ST. FAITH'S

CHURCH OF ENGLAND PRIMARY SCHOOL

English Policy

outlining our provision for the teaching and learning of English at St Faith's.

Purpose of this document

- This document is a statement of the aims, principles and strategies for the teaching and learning of English at St Faith's Church of England Primary School.
- By adhering to the aims, set out in the document, we will ensure consistency and progression, across our school, for all children.

Intent, implementation and impact

Intent

At St Faith's C of E Primary, we believe that a quality English curriculum will develop our children's love of reading and writing as well as their ability to speak clearly, fluently and with confidence in front of an audience.

We aim to inspire an appreciation of our rich and varied literary heritage and to motivate children to develop a habit of reading widely and often; whilst developing children intellectually, emotionally and culturally. We have a desire for children to take pride in their writing, to write clearly and accurately and to adapt their language and style for a range of contexts and audiences. We inspire children to be confident in the art of speaking and listening and use discussion to communicate and further their learning.

We believe that children must develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society and become active and considerate citizens.

Implementation

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous, creative and well-organised English curriculum that provides a good level of challenge for our children as well as offering them purposeful opportunities for reading, writing and discussion.

Our curriculum closely follows the aims of the National Curriculum for English 2014.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, participating in debate and class discussions and performing with confidence in front of audiences.

At St Faith's, explicit English is taught daily, with a focus on reading, writing or speaking and listening. As well as this, we aim to enhance our children's English skills through the implementation of cross-curricular learning, wherever possible, to allow the children to demonstrate their progress in English within other taught subject areas. We have high expectations for writing across the curriculum.

Children excel in early reading through the use of our Little Wandle phonics programme, from EYFS through to Year 2 and beyond, and continue to develop a range of reading skills, as well as a love of reading through explicit reading tasks, book studies and author studies.

In KS2, we continue to use a wide variety of quality texts as a source of inspiration for our English teaching and our resources are carefully chosen to motivate and inspire our children. We aim to ensure that each English Learning Journey is shared with the children from the outset so that they feel a strong sense of purpose within English lessons. The editing process is paramount to Key Stage 2 English teaching; we are passionate about ensuring that our children understand the importance of reviewing and refining their written work in order that they achieve their best possible outcome. We also provide a wealth of enrichment opportunities, with a range of visits and visitors planned to offer children memorable experiences as they develop as readers and writers.

As well as their learning within school, children are set home learning tasks that support them in developing their literacy skills. The tasks are carefully planned to match the expectations for each year group and are an effective way of providing parents with an insight into their child's learning in English.

Impact
As a result, we have a community of enthusiastic readers and writers who enjoy showcasing their developing English knowledge and skills throughout the curriculum. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. In addition to this, our children are confident to voice their opinions within, and outside of, school; they are confident speakers and listeners and are able to justify their thoughts and ideas.

Our attainment at the end of EYFS, KS1 and KS2 is consistently well above that of Hampshire and the national average.

English in the Early Years

Phonics

We follow Little Wandle: Letters and Sounds Revised – see our separate phonics policy, which references this in more detail.

Reading

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the New National Curriculum (2014), drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition. The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure.

Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

• Word reading

• Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

Planned activities to support reading at St Faith's:

- Book study approach – all English learning journeys are based on a half-termly book study. These book studies are carefully chosen, by year group teachers, to engage and challenge children of all backgrounds and abilities.

- Explicit teaching of reading – through guided reading activities and planned reading session that link to the English learning journey.

- Shared reading – reading together is a priority for all teachers at St. Faith's. Year group teachers prioritise hearing children read as well as reading to their children, in order to model a high level of expression and fluency.

- Class readers – class books are chosen, in collaboration with children. They are intended to encourage a love of reading and promote healthy and positive attitudes towards reading.

- Children read aloud 1:1 to their year group teacher at least twice a half term.

- Reading raffle – children are encouraged to read at least 5x per week and record this in their reading record. Children that meet this goal are entered into a half-termly reading raffle.

- LEXIA – daily morning sessions are on offer to children with additional reading needs. The LEXIA programme tailors itself to the individual needs of children and allows them to make progress in line with their current ability.

Writing

At St Faith's, we follow the HIAS Learning Journey approach, in a way that is adapted to suit the needs of the children in our school. We aim to complete at least 3 learning journeys per half term. Each of these journeys will link to a half-termly book study.

Within each learning journey, children will;

- Partake in at least one explicit reading activity, linked to the learning journey, that develops age-appropriate reading skills and will improve the final, written outcome due to an in depth study of the text.

- Learn/revise/apply a key spelling, punctuation or grammar skill, that is appropriate to their year group and links to their final writing purpose and outcome.

- Rehearse key writing skills and techniques through the use of apprentice write activities.

- Have the opportunity for at least one extended piece of writing that shows off the skills that have acquired throughout the learning journey.

Handwriting

It is our aim for all children to be taught how to 'write legibly, fluently and with increasing speed' by developing a consistent, joined handwriting style (as stated in the National Curriculum, 2014).

The table below shows the progression in handwriting, at St. Faith's, as well as outlining the frequency/detail of taught handwriting sessions.

EYFS	Non-cursive (in line with Little Wandle programme)	Daily writing practice, to develop fine motor skills and pencil grip
Year 1	Pre-cursive with an understanding of	Daily handwriting practice, to

	non-cursive style taught in EYFS (in line with Little Wandle)	develop fine motor skills and pencil grip Frequent, 5-10 minute handwriting starter sessions, as part of English lessons to rehearse letter formation.
Year 2	Pre-cursive leading into cursive and joined	Frequent, 5-10 minute handwriting starter sessions, as part of English lessons to rehearse letter formation and key joins
Key Stage 2	Cursive and joined	Daily handwriting for morning spellings Frequent, 5-10 minute handwriting starter sessions, as part of English lessons to rehearse letter formation and key joins

Any child who is not meeting these set expectations for handwriting in their year group will be supported with regular handwriting interventions

Spelling

Post completion of our phonics programme, children are taught key spellings during explicit spelling sessions, that are sequenced in line with the National Curriculum 'English Appendix 1: Spelling'. Generally, each spelling rule is given two weeks-worth of teaching time, initially. Skills that require revision are revisited, as necessary.

From Year 1, we plan our Spellings coverage using *English – Appendix 1: Spelling from the National Curriculum 2014*. Lists of words are based on Statutory word suggestions and non-statutory example words and their exceptions. Planning progression is aided by a wealth of resources to ensure optimal coverage for each year group.

Children with SEND are given spellings that are in line with their need and ability. These children are given additional intervention and support in order to ensure that they progress in line with their personal needs.

Planned activities that contribute to progress in spelling:

Key Stage 1:

- Early morning task to practise Look, Say, Cover, Write, Check method for weekly spelling words.
- Regular spelling sessions, focussing on age-appropriate rules and patterns.
- Weekly spelling assessments to check progress.

Key Stage 2:

- Early morning task to practise Look, Say, Cover, Write, Check method for weekly spelling words.
- Regular spelling sessions, focussing on age-appropriate rules and patterns.
- Weekly spelling assessments to check progress.
- Applied spelling sessions, where children are able to self-assess and edit their writing.

Punctuation and Grammar

Punctuation and grammar are taught within the context of each learning journey. Year group curriculum objectives are carefully and explicitly taught throught the year and children are provided with a range of opportunities to develop their skills and show progess in the application of these. Teachers plan a range of grammar and punctuation games and activities focusing on children's next steps for learning and based on the current book study.

In years 5 and 6, grammar revision tasks are planned in regularly to ensure that children maintain understanding of punctuation and grammar rules, in readiness for Key Stage 3.