequences of learning to build skills and knowledge that lead towards a longer writing outcome.

Teachers **model** composition and transcription strategies in lessons and at times may scribe for a child as part of a shared composition. **Guided** writing sessions are used to target specific needs of groups and/or individuals. **Independent** writing opportunities are planned to enable children to use and apply skills that have been modelled and guided by the adult.

Writing is inspired in many ways and children are encouraged to talk and plan as effective composition involves articulating and communicating ideas. They then practise organising their ideas coherently and revising and evaluating their writing, editing ready for a reader. (See the English National Curriculum - *The programmes of study of writing at Key Stages 1 and 2* for further information).

Pedagogy: A combination of approaches to developing writing will be employed and here are some examples:

- planned opportunities that are sequential and identify the skills taught in each year group and build upon children's prior learning (see class curriculum maps). Teachers use HFL planning platforms (PA plus resources) and long term plan as an inspirational resource
- cross curricular opportunities for writing
- opportunities for shared and modelled writing
- inspirational teaching and first hand experiences - providing a wide range of stimulating, purposeful contexts for writing
- using drama, role play and hot seating
- spoken language - encouraging children to speak and share their ideas before planning and writing
- talk for writing approach - including Pie Corbett story mapping
- praising early mark making writing and in the early stages accepting children's attempts at 'phonological' spellings
- paying increasing attention to punctuation, grammar and spelling at word, sentence and whole text level
- opportunities for collaborative writing
- build upon visits and events
- incorporating opportunities to use ICT

Organisation

EYFS

- The school uses Early Years Outcomes and the Statutory Framework for Early Years Foundation Stage (2017) to inform planning and structure teaching and learning objectives.
- Teachers assess pupils against the EY outcomes to determine starting points for each child and inform next steps in targeting and planning.

- Teachers regularly assess progress against EY outcomes, and summatively at the end of EYFS using the EYFSP to assess whether children have reached or exceeded the ELG for writing.
- Writing opportunities are provided outdoors as well as indoors and across a range of contexts both adult led and child initiated.

KS1 and KS2

- The school approach to teaching writing covers the 'transcription' and 'composition' requirements of the NC 2014. The school follows a long term plan adapted from the HfL long term plan, which is broken down into a series of themed units and genres.
- To support the teaching of writing we use HfL Assessment Criteria to inform assessment for learning.

KS1

- English lessons plus application of writing skills across other curricular areas. Letter formation is addressed during these sessions. Handwriting sessions are timetabled in addition as necessary.

KS2

- English lessons plus application of writing skills across other curricular areas. Discrete handwriting sessions are timetabled in addition as necessary.

Phonics and Spelling

The school follows the programme of study for spelling as outlined in the spelling appendix of NC 2014. In EYFS and Key Stage 1, phonics is taught discretely in class during phonic sessions and following Read, Write Inc. As children progress in Year 1 and into Year 2, phonics and spelling is taught as outlined in NC 2014. Children are also supported to spell the common exception words, and are given resources and strategies to support them to embed their spelling and phonics knowledge.

In Key Stage 2, spelling is taught in discrete sessions as well as embedded into English lessons and across the curriculum. Children at risk of under-achieving will receive additional spelling support, both in the context of their writing and as discrete sessions.

From Year 2, children are taught to proofread their own work and identify spelling errors that they self-correct. Teachers provide marking and feedback in order to encourage accuracy and help children to develop a strong grasp of spelling.

See NC 2014 spelling appendices for more detail and statutory information.

Grammar

We follow the Programme of Study for grammar as outlined in the main body of the National Curriculum as well as the grammar appendix (including terminology for pupils) and the

glossary of NC 2014. Children learn to understand and use grammar to help them gain more conscious control over their writing and understand how to compose accurate sentences. Teachers are expected to:

- effectively model writing that includes grammar in context;
- support children to understand how writers communicate their ideas;
- model Standard English to children in their oral communications.

Handwriting

NC 2014 sets out expectations for handwriting - in both the statutory and non-statutory guidance - in terms of pen grip, letter formation and spacing. For children working pre-National Curriculum, refer to *Read, Write Inc*, regarding expectations around letter formation. Although there are requirements that children should be joining their handwriting from Y2 onwards, there is no prescription of a specific style of handwriting or teaching method. The school follows RWI and Pen Pals.

Resources

The school has a wide variety of resources available to support the teaching of English in the school including:

- dictionaries, thesauri and word mats;
- high quality texts including works of fiction, non-fiction, poetry and plays;
- phonics and spelling resources such as sounds cards, mats and charts, *Read, Write Inc* programme and resources, interactive whiteboard games, sound charts, linked texts to children's phonic learning
- grammar resources
- handwriting resources
- ICT resources

Cross curricular opportunities

English influences all other areas of the curriculum and enables children to access a variety of forms of reading and writing. Wherever possible, teachers will seek to take advantage of opportunities to make cross-curricular links and support children to develop the application of the skills they learn in English lessons, in different contexts and subjects through a variety of extended writing tasks. The same standard of writing seen in a child's English book is expected in their cross-curricular writing. The same expectations of reading seen in English lessons are made of their reading in other subjects; children are given plenty of opportunity to develop their reading stamina and fluency through constant application.

Personal Development, Behaviour and Welfare (PDBW)

- Inclusion: We provide for all children so that they achieve their full potential in English. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCO and SLT.
- Equal opportunities: Our school has universal ambitions for every child, whatever their background or circumstances. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. No child is excluded from a lesson on the basis of gender, ability, race or religion. (Also see school's Equal Opportunities Policy.)
- British Values: Opportunities will be sought to promote British Values in English lessons as well as through spoken language, and reading and writing opportunities in other subjects. See our separate PSHE Policy for details and examples of activities, and the following government document:
- Safeguarding: Children learn and thrive when they are healthy, safe and engaged. See our Safeguarding Policy for further information

Partnership with parents

We view parent support as integral to children's learning. We encourage parents and carers to be involved and support their children in their learning and here are some ways in which you can:

- attend parent consultations to discuss progress and targets and ways that you can support your child
- read every day with your child at home. Adults can communicate in reading records so both teachers and parents are aware of what books children are reading and how they are responding to texts both at school and at home.
- become a regular reading volunteer at school
- practice phonic learning and spellings daily with your child
- support your child with home learning tasks set periodically by teachers in their learning logs

Information sessions and guides for you:

- Parent phonic information session
- Supporting phonics at home
- Parent guide to early reading skills
- Termly topic/teaching information
- Home learning

Additional ideas:

- Sign up with the local library to access a wide range of books
- Watch a film version of a book and discuss the differences
- Take a trip to the theatre (local or London)
- Write about your holiday or about an exciting adventure

- Talk about your day
- Share books at bedtime and other times of the day and allow your child to see you reading for pleasure
- Explore print in the environment

Impact

Assessment and target setting

Outcomes in English will be assessed in line with the Assessment Policy.

Role of subject leader

- monitoring and evaluating the provision of English across the school
- action plan and policy: taking the lead in policy development, maintaining high standards and school priorities for subject improvement
- pupil progress: working with staff to support them in ensuring all their pupils make strong or better progress and that pupils needing extra provision are supported and challenged appropriately
- CPD: auditing and supporting colleagues in their ongoing professional development, e.g. through use of [e.g. *HfL Subject Leader Toolkit*] proformas and providing opportunities for training, team-planning and team-teaching where appropriate
- resources: purchasing, organising and auditing school resources; evaluating new materials
- championing the subject, e.g. through: enrichment opportunities; the quality of the learning environment; keeping up to date with recent developments in the subject and disseminating information to colleagues and governors
- working with parents and carers: enabling parents and carers to understand current developments in how their children are being taught English; arranging parent workshops; providing parents with further information about how to help at home; celebrating their children's successes in English with them

Role of Governors

We have a governor with responsibility for English who carries out regular visits and liaises with the subject leader and/or other relevant staff to understand teaching of this subject across the curriculum. Reports are presented to the governors on the progress of English and on the impact of English provision and leadership on outcomes for all pupils.

This policy is recommended for review every two years - or in the light of changes to statutory requirements - and will be ratified by the school improvement committee.

This policy is designed to be read in conjunction with:

- Teacher and learning policy
- Assessment, presentation and marking policy
- Special Educational Needs Policy
- ICT policy
- Equal Opportunities Policy
- Health and Safety Policy

Appendices:

- Long term curriculum maps
- English curriculum maps
- Feedback and marking codes
- Examples of handwriting
- Year group Core text list
- RWI phonics tracker
- Link to NC English programmes of study
- Link to EY outcomes and developmental matters