

# English Policy





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# 1. Statement of Intent

English Curriculum:

At St Peter's, we aim to foster in our pupils a love and proficiency for reading that will underpin all the learning our pupils will undertake at, and beyond, our school. The key principle for all learning across our school curriculum is that children learn to read fluently and confidently as quickly as possible, so that not only is the world of literature opened to them, but knowledge in every sphere and subject becomes accessible. We recognise that the sooner our pupils develop the skills to decode words easily, the soon they will become enthusiastic and motivated readers. The sooner they foster a joy of reading, the sooner their confidence and ability to read a wide variety of genres and text types will flourish. The sooner they are exposed to a plethora of texts from a wide range of authors, backgrounds, and contexts, the sooner their eyes will be opened to the richness of our world and will be able to think critically and act with wisdom and sagacity.

As a staff, we have formulated 3 key aims for our reading curriculum. We believe that teaching at St Peter's is outstanding when:

- Our children are reading a wide variety of different texts from a wide range of authors, nationalities, and contexts.
- Our children are reading, analysing, and thinking *independently*
- Our children are reading challenging and thought-provoking texts across our entire curriculum

***We read, so that we can think, so that we can experience and appreciate God's wonderful world.***

Our aim is to provide high quality teaching and learning experiences so our children become enthusiastic, confident and independent users of language in the spoken and written word. Therefore we will:

- Set high expectations.
- Respond to our pupils' diverse learning needs in accordance with guidelines in the National Curriculum by providing a broad and balanced language curriculum.
- Develop pupil's abilities and enthusiasm with an integrated programme of speaking, listening, reading and writing.
- Provide pupils with opportunities to consolidate, practise and develop new English skills across the curriculum.
- Encourage confidence and enjoyment in writing, reading, speaking and listening.

## ● 2. Legal Framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'English: key stages 1 and 2'
- DfE (2020) 'Statutory framework for the Early Years Foundation Stage'

- Equality Act 2010
- 2.2 This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- Primary Assessment Policy
- SEND Policy

### 3. Roles and Responsibilities

#### 3.1 The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for English.
- Reviewing changes to the National Curriculum and advising teachers on the implementation of these.
- Monitoring the learning and teaching of English, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in teaching phonics, reading and writing and developing children's oracy skills.
- Organising the deployment of resources and carrying out audits of all related resources.
- Liaising with teachers across all phases.
- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of reading, writing and phonics to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in English.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of English to other curriculum areas, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

#### 3.2 The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring the progression of pupils' reading and writing skills, with due regard to the National Curriculum.
- Planning lessons effectively, and ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Sharing and displaying pupils' work in a way that enhances the learning environment and promotes a love of speaking and listening, reading and writing.
- Liaising with the subject leader about resources, teaching strategies and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary to effectively teach reading, writing and phonics effectively.
- Evaluating planning and resources to effectively teach phonics, reading and writing.

#### 3.3 The SENCO is responsible for:

- Liaising with the subject leader to implement and develop specialist reading, writing and speaking and listening - learning interventions throughout the school.

- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of speaking and listening, reading and writing in pupils' education support plans.
- Advising staff on the use of TAs to meet pupils' needs.

## 4. Curriculum Objectives

### 4.1 The English Curriculum will allow pupils to:

- Have an interest in books and read for enjoyment whilst developing the skills to read a range of texts fluently and with good understanding.
- Practise, consolidate and develop English skills across the curriculum.
- Speak and listen confidently and respond appropriately to different audiences.
- Be effective, competent communicators within a range of groups in both formal and informal contexts.
- Read and write with confidence, fluency and understanding for a range of purposes and audiences.
- Use a range of strategies to self-assess, edit and refine their own writing.
- Develop their powers of imagination, inventiveness and critical awareness.
- Have an interest in words and their meanings and develop growing vocabulary.
- Develop an understanding of the spelling system.
- Understand how grammar and punctuation are used, building on skills throughout school and applying this knowledge when reading and writing.
- Develop a legible, fluent and cursive writing style.

## 5. Subject Content

### 5.1 Foundation Stage (Reading):

All pupils in the EYFS are taught Reading as an integral part of the adult-led and play-based learning covered during the academic year.

All Reading objectives within the EYFS are underpinned by the following three Prime Areas outlined in the 'Statutory Framework for the Early Years Foundation Stage'

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

There are four specific areas through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design.

The specific area, Literacy, includes reading, which has two dimensions: language comprehension and word reading.

In Comprehension pupils will be taught to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary:
- Anticipate - where appropriate- key events in stories:

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.

In Word Reading pupils will be taught to:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### 5.1A Foundation Stage End Point:

By the end of Foundation 2, pupils will have started to develop a life-long love of reading and language and reading comprehension skills, thus enabling them to enjoy rhymes, poems and stories together. They will have learnt word reading skills involving both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. This will prepare children to readily access the KS1 Curriculum.

### 5.2 Key Stage 1 (Reading):

In Word Reading pupils will be taught to:

- Apply phonic knowledge and skills to decode words
- Re-read an increasing amount of books to build up fluency and confidence
- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read the most common exception words

In Comprehension pupils will be taught to:

- Listen to, discuss and express views about a wide range of poetry
- Discuss sequence of events and how items of information are related
- Retell a wide range of stories
- Understand many non-fiction books that are structured in different ways
- Recognise simple recurring literary language in stories and poems
- Discuss word meanings and link these to words already known
- Discuss favourite words and phrases
- Build up a repertoire of poems to learn by heart and recite some
- Show good understanding of books and draw on what they already know
- Check text makes sense to them and correct inaccurate reading

### 5.2A KS1 End Point (Reading):

By the end of Key Stage 1 pupils will have been taught the knowledge, understanding and skills needed to support them through the process of reading. Pupils will be taught how to phonically decode words until automatic decoding has become embedded and reading is fluent. In age-appropriate books pupils will read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding. Pupils will sound out most unfamiliar words accurately, without undue hesitation.

Pupils will demonstrate pleasure in reading, motivation to read, vocabulary and understanding. They will understand both the books they can already read, as well as those they listen to.

In books they are reading independently they will make inferences; make plausible predictions on the basis of what has been read so far and make links between the book they are reading and the books they have read.

### 5.3 Key Stage 2 (Reading):

In Word Reading pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

In Comprehension pupils will be taught to:

Maintain positive attitudes to reading and understand what they read by:

- Reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books
- Reading books that are structured in different ways and read for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text
- Identifying and discussing themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies
- Making comparisons within and across books e.g. plot, genre and theme
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understanding what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- Distinguishing between statements of fact and opinion
- Retrieving, recording and presenting information from non-fiction
- Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views
- Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using formal notes where necessary
- Providing justifications for their views

#### 5.3A KS2 End Point (Reading):

By the end of Key Stage 2, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.



Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. Pupils should now be able to read independently but the reading aloud to them of whole books and authors they may not have chosen continues to build their love of reading and are very similar at different ages. Pupils have the knowledge and skills needed in order to comprehend and can apply them to complex texts. Pupils recognise themes in what they read, such as loss or heroism. They can compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters) within a text and across more than one text. Pupils understand technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils know what information they need to look for before they begin and understand the task. They can use contents pages and indexes to locate information. The skills of information retrieval that they have been taught are applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Pupils can give detailed explanations and make strong contributions to discussions, justifying their opinions.

#### 5.4 Foundation Stage (Writing):

All pupils in the EYFS are taught Writing as an integral part of the adult-led and play-based learning covered during the academic year.

All Writing objectives within the EYFS are underpinned by the following three Prime Areas outlined in the 'Statutory Framework for the Early Years Foundation Stage'

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

There are four specific areas through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design.

The Specific area Literacy includes Writing.

Pupils will be taught to:

- Write recognizable letters, most of which are correctly formed:
- Spell words by identifying sounds in them and representing the sounds with a letter or letters:
- Write simple phrases and sentences that can be read by others.

#### 5.4A Foundation Stage End Point (Writing):

By the end of Foundation 2, pupils will have started to develop their transcription skills (spelling and handwriting) and composition skills (articulating ideas and structuring them in speech, before writing). This will prepare children to readily access the KS1 Curriculum.

## 5.5 Key Stage 1 (Writing):

Key stage 1 pupils will develop their writing skills of composition; spelling; grammar and punctuation; handwriting; evaluation and editing.

In Composition pupils will be taught to:

- Plan and say aloud what they intend to write
- Write poetry and write for different purposes
- Write ideas and key words including vocabulary
- Encapsulate what they want to say sentence by sentence to aid coherence
- Read aloud what they have written with appropriate intonation to make the meaning clear.

In Grammar and Punctuation pupils will be taught to:

- Demarcate sentences with capital letters, full stops, exclamation and question marks
- Use sentences with different forms: statement, question, exclamation, command
- Use expanded noun phrases to describe and specify
- Use commas in a list
- Use apostrophes for possession and contractions
- Use present and past tenses
- Use coordination and some subordination to join clauses
- Use the progressive form of verbs in present and past tense to mark actions in progress
- Understand and use specific terminology.

In Spelling pupils will be taught to:

- Use phoneme and grapheme correspondences to spell words correctly and make phonically plausible attempts at others
- Add suffixes
- Spell many contracted forms
- Spell homophones and near homophones correctly.

In Handwriting pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

### 5.5A KS1 End Point (Writing):

By the end of Key Stage 1 pupils will be taught the knowledge, understanding and skills needed to support them through the process of Writing . Pupils will be taught how to write simple, coherent narratives about personal experiences and those of others (real or fictional). Pupils will also write about real events, recording these simply and clearly.

Pupils will demarcate most sentences in their writing with capital letters and full stops and use question and exclamation marks correctly. They will consistently and mostly correctly use present and past tenses. Pupils will also use coordination and some subordination to join clauses.

Pupils will spell many common exception words correctly and use their phoneme and grapheme correspondence knowledge to correctly spell many words and make phonically plausible attempts at others.

Pupils handwriting will have the correct letter formation in the correct size, orientation and relationship to one another and words will be spaced correctly.

Pupils will re-read, evaluate and edit their writing with a teacher and other pupils.

## 5.6 Key Stage 2 (Writing):

Key stage 2 pupils will develop their writing skills of composition; spelling; grammar and punctuation; handwriting; evaluation and editing.

In Composition pupils will be taught to:

- Draw upon material read
- Plan their writing by identifying the audience for, and purpose of, the writing
- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Distinguish between the language of formal and informal speech
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

In Grammar and Punctuation pupils will be taught to:

- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
- Use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- Use a range of devices to build cohesion within and across paragraphs
- Understand how words are related by meaning as synonyms and antonyms
- Use the passive voice to affect the presentation of information in a sentence
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly
- Use the semicolon, colon and dash to mark the boundary between independent clauses
- Understand and use specific terminology

In Spelling pupils will be taught to:

- Use known patterns to spell words
- Use the hyphen to join a prefix to a root word
- Understand and use a range of homophones and other words that are often confused
- Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

In Handwriting pupils will be taught to:

- Maintain legibility in joined handwriting when writing at speed

In Evaluating and Editing pupils will be taught to:

- Assess the effectiveness of their own and others' writing
- Propose most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)
- Distinguish between the language of speech and writing and choosing the appropriate register
- Proof read for spelling and punctuation errors

## 5.6A KS2 End Point (Reading):

By the end of Key Stage 2, pupils' writing will be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Pupils will consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils will understand nuances in vocabulary choice and age-appropriate, academic vocabulary.

As in earlier years, pupils will understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Pupils will increase their handwriting speed, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Pupils will understand the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Pupils will continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing.

## ● 6. Equal opportunities

6.1 We are an inclusive school that ensures all pupils are provided with equal learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. Our [Equal Opportunities Policy](#) ensures all pupils are able to succeed in all areas of the curriculum.

6.2 In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the English curriculum is differentiated for these pupils, in line with the school's [SEND Policy](#).

6.3 The planning and organising of teaching strategies for English will be reviewed on a [termly](#) basis by the [subject leader](#) to ensure that no pupil is at a disadvantage.

6.4 The school aims to maximise the use and benefits of English as one of many resources to enable all pupils to fully achieve.

## 7. Teaching and Learning

### 7.1 Teaching and Learning of English

- Much of our English work at [St Peter's](#) will be text based, with children enjoying a wide and varied range of texts and genres. Key skills in reading, writing, speaking and listening will be developed and consolidated upon, before children are then stretched and challenged through a range of exciting learning opportunities.
- Teaching and learning styles will reflect and support the overall development of English with a great emphasis on modelled, shared and guided work.
- A variety of teaching and learning strategies will be used to give all children the opportunity to develop their literacy skills.
- Children will be given a chance to work within a variety of learning situations including: whole class, guided work, independent work, group work, paired work, problem solving, hot seating, discussing, risk taking and investigating.
- Differentiated and challenging activities will be given to support and extend.

- Drama and role play will be used to widen understanding in English and across the curriculum.
- Teaching assistants will be used to support groups and individuals of all abilities.

## 7.2 Key areas within English

### 7.2A Phonics

In order to teach all our pupils to become fluent, confident readers who have a love of reading, it is paramount that we teach a daily phonics lesson.

All pupils within the Early Years Foundation Stage and Key Stage 1 receive phonics teaching. From Reception onwards, pupils receive a 30-minute daily phonics lesson, targeted at their current level of attainment, and are encouraged to apply this learning in their reading and writing. Pupils continue to receive daily phonics teaching until they are confident with using and applying the skills taught.

Within Reception and Key Stage 1, a new sound is taught daily using flashcards and some interactive resources. Every lesson also incorporates speed writing of common exception words and high frequency words. Pupils who are making slow progress are identified through formative assessment during lessons and intervention is immediately put into place, alongside the usual phonics teaching. Children are sent home with reading books which are fully decodable (as well as books which are 80% decodable) and match the child's phonic ability.

Discrete phonics teaching continues into Key Stage 2, and for as long as necessary, for pupils who require extra support and learning time to focus on securing their phonics knowledge.

We work within all Key Stages to ensure that all pupils who would benefit from extra phonics teaching receive it. Any pupil, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

### 7.2B Reading

We aim to foster a love of reading at [St Peter's](#), and we encourage children to read a wide range of books both at school and at home. All children have access to our school and class libraries which they are able to use to extend their independent reading, as a research tool or just to enjoy a good story. We have high expectations of children and the progression of their reading skills. Therefore, we offer as many opportunities for reading as we can both within the English lesson and outside of it.

### 7.2C Reading Aloud

Children are given opportunities to listen to the teacher read, encouraging a love of reading and broadening their exposure to a wide range of high-quality texts. Teachers have a good knowledge of children's literature and share an enthusiasm and passion for reading with their children.

### 7.2D Whole Class Shared Reading

Teachers use whole class shared reading to develop the skills and strategies of an effective reader. Here, the teacher is the expert and models comprehension and decoding strategies which the children then practise and apply. Books are chosen for their rich language and opportunities for discussions that deepen reading comprehension and are often above the level at which the children are reading. Vocabulary learning is integrated into these sessions. In EYFS and Y1 we focus

on decoding, application of phonics and reading common exception words, as well as developing reading comprehension. Teachers model effective early reading behaviours to our very young children. In Key Stage 2 we continue to focus on any decoding needs but also have a very strong focus on deepening reading comprehension skills, using challenging and enjoyable texts.

## 7.2E Guided reading

Guided reading (reading for understanding) takes place each day. This allows children to practise the skills taught in shared reading sessions, with scaffolding and support from the adult working with them. Children are grouped around similar reading needs and books are pitched at an instructional level so that children can practise the skills and strategies (phonics and comprehension) taught during shared reading sessions, using books pitched at their individual level of reading.

## 7.2F Individual Reading - Reception and KS1

Children also have an individual reading book which is assigned based on their phonic knowledge. We encourage parents to help children practise their reading skills and strategies at home, and provide families with support on how to do this.

## 7.2G Key Stage 2

When the children are confident with their phonics, they given the opportunity to select and read a book from our school reading book collection (as well as an ability-appropriate book from the Oxford Reading Tree spine). These books cover a range of genres and are differing levels of reading challenge. The purpose of these books is to foster a love of reading within the children and to provide an opportunity throughout their school journey to be heard read and to discuss their reading. Books are changed by the children and are checked in with by a teacher or teaching assistant when they are read with (individually or in guided reading sessions). Any children who require it (according to their education support plans) are provided with additional time within school to read to an adult.

## 7.2H Home school Reading

Home school links are very important in reading and children take home books regularly from our extensive resources in school. These reading books are matched to individual children's reading abilities. Children are heard reading frequently across school to support their development. Children share these books with parents/carers at home and also with teaching assistants and teachers in school. Any comments made during these sessions by either party can be recorded in children's reading records and is therefore very much a two way process. Children are encouraged to use the school collection, bring books in from home or choose from a range of class novels that we have in school. We actively encourage parents/carers to share a good book with their children.

## 7.2I Writing

We aim to foster a love of writing as soon as children enter St Peter's. This is achieved through many different teaching and learning strategies.

## 7.2J Reception

We believe that communication and language, with opportunities to explore reading and writing underpins the future learning of our children. Within our reception class children have access to planned whole class or group writing activities but also many opportunities for child-initiated writing activities. These may include the following:

- Opportunities to develop and experience speaking and listening skills

- Experiences that develop fine and gross motor skills through play and mark making activities
- Sharing and enjoying a range of rhymes, songs, stories and books
- Immersion in a print rich environment with opportunities for oral language and written communication
- Whole class shared text activities
- ICT opportunities on PC's, iPad and smartboard
- A focus literacy session in the morning with different activities that teach children early communication language and literacy skills
- A daily phonics session which provides opportunity for children to practise the cursive script
- Literacy integrated throughout the Early Years curriculum

## 7.2K Key Stage One

Clear assessments for the early years teacher allows for a smooth transition into key stage one where children continue to develop their love of writing.

- Explicitly taught and planned English sessions following the guidance and objectives of the statutory English curriculum
- Coherent planning sequences and resources to engage the children and aid their learning
- Extended opportunities for discussion of writing, e.g. role play, pair talk, drama and hot seating to prepare children for the writing process
- Modelled, shared and guided writing examples
- Opportunities for children to write for and share their writing with different audiences
- Songs, rhymes and games to develop English skills
- Spelling and grammar work building on and deepening key skills across different year groups. In Year One there is a focus on phonics which then develops into spelling rules and strategies by the end of Year Two
- Embedded grammar
- Text level work using a range of genres and texts which will develop comprehension skills, understanding and enjoyment of books and help to promote a love of writing
- ICT work that complements and supports work in English, helping children to develop skills learnt through quality first teaching
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication. Where possible this should be linked to the cursive style used in school

## 7.2L Key Stage Two

- Explicitly taught and planned sessions following the guidance and objectives of the statutory English curriculum
- Coherent planning sequence and resources to engage the children and aid their learning
- Experience of a wide range of genres used in reading and writing
- Grammar, spelling and punctuation work led by quality texts to develop grammatical awareness and key punctuation skills building on and deepening key skills across different year groups
- Text level work reading a range of genres to develop comprehension skills and support writing. Also making cross curricular links where possible to help promote sustained composition
- Spelling and grammar embedded, with a focus on their effect on the reader
- Extended independent writing opportunities to apply the skills learnt when writing within different genres. Also the opportunity for children to draft, edit and refine their own work alongside that of others
- Immersion in a print rich environment that promotes a reading culture. Where possible this should be linked to the cursive style used in school
- Extended opportunities for discussion of writing, e.g. role play, pair talk, drama and hot seating to prepare children for the writing process
- Modelled, shared and guided writing takes place in the classroom
- Opportunities for children to write for and share their writing with different audiences
- ICT work that complements and supports work in literacy, helping children to develop skills learnt through quality first teaching

## 7.2M Spelling and Grammar

### 7.2N Spelling

We believe that foundations in spelling should be put in place from an early age. Within Reception and KS1 the focus is on phonics and children are immersed in the world of phonics as soon as they enter school. All children within Reception and KS1 access a daily lesson of phonics, where they blend to read but also segment to spell. The children in Years 1 and 2 also learn the common exception word lists for their year groups. As children move towards the end of KS1 the focus changes from phonics to the learning of spelling rules and strategies.

Within KS2 key spelling strategies and rules are taught every day. Children may receive weekly spelling lists or individualised spelling lists to learn at home. Alongside learning spelling rules and strategies Years 3/4 and Years 5/6 are also expected to learn the word lists as stated in the national curriculum. This is supported through spelling games to provide an interesting and engaging approach to learning spellings. Spelling is important to all children and it is essential that they are given every opportunity to embed key spelling rules so that they are then able to apply them to their own writing. When looking at model texts in writing sessions, spellings are highlighted and spelling rules are considered. Spelling is a non-negotiable at St Peter's.

### 7.2O Grammar and Punctuation

Grammar and punctuation is a focus throughout our school, where it is fully integrated into the teaching of reading and writing. Teacher modelling of the use of grammar and punctuation in the context of reading and writing happens in all classes. Children have the opportunity to consider the effect of grammar and punctuation on the reader, when reading texts and when constructing their own writing. Children have the opportunity to practise new skills in grammar and punctuation several times, using games, interactive activities and when constructing their own writing. This helps them to embed learning.

### 7.2P Speaking and Listening

Spoken language underpins the development of reading and writing. The quality and variety of language which pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Children need opportunities to:

- Talk to others
- Talk with others
- Talk within role play and drama
- Talk about talk

At St Peter's we believe children should have the opportunity to access the following:

- Book Talk - understanding and responding to what children read or have read to them
- Eliciting and extending responses and encouraging critique of books and writing
- Language development – acquiring new words, ideas and knowledge of the world and having the opportunity to talk about them
- Storytelling – retelling well-known and familiar stories to assimilate the rhythms and patterns of story language
- Story making - creating 'new' stories orally and/or as a preparation and rehearsal for writing
- Talk about their writing - exploring ideas and gathering the content for writing - what to write about Creating characters and settings, exploring characters' feelings, sequencing and roleplaying the order of events – knowing your story or organising information before writing it down
- Rehearsing what is to be written – composing sentences orally and refining them
- Preparing for and taking part in debates
- Opportunities to rehearse and learn different texts and present to different audiences

### 7.2Q Handwriting and Presentation

At St Peter's we take great pride in the presentation of all our work. Within English we believe handwriting is an essential skill and we believe that the children's ability to write fluently for the rest



of their lives depends on a good foundation of taught handwriting in the early years of their education. We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills. A flexible fluent and legible handwriting style empowers children to write with confidence and creativity. Handwriting is taught explicitly in Reception and Key Stage 1. Across Key Stage 2 teachers revisit this learning and provide children with opportunities to keep improving their handwriting. Handwriting is an important skill to learn, as it enables others to read the work done and for children to feel pride in their sense of achievement. We feel that fluent and cursive handwriting should be learnt as early as possible. Teachers will:

- Expose children visually to cursive letter formation in the foundation stage alongside regular print
- Teach children to write using print letter formation in the Foundation stage, leading onto handwriting in a cursive script which is both legible and fluent
- Help achieve this through regular, purposeful and guided practise

Children will:

- Develop fine motor skills
- Understand the importance of correct posture and paper position whether right or left-handed
- Hold and use a pen/pencil effectively
- Learn how to start and finish letters correctly
- Form letters of consistent size and shape
- Use and understand the language of writing and how to use the correct terminology
- Use regular spaces between words
- Form upper and lower case letters correctly
- Join letters correctly
- Be able to write legibly in both joined and printed styles
- Be able to use different styles of writing for different purposes
- Understand the importance of neat and clear presentation in order to communicate meaning effectively
- Develop greater control and fluency as they become increasingly confident

All children use this cursive script which is known as the school script. Handwriting is taught as an explicit lesson in most classes and children have the opportunity to practise and refine their handwriting skills through all areas of the curriculum. Teaching staff throughout the school are expected to model a cursive script in their own writing, on boards, in books and through displays and lettering.

## 8. Planning

Planning is a flexible document and is used by the teacher and for the children to ensure good progress is made by all.

8.1 Planning at St Peter's reflects a learning journey through a unit of work. Planning sequences ensure that every lesson builds upon the one before and all are leading to a strong outcome in all aspects of English. It will show:

- The unit outcome/s
- The teaching sequence
- The skills to be taught and applied in each lesson, translated from the learning objective
- The success criteria for those skills
- Independent activities (including any adaptations or scaffolds for specific groups / individuals)
- References to teacher modelling/sharing
- The guided group focus 10
- Annotations and evaluation notes and modifications arising

## 9. Assessment and Reporting

### 9.1 Day to Day assessment

The basic principle of Assessment for Learning (AfL) is that whatever day to day judgements are made by the teacher about a child's attainment, go on to inform planning, teaching and learning. These judgements are made through talking and listening to the children, marking, observations, and occasional tests. This is known as formative assessment. The children are central to AfL and should be involved in their own progress. They should have a good awareness of themselves as learners and what their next steps are. In this way, AfL is not about being right or wrong, but about being at a certain stage of learning with identified areas for development. Children should know and understand their 'next steps' through discussion with the teacher, marking and learning targets.

### 9.2 Key Elements of AfL

Within the lesson:

- Sharing the Big Picture with the class-where the learning journey will take them
- Clear objective
- Success criteria
- Activities (including any adaptations)
- Plenary and mini-plenaries to review learning/assessment opportunities

Involving children:

- Quality questioning
- Interactive learning / use of the working wall
- Talk for thinking/writing
- Self/peer evaluations
- Learning environment
- Support learning
- Motivate children
- Celebrate learning

Feedback and Marking:

- Specific links to objective and success criteria
- Staff use the Non-negotiables document for each year group as an aid to marking
- Balance of oral and written, using green and purple pens
- Deeper marking for extended pieces of writing
- Encouragement of verbal feedback when appropriate
- Independent/self-marked work if appropriate
- Support next steps learning

Formal/Summative Assessment

Reading:

- Half termly reading assessment [ ] used from Year 1-6
- Statutory national assessments in Year 2 and KS2
- Annual review and assessment against expected levels of attainment in reading
- Termly pupil progress meetings with each teacher
- Moderation of children's skills and knowledge

Writing:

- Termly moderation of writing in school

- Daily/ Weekly reviews of children's work against targets and learning objectives
- Statutory national assessments in Year 2 and KS2
- Annual review and assessment against expected levels of attainment in writing
- Termly pupil progress meetings with each teacher

Staff record their assessments termly, or after each objective taught (this may differ from class to class). Assessments are then discussed at the pupil progress meetings with the head teacher and members of the SLT. An annual report is given to parents each July which includes information about the curriculum in English and an individual assessment of strengths and areas for development. Parents are informed as to whether their child is working within, below or exceeding expectations for their age and year group. Parents' meetings are also held in the Autumn and Spring Terms, giving feedback on progress in English.

### 9.3 Marking and Feedback:

Quality marking is essential so that children make good progress during each lesson, unit of work and over the school year. Marking in English follows the school marking policy. Feedback can be given to children either verbally or as written comments. Children are also encouraged to edit and refine their own work against set criteria. Children will also respond to feedback from the teacher in purple pens.

## 10. Resources

- 10.1 The school has a selection of centrally stored materials, as well as those in each classroom.
- 10.2 The school library contains resources and topic books to support pupils' research and individual reading.
- 10.3 The subject leader shares appropriate resources, including websites with class teachers.
- 10.4 Funds from the curriculum budget are provided to cover the cost of English resources.
- 10.5 Class teachers are responsible for informing the English leader if certain resources are needed.
- 10.6 Resources are regularly audited and replenished.

## 11. Monitoring and Review

- 11.1 The subject leader will monitor English through learning walks, work samples and pupil voice and report to the headteacher and members of SLT.
- 11.2 The subject leader will write an action plan at the beginning of each academic year and review the progress at three points: Autumn 2, Spring 2, Summer 2.
- 11.3 The subject leader will produce a termly report, using evidence from their action plan, which will be shared with Governors.
- 11.4 This policy will be reviewed every two years by the subject leader and headteacher.
- 11.5 Any changes made to this policy will be communicated to all members of staff.
- 11.6 All members of staff directly involved with teaching English are required to familiarise themselves with this policy.

11.7 The next scheduled review date for this policy is Spring 2024.