

St Paul's

C of E Primary School



A place to belong

English Policy Overview

Chair of Governors Approval:	Tom Mitchell
Acting Headteacher Approval:	Christie Clarke
Member of Staff Responsible:	Charlotte Hughes
Reviewing Committee:	Curriculum
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Statutory / Non Statutory:	Non Statutory

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

“Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely.”

Romans 12:5-8

English Policy Overview

Writing Aims

- To nurture and develop confident and creative writers.
- To provide a stimulating and challenging range of teaching and learning experiences and environments which present opportunities for acquiring knowledge, skills and understanding of grammar and punctuation.
- To provide opportunities for the development of creativity through writing across the curriculum and give children real purpose opportunities for writing.
- To provide a model for the process in our own writing using working walls.
- To set writing tasks which have a clear and immediate purpose and intended audience.
- To teach spellings, making connections between words containing the same visual spelling pattern, exploring families of words and efficient use of dictionaries, glossaries and appropriate subject vocabulary.
- To provide the skills for encoding and ensure opportunities for children to practice these.
- Provide writing frames, engaging stimulus and word banks to support less confident pupils.

Reading Aims

- To develop a love of literature that includes the multitude of genres and a wide range of authors that are promoted through various areas and resources throughout school.
- To be confident in their own reading and to share with others their love of books.
- To provide a wide range of opportunities for reading, linking this to everyday life situations.
- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- To understand the sound and spelling system (phonics decoding) and use this to read accurately.
- To evaluate and justify their preferences.
- To develop powers of imagination, inventiveness and critical awareness.

Teaching methods

In Foundation Stage we will provide:

- A systematic and synthetic phonics programme through Little Wandle Letters and Sounds Revised.
- Read whole class texts that immerse children in language to then utilise phonics decoding and encoding and show their understanding.
- Daily physical development opportunities, vital to progression in writing, across all areas of provision.
- Recognition and value of early forms of mark-making.
- Formal handwriting sessions to promote the use of cursive script, which is also modelled in writing sessions.
- Daily opportunities for writing and reading that can be accessed by all children in provision areas.

In Key Stage 1 we will provide:

- A continuation of Little Wandle Letters and Sounds Revised programme.
- A continuation to read whole class texts that immerse children in language to then utilise phonics decoding and encoding and show their understanding.
- A continuation of daily physical development opportunities across all areas of provision.
- A continuation of taught sessions practicing cursive handwriting and modelling through writing sessions.
- Opportunities for shared, guided and independent writing and reading.
- Opportunities for extended writing, based on experiences and prior skills that offer real purpose opportunities.
- Links across the curriculum and real purpose opportunities for writing.
- Opportunities to participate in role play and speaking and listening activities, to enhance their creative flair and writing skills and access different reading genres.
- Guided Reading sessions that are differentiated to match the range of abilities.

For more information on Reception and KS1 Phonics and Reading, please refer to the school's Phonics and Early Reading Policy.

In Key Stage 2 we will provide:

- Opportunities for applying writing skills across subjects.
- Teaching of phonics, spelling and handwriting to support reading and writing and encourage speed and accuracy.
- Opportunities for shared, guided and independent writing.
- Opportunities for extended writing based on topics, experiences and whole class texts.
- A combination of Whole Class Guided Reading and Guided Reading sessions that are differentiated to match the range of abilities.

Structure of English Delivery based on whole class text

EYFS/KS1:

Phonics (20 minutes)

Guided Reading (20 minutes)

Writing (35 minutes)

KS2:

Guided Reading (20 minutes)

SPAG (20 minutes)

Writing (45 minutes)

Assessment and monitoring

Children are given oral and/or written feedback about their writing, in order to help them develop specific aspects of it further, aiding progression. Time must then be given for the children to read and respond to this feedback.

Summative:

All staff will assess children for Reading and Writing each term based on the Year Group Expectation statements, entering data through DC Pro (4 times per year). NFER

assessments for Reading, Maths and Grammar will be completed 3 times a year in Spring and twice in Summer. Year 2 and Year 6 will use past papers for their assessments. Writing will be assessed twice every half term.

Phonics assessments will take place every 6 weeks.

Formative:

On a weekly basis staff will read with children and ensure next steps for learning are developed and planned for.

Feedback to Parents:

General updates on a child's progress will be given to parents in a variety of forms including letters home, informal discussions with the class teacher at the end of the day and an academic overview at parent-teacher interviews during the Autumn and Spring terms. All children are provided with a Reading Record that teachers and parents are encouraged to write in, which can act as communication regarding a child's reading progress. Parents will also be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

Identification of children who are not making progress

This identification comes from three sources: the class teacher, the English Coordinator and / or the SENCO. Early interventions will be identified through formative assessments by the Class Teacher and SDI's (Same Day Intervention) will be used for plugging gaps that day. If further intervention is necessary these will be addressed during discussions with Phase Leaders during PPA sessions. Discussions will also take place in the form of Pupil Progress Meetings to determine any reason for a child/group failing to make sufficient progress following interventions already put in place by the Class Teacher. Any intervention will be monitored and evaluated on DC Pro and 'I can' overviews for their effectiveness.

Monitoring and review

The English Coordinator will also look for evidence of the progressive and challenging teaching of writing and reading, resulting in pupil progress, through book looks, learning walks and lesson observations. Constructive feedback will then be provided to all members of staff.

Any changes made to this policy will be communicated to all teaching staff.