ST SWITHUN'S
Church of England VC Primary School

John Donne Church of England Primary School

English Policy

Author / Amended by	Date agreed
Finella Gammell	October 2021
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Our Vision at St Swithun's

'Building foundations for the future'

Matthew 7:24-27

Our Vision at John Donne

'Let your light shine'

Matthew 5:16

Introduction

At our school we understand that proficiency in reading, writing and spoken language underpins children's ability to access a full curriculum and reach their potential. Therefore, our aim is to provide children with a language-rich learning environment that supports them to be successful fluent readers, engaged writers and confident speakers.

We follow aims from the National Curriculum to ensure all children:

- 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 and participating in debate

Curriculum Intent

The intent of our English curriculum is to deliver one which is fully inclusive for all children and that through quality first teaching, effective assessment for learning and targeted intervention all children are given equal opportunity to be successful and reach their full potential.

Our English curriculum, which links to the national curriculum, aims to:

- develop a lifelong love of learning
- provide reading, writing and spoken language opportunities are interactive and meaningful, where children will feel empowered to develop their use of grammar and vocabulary, and will read and write using an ever-broadening range of genres and text types.
- develop children's learning and deepen understanding, which will result in the acquisition of skills and knowledge that they can use in the world around them and across the curriculum.
- children will build on their prior knowledge and understanding and they will be encouraged to make connections within their learning which will support them to learn more and remember more in the long term
- be independent, self-confident and motivated learners
- children will have opportunity to express themselves and develop their ideas through a range of texts, where possible reading and writing will be connected to topic learning
- children will read for pleasure and will be readers for life

Intent	Implementation	Impact
To develop a lifelong love of learning. For children to build on their prior knowledge and understanding and to be encouraged to make connections within their learning. To develop pupil's learning which will result in the acquisition of skills and knowledge which they can use in the world around them and across the curriculum. For all pupils to become independent, self-confident and motivated learners.	A clear and effective scheme of learning that provides coverage in line with the national curriculum. The school uses a text-based curriculum which, where appropriate, is linked with topic leaning. Children will explore a range of age and stage appropriate texts and learn about significant authors as they move through the school. Using the texts as a starting point, children will engage in a wide variety of writing tasks, with grammar, spelling and punctuation objectives being taught in context within the texts studied. At John Donne Primary, the Literacy Curriculum provides an additional structure and progression. During lessons, children will be exposed to a range of texts and come in contact with fiction, non-fiction and poetry regularly throughout the year. Pupils will have the opportunity to: ▪ understand the fundamental principles and concepts of English, applying them to a range of texts, styles and independent opportunities. ▪ be taught, set and tested on a range of spelling patterns depending upon their age and or stage of learning, these patterns, guided by the national curriculum, will be built upon during lessons giving them purpose and meaning. ▪ evaluate, discuss and apply their understanding of a range of texts and genres, relating learning back to creative appropriate models and texts. ▪ become increasingly competent, confident and creative readers and writers, who can discuss and assess their work independently and with others. Independent writing will occur weekly and will be marked in line with policy, providing individual feedback on next steps. Teaching and learning facilitates the progression of English skills across the curriculum. Children will build on skills taught in previous year groups and will be encouraged to make connections in their learning. Children will have access to current and past spelling patterns and grammatical terms to support their learning and understanding. Children's vocabulary will be supported with word banks and use of the learning wall. Through continuous provision, children will have independent opportunity to access and practice skills using online learning platforms. St Swithun's also uses the online platforms, Nessy and Accelerated Reader. Children's learning will be displayed around the school to celebrate writing success and writing effort is to be praised. Children should feel proud of themselves.	Pupils will have a lifelong love of learning and positive associations with English, supporting them in their academic journey and further into their adult lives. Pupils will gain skills and knowledge, which can be applied to different areas of the curriculum. Pupils will be confident readers and authors who can meet clearly defined curriculum-based outcomes. Pupils will be motivated by their learning opportunities and will feel confident in their skills, able to apply them in their independent writing. Children will remember more and will make strong progression throughout their time at school.

Read confidently, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. To be readers for life. Provide meaningful and motivating reading opportunities.	Reading is at the heart of the curriculum and will take place in different ways throughout the Key Stages. Within the weekly timetable, children will have the opportunity to read independently; 1-1 with an adult; and in a guided group. In EYFS (Early Years Foundation Stage) and Year 1, children will have a phonic based reading book. Children, when ready, may receive a book to read at home which runs alongside their phonic development level. Children will have a reading record which shows a history of what they have read and provide a dialogue between school and home. At our school's, children in Years 2 - 6 will follow the Accelerated Reader progression, selecting books according to their book level. At St Swithun's children's ZPD will be regularly tracked and tested throughout the year (half termly) through Star Reader assessments. Teachers will guide children to choose books appropriately so as best to support their progress and engagement. Once children have read a book they will complete a comprehension quiz to demonstrate their understanding. This is not currently used at John Donne, but will be introduced. All reading will be carefully monitored throughout the year and teachers will keep records of how children are progressing, linking each child's reading and understanding carefully to National Curriculum objectives. Parents will be kept informed of their children's reading attainment and progress throughout the year during termly reports. There will be reading events throughout the year, such as World Book Week and the Library Summer Reading Challenge. Parents will be informed of events. All classrooms have a focused book area, organised in a way that children are able to select their own books independently. Reading will also be taught as a whole class during English learning time, giving children opportunity to be immersed in a text type in order to explore its features and develop understanding of the structure.	Children will become motivated readers and learners, who are capable of reading fluently and confidently. (90 words per minute of an age/stage appropriate text) Children will foster the skill of reading and will take part in discussions based upon the texts they have read. Children will read a wide variety of texts and literature, both for pleasure and information, applying techniques to support their understanding. Through reading, children will make connections across the curriculum. Parents will be engaged in their children's reading journeys and will be empowered to support them.
Acquire an extensive vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language across the curriculum Appreciate our rich and varied literary heritage	Through exploring the language features of a text and immersion into a text type, children will have the opportunity to develop their knowledge of writing conventions and will learn to use a range of punctuation, grammar and spellings in context, with a clear purpose and audience. SPaG (spelling, punctuation and grammar) will be taught regularly in class as part of the writing teaching sequence, with key skills linking to the text type. At St Swithun's, colour coding will be used to support childrens developing understanding of sentence structure. Long term planning for Fiction and Non-Fiction writing maps out the texts, gernres and key authors to be focussed on in each Year	Pupils will acquire a wide and varied understanding of SPaG and will be able to take part in discussions about texts and books. Pupils will confidently use their knowledge of phonics and spelling patterns to independently attempt and self-correct their spellings. Pupils will understand different texts and genres; gaining an ever-increasing understanding of what

Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences Ensure that all children are competent in the arts of speaking and listening, giving them opportunity to participate in discussions, presentations, performances, role play, improvisations and debates	group. Teachers are to plan in accordance with this document to ensure coverage and progression. Throughout the year, pupils will be taught appropriate spelling patterns, depending on their year group. The spelling programs progression follows the National Curriculum spelling appendix. Teachers will use the spelling patterns, as identified by the national curriculum, to guide and focus their teaching. In Year 1 spelling will be taught and reinforced through phonics teaching. Each spelling pattern will last one week. If age related spellings are not appropriate for a child's needs, then arrangements will be made by the class teacher to find appropriate spellings to support them. Spellings will be assessed half termly – children to be tested on taught spelling patterns. It is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way. Throughout our lessons, secure accessible models which relate back to both topics and texts will be used, children will be taught about features, contexts and purpose within their lessons, ensuring pupils are confident in their choice of genre, language and writing for a specific purpose. During the teaching sequence, a range of discussions and activities will take place, giving children the opportunity to explore texts and models in great detail before they are expected to write independently. During this time children will be expected to imitate texts and models, innovate and finally independently show application of what they've learnt through independent writing. Targeted questioning will be used to develop and extend children's vocabulary and comprehension. Handwriting will be consistently modelled by all staff and will be practised during regular discrete lessons during the week. During these lessons, consistent vocabulary usage by teaching staff will reinforce accurate letter formation. This vocabulary will be as follows: Long ladder letters: i, j, l, t, u; One-armed robot letters: b, h, k, m, n, p, r; Curly caterpillar letters: c, a, d, e, g, o, q, f, s; Zigzag letters: v, w, x, y, z. *see separate Handwriting Policy	features are required to create a specific piece of writing. Pupils will be motivated and able to write coherently for a range of audiences and purposes. Pupils will have increasing speaking and listening skills and will be confident to present their own ideas and learning when opportunities arise. Pupils will write fluently and legibly, producing written work that is appropriate in its purpose and audience.

In English we use a consistent approach across the school. This approach, when coupled with teacher's high expectations and quality first teaching, supports children to make maximum progress and enables them to know more, understand more and remember more in the long term. At John Donne, the Literacy Curriculum is also developed along these guiding principles. See steps below:

Phase 1	Immersion in to the text type Look at texts and identify features, recapping on previous learning that is relevant to new learning Explore good examples – develop reading skills Become confident in understanding the structure of the text type Understand the audience for the writing and the purpose of the different features within the writing
Phase 2	Teach elements of grammar that is needed for writing a particular text Give the children the opportunity to form ideas using new grammar and practice verbally / in group discussions Guided practice to use the grammar and writing skills Shared writing; a time to collect and form more ideas together Children will be provided with writing frames, word banks and other scaffolds to support their writing
Phase 3	Plan, record, write and share ideas More independent writing (big smoothie write) Time to reflect on writing, edit and improve writing Opportunity to share writing, reading sections aloud, celebrating success Final draft with a focus on presentation (once a half term)

Role of the subject leader

The Subject Leader will:

- lead the development of this policy throughout the school
- work closely with the all members of staff
- be accountable for standards in this subject area
- prepare over views and long-term plans
- monitor standards by;
    - ☐ auditing the subject area
    - ☐ review of the scheme of learning
    - ☐ monitoring teachers planning
    - ☐ lesson observations
    - ☐ scrutinising children's learning
    - ☐ discussions with pupils
- ensure continuity and progression in reading and writing throughout the school
- devise a subject improvement plan
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises

- attend appropriate and relevant INSET
- keep up to date with new developments
- undertake risk assessments when required
- review and monitor curriculum and standards

Annually undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement with our own school data? (Curriculum Impact)

Role of class teachers

Teachers will:

- comply with all aspects of this policy
- work closely with the subject leader to develop this policy
- devise medium- / short-term planning in line with long-term planning
- develop pupils' spoken language, reading, writing and vocabulary in all subjects
- plan and deliver good or outstanding lessons
- plan lessons which are interactive, engaging, of a good pace and inclusive so that all pupils are able to be successful in their learning
- have high expectations for all children and will provide work that will extend them
- assess, record and report on the development, progress and attainment of pupils
- achieve high standards
- celebrate the success of pupils in lessons
- teachers will use targeted questioning to extend their class' comprehension and will give children a real purpose and audience for their writing.

Marking and Feedback

This is detailed within the schools marking and feedback policy

Assessment in English at St Swithun's

Children will be assessed in English in order to support effective pupil planning and intervention.

Children in the EYFS are observed on an ongoing basis and assessments made to ensure that the provision meets the needs of all pupils.

In Years 2-6, children complete STAR Reader assessments on a half termly basis. These are used to support teacher planning and to inform assessment judgements.

Children from Year 1-6 will have termly independent writing assessments and half termly spelling assessments based on the taught spelling patterns for that half term

Children in Years 2 and 6 complete Statutory Assessments for Reading, Writing and SPaG in the Summer Term. Children in Year 1 complete the Statutory Phonics check in the summer term. Pupils who do not meet the required standard retake the check in Year 2.

Teacher assessment is completed using a range of evidence and these are recorded in the school's assessment package - Insight.

Assessment in English at John Donne

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Children in the EYFS are observed on an ongoing basis and assessments made to ensure that the provision meets the needs of all pupils.

Children from Year 1-6 will have termly independent writing assessments and half termly spelling assessments based on the taught spelling patterns for that half term

Children in Year 6 complete Statutory Assessments for Reading, Writing and SPaG in the Summer Term. Children in Year 1 complete the Statutory Phonics check in the summer term. Pupils who do not meet the required standard are complete the check in Year 2.

Teacher assessment is completed using a range of evidence and these are recorded in the school's assessment package – Insight.

English non-negotiables

- Pupils will be taught English every day, apart from on occasional/special days in school
- Teachers will follow the teaching sequence set out above when planning units of learning
- Teachers will think carefully about the learning journey and build on children's existing skills and knowledge
- Pupils will have opportunities for more independent writing every week (Smoothie Books) and this will be marked in line with school marking policy
- All children will be heard to read regularly, and will be encouraged to continually do their best
- Spellings will be sent out and monitored on a weekly basis
- Handwriting will be taught x3 a week for 15-20 minutes (*see Handwriting Policy)

English across the curriculum

Writing expectations are the same across the curriculum. Children will be encouraged to present their learning to the highest standard in all subjects, using cursive handwriting. All pupils will apply skills of reading, writing and discussion to support their learning across the curriculum and to aid their wider learning. Children will be given regular opportunity to apply their English knowledge and skills to a range of activities and new contexts.

Monitoring and Review

Monitoring of standards of children's learning and the quality of teaching is the responsibility of the subject coordinator, supported by the Headteacher and the SLT.

Links to Spiritual, Moral, Social and Cultural Development

We aim to deliver a well-balanced curriculum that promotes the spiritual, moral, social and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and support children to make connections across the curriculum.

This policy is a working document and may be amended at anytime when changes need to be made.