



**St Bartholomew's
C of E Primary School**

English Policy

Our Mission:

“To provide a high quality, inclusive learning environment which promotes and celebrates high standards of progress and attainment in academic, sporting and creative learning.”

1. Purpose and Aims

To deliver the National Curriculum 2014 in a rich, varied and creative way so that children develop an enjoyment for the subject of English, as well as developing their skills, which caters for the needs of all pupils.

In accordance with the National Curriculum 2014, this school aims to provide all children with the opportunity to develop the following skills:

- Listen, understand and respond appropriately to others, thinking about what has been said and the language used.
- Speak with confidence in a range of contexts, adapting what they say and how they say it to the purpose and the audience.
- Participate in a range of drama activities and evaluate their own and others' contributions.
- Read confidently and enthusiastically a range of texts and use their knowledge of words, sentences and texts to understand and respond to the meaning, as well as being able to express and discuss their personal preferences.
- Read with fluency, accuracy and understanding.
- Have knowledge and awareness of a range of literature, which includes fiction, non-fiction and non-literary texts.
- Develop a love for reading and interest in a wide range of literature.
- Use a range of language in imaginative ways and express their ideas and develop an extensive vocabulary.
- Use grammatical constructions that are characteristic of Standard English and apply this knowledge appropriately in a range of contexts.
- Use a range of spelling strategies to spell accurately, including phonemic awareness and phonic knowledge, analysing words into syllables and other known words, spelling conventions, visual patterns and the use of dictionaries.
- Understand word classes and the grammatical functions of words.
- Develop an understanding that writing is both essential to thinking and learning, and enjoyable in its own right.
- Know the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways.
- Use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.
- Understand the difference between formal and informal English.
- Use writing to help their thinking, investigating, organising and learning.
- Present work clearly and neatly in order to communicate their meaning effectively.
- Write legibly in both joined and printed styles with increasing fluency, using different forms for different purposes.

The purpose of this document is to give an overview of the delivery of English at St Bartholomew's. It covers the general principles and teaching methods involved. The principles and teaching practice are to be implemented by the teaching staff and monitored by the English Leads.

2. Values and Attitudes

- to devise and maintain a rich, varied and creative curriculum which inspires and enthuses children.
- to provide a range of learning experiences which allow children to broaden their skills in English in different contexts and settings.
- to create a positive learning environment which celebrates effort and achievement.
- to have high expectations of all pupils.
- to provide a stimulating environment which generates enthusiasm and motivation.
- to plan differentiated work which caters for the individual needs of all children where appropriate.
- to use a range of resources to develop interest in reading and provide a range of writing opportunities.
- to give pupils the practical experiences which will allow them to develop skills in line with the National Curriculum 2014.
- to use on-going assessment to establish the progress and needs of pupils.
- to promote the ability to consider the views and ideas of others in whole class and group activities.
- to provide support for SEN and low attaining pupils in order to develop their command and understanding of the English language.
- to allow all children to have the opportunity to develop depth and mastery in all aspects of English.

3. Teaching

Early Years and Foundation Stage

Key Stage 1 and 2

Speaking and Listening

The children should:

- Listen and respond appropriately to others.
- Speak clearly and confidently in a range of contexts.
- Express their ideas clearly, using evidence to justify their answers, arguments and opinions.
- Ask relevant questions to extend their understanding and knowledge.
- Give reasons for their ideas, considering and evaluating the opinions of others and their own experience.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Actively participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s)
- Select and use appropriate registers for effective communication.

The teacher should:

- Give opportunities for a variety of speaking and listening situations within and outside the classroom, including collaborative discussion work, debates, role-play and performances.

- Use drama to allow children to use language in imaginative ways and to express their ideas and feelings when working in role.
- Provide opportunities for children to work in small groups, taking on varied speaking and listening roles.
- Provide children with the opportunity to present information, ideas, stories and other written texts to a wider audience.
- Provide modelled examples of clear diction, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers.

The school should:

- Provide opportunities for children to participate in school productions and external presentations such as the 3M competition.
- Provide children with opportunities to present and relay information during whole school assemblies and visits to the church.
- Promote speaking and listening through extracurricular groups, such as Philosophy Group.
- Further encourage children to develop their speaking and listening skills through inviting speakers, including authors and theatre groups, to school who interact with the children.

Reading

The children should:

- Continue to prioritise reading by ensuring all children have a dedicated time to read independently or be read to.
- Be given the opportunity to develop an interest and pleasure in reading. Read for enjoyment.
- Be given the opportunity to access a wide range of fiction, non-fiction texts and poetry.
- Recognise that reading is an essential part of all areas of learning. Read for a purpose.
- Read topic related material in a range of cross curricular subject areas.
- Acquire research skills necessary for the use of dictionaries, thesauruses, atlases and other information books and resources.
- Increase vocabulary through reading and being exposed to new words with definitions and context explained.
- Develop the ability to read fluently, accurately and with understanding.
- Read aloud confidently and expressively.
- Be able to discuss books they have read, relating to plot, characters and themes.
- Increase their ability to read challenging and lengthy texts independently.
- Acquire an increasingly large sight vocabulary.
- Be encouraged to continue the reading process at home.
- Gain confidence and enjoyment to promote lifelong reading.

The teacher should:

- Teach children how to decode words to build reading fluency and how to use strategies to help them understand texts.
- Read aloud (fiction and/or non-fiction) every day.

- Hear all children read regularly, including using the traffic light system to assess which children need listening to daily.
- Keep a record of individual readers, using the agreed pro forma, ensuring that the reading needs of each child are highlighted. Teachers and LSAs should write their initials and use the tick system when they have heard a child read.
- Check and record reading activities in the reading diaries regularly, commenting on individual readers and signing when a child has taken part in a teacher-led guided reading activities. Also, ensuring that parents are commenting in the diaries.
- Ensure that guided reading class or carousel take place so that children have the opportunity to discuss texts and develop their word reading and comprehension skills in small groups on a weekly basis.
- Keep clear records of guided reading sessions.
- Share a range of stories and authors with children, including incorporating story time into the school day.
- Provide a reading area within their classroom which is engaging and inviting.
- Provide children with the opportunity to develop their library skills and to engage with the library on a regular basis.
- Value books and show an interest in them by setting a personal example including displaying what Teachers are reading or what Teachers recommend.
- Promote reading by ensuring books are a central part of the classroom displays and that they are linked to topics.
- Maintain reading as a valued, high profile activity which accesses the whole of the curriculum.
- Use St. Barts Reading Curriculum to ensure progressing in reading through all the strands of the curriculum. See appendix 1

The school should:

- Highlight the importance to parents of reading to and with their children regularly, including discussing the meaning of texts.
- Hold bi annual reading and phonics evenings for parents.
- Ensure that parents understand that children should read books which are age and ability appropriate, ensuring that they understand what they read.
- Provide support to parents and parent helpers in helping children to develop their reading skills and engage in texts.
- Ensure reading is prioritised and that reading areas are inviting.
- Ensure that reading is promoted by displaying books linked to topic areas.
- Promote reading by active involvement in local and national reading events and competitions and liaising with outside agencies, such as authors and local theatre groups.
- Provide a library which contains a wide range of fiction and non-fiction books, as well as an engaging, inviting and stimulating space in which to enjoy and share books.
- Update library wall displays to promote children's interest and enjoyment.
- Ensure reading bands are closely linked to NC objectives and phonics bands.

Writing

The children should:

- Be given the opportunity to write in a range of different contexts and for a range of different purposes.
- Experience a wide range of writing activities including fiction, non-fiction and poetry.
- Be given the opportunity to regularly share and discuss their writing, including performing poetry to an audience.

- Be regularly provided with examples of 'good' writing in various forms and begin to recognise the criteria for such writing.
- Be taught to have pride in their work and understand the importance of presenting writing clearly and neatly.
- Be given the opportunity to develop a clear and fluent handwriting style through using the 'Penpals for handwriting' scheme.
- Be given opportunities to plan, draft and redraft their work.
- Be encouraged to use reference materials such as dictionaries, thesauruses, word walls and word mats to support their writing.
- Become increasingly aware of the correct modes of punctuation and spelling through the regular teaching and modelling of rules and conventions, including exceptions to the rule.
- Be given the opportunity to investigate regular and irregular spelling patterns.
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective and pronoun, both in the context of their own writing and through specifically designed activities.
- Be introduced to a range of vocabulary in order to extend their knowledge and use of words.

The teacher should:

- Clearly model the different forms of writing.
- Provide opportunities for shared and guided writing.
- Allow children time to share, discuss and evaluate their writing, including providing opportunities for self and peer assessment.
- Provide a stimulating writing environment which engages and motivates children.
- Provide a range of stimuli and reasons for writing, including drama.
- Provide and discuss clear criteria for completing writing tasks successfully.
- Provide children with the opportunity to write in different contexts and for different audiences.
- Ensure that resources, such as word mats, dictionaries and thesauruses, are readily available for children to use to support their writing.
- Ensure that handwriting, spelling, punctuation and grammar is systematically taught; the 'Penpals for handwriting' scheme should be used for handwriting and short, focussed spelling sessions, which include investigative work, should be taught weekly.
- Ensure that there are displays in the classroom which highlight key vocabulary and skills for writing, as well as celebrating writing.

The school should:

- Promote writing by active involvement in local and national writing events and competitions and liaising with outside agencies, such as authors and local theatre groups.
- Prominently display writing of all types, including the children's own writing.

Spelling, Punctuation and Grammar

- Punctuation and grammar should be taught throughout KS1 and KS2, using a contextualised approach; discrete sessions can be used for specific areas of need identified by the class teacher.
- Spelling should be taught in short sessions, at least twice a week, with additional support provided for less able children.
- In Upper KS1 and KS2, children should identify words or parts of words which they think are spelt incorrectly. Children should be encouraged to check and correct their spellings using dictionaries or word mats.
- Children should be given the opportunity to explore spelling patterns and extend their vocabulary through a range of interactive and investigative activities.

- New vocabulary and spellings currently being taught should be displayed prominently in classrooms.

Phonics

- In Foundation and KS1, children should receive daily opportunities to develop their phonics skills in independent and group activities.
- Intervention will be given for Year 2 children who do not pass their phonics screening check in Year 1.
- The children should be grouped according to ability and all introductory sessions taught by the teacher. All phonic sessions/activities for less able pupils are expected to be supported by an adult.
- The 'Letters and Sounds' scheme of work is used for the teaching of phonics in conjunction with the Jolly Phonics actions. This will be delivered according to the LCP framework. Phonics activities are expected to be interactive and varied, appealing to all learning styles.
- Opportunities for less able KS2 children to receive additional support for spelling should be provided through intervention work.

The school should:

- Ensure children have reading books closely linked to phonics phase.
- Ensure that correct punctuation and grammar is promoted throughout the school.
- Promote spellings, punctuation and grammar by active involvement in local and national events.
- Provide parents with support for supporting their children with spelling and grammar work at home.
- Provide phonics sounds in reading diaries along with sight words.
- Provide a bi annual parents evening on reading and phonics
- FS to deliver reading and phonics evenings annually as part of the induction cycle
- Assess phonics and track phases as well as monitoring progress towards phonics screening assessment.

Handwriting:

- Teachers should follow the school's handwriting' scheme from Foundation through to Year 6. Handwriting should be taught weekly and additional short sessions given to children who need extra support. Exemplars of the style are displayed in the classes.
- Where possible, handwriting sessions should correspond with the current spelling patterns being taught.
- Teachers should model good handwriting on whiteboards and when marking children's books.
- Children in Foundation Stage are taught where to place serifs and correct orientation of letters is taught. A joined script is taught from Year 1 upwards.

The school should ensure that parents receive information about the school's handwriting policy and how children will progress with their handwriting through each year group.

Technology and the use of ICT

The use of ICT can support and enrich children's learning in English by:

- providing the equipment and tools to help them access the English curriculum
- extending their opportunities for recording, exploring and developing ideas
- providing a range of information sources/text types
- allowing children the opportunity to present their work electronically.

Enrichment

Authors, speakers, visits and visitors will be promoted in order to enrich the curriculum.

4. Role of the English/Phonics and Reading Co-ordinator

- To monitor and review the policy and associated guidelines / guidance.
- To support the planning of English across the three strands:-speaking and listening, reading and writing.
- To promote good teaching practices through Staff INSET and through support with teaching initiatives and resources.
- To be aware of national and local developments in English
- To use outside agencies to promote a stimulating English curriculum
- To order, replace and organise necessary resources within the constraints of the school budget
- To undertake responsibility for English and co-ordinate development, organisation and implementation throughout the school
- To both coordinate, and lead, appropriate INSET activities as well as to provide individual support for staff as required.
- To ensure appropriate methods of assessment and recording are carried out with reference to the schools assessment policy.
- To monitor standards in teaching, learning and assessment through the use of the most appropriate monitoring tools.

The coordinator should have the opportunity to monitor and evaluate standards within the Teaching and Learning of English. Focused Monitoring and Evaluation should ultimately lead to raising the standards within the school.

5. Equal Opportunities

At St Bartholomew's we ensure that all children have the opportunity to extend their knowledge, understanding and skill regardless of gender, race, physical or intellectual ability.

- Girls' and boys' work is equally valued
- Access is provided to all activities: work is differentiated to meet the needs of the children; including additional support for those children experiencing difficulties and extension activities for the more able.
- We recognise the different levels of experience and language of the children arriving at the school and provide them with appropriate experiences and means of expression

6. Inclusion Statement

- Teaching and Learning will be modified appropriately for children with physical disabilities, eg. specialist equipment will be purchased if necessary and affordable and adult support put in place.
- Teachers will work closely with relevant outside agencies and support staff to ensure that the work for the children with disabilities is adapted to endeavour to meet their full entitlement to the curriculum
- Teachers will use assessment techniques that reflect the children's individual needs and abilities.

7. Differentiation in English

Teaching and learning is differentiated to meet the wide range of children's needs.

- Children may be grouped in ability with appropriate tasks set
- A variety of differentiated tasks are set which relate to a specific objective/outcome; extension activities are given to those who succeed quickly.

- Greater teacher support may be given to less able pupils; more responsibility and challenge may be given to more able pupils
- Learning Support Assistants support identified / designated individuals / groups of children
- Teachers ensure that they spend time working with all ability groups regularly.

8. The Role of the Teacher

The role of the teacher is one of planning and structuring a balanced programme of English. The teacher needs to be clear as to the purpose of the work and the objectives for each lesson, in line with the New National Curriculum 2014.

9. Planning and Organisation

The school follows the 'National Curriculum 2014'

- All Year groups from Foundation to Year 6 are encouraged to plan lessons which focus on using high quality texts as a stimulus.
- Shared Planning and Resourcing in Year groups is encouraged, ensuring all children have equal access to the Curriculum.
- All teachers use the agreed planning format which is available on the school VLE.
- English teachers have access to a range of planning materials in support of the Text Level / Sentence Level / Word Level teaching and learning objectives.
- Separate planning is expected for handwriting, spelling, guided reading and phonics sessions.
- Handwriting is expected to be taught weekly, with additional short sessions for children who need extra support.
- Spelling is expected to be taught weekly as two or more short sessions, focusing on the objectives outlined in the 2014 National Curriculum. Sessions are to focus on investigative skills and to incorporate a range of interactive teaching methods, including ICT.
- Guided reading is expected to take place daily, with children organised by ability. In KS1 and throughout KS2, children are expected to take part in reading carousel activities during Guided Reading sessions which allow them to reinforce work done during the teacher-led session and for them to practise further reading skills. Classes from Year 2 upwards have adopted whole class reading comprehension on a selected text.
- In KS1, children are expected to have daily phonics sessions. The children should be grouped according to ability and all introductory sessions taught by the teacher. All phonic sessions/activities for less able pupils are expected to be supported by an adult.
- The 'Letters and Sounds' scheme of work is used for the teaching of phonics. Phonics activities are expected to be interactive and varied, appealing to all learning styles.

In both Key Stages 1 and 2, English teaching may take place within morning or afternoon lessons. The teaching of the English Curriculum is not restricted to 'English Hour', there are planned periods throughout a teaching week where the teaching of Drama, Reading, Spelling, handwriting and creative writing is integrated into different subjects. Support with Listening and speaking skills pervades all subjects.

10. Cross-Curricular Teaching

Teachers are encouraged to incorporate speaking and listening, reading and writing into a wide range of subjects so that children can apply their skills within a range of text-types. It is recognised that the teaching of English can be enhanced through the development of cross-curricular opportunities, and that this integration of English into the wider curriculum can 'add value' and 'purpose' to the English skills taught, and the Knowledge and Understanding acquired.

11. Homework

Work is set on a weekly basis to consolidate, enrich or extend class teaching. Teachers are expected to set regular spelling homework, as well as writing and reading tasks.

Children are encouraged to read regularly at home and record their reading in their blue reading diaries.

12. Standards in English

St Bartholomew's uses the Angela Kirk Tracker as an ongoing assessment tool to monitor and assess the progress of children in reading and writing. These are measured against the end of year expectations. Foundation Stage use O'Track and Tapestry to track progress.

As a baseline, at the start of each term the children complete an unaided piece of written work.

Analysis of the data leads to consideration of practices, strategies and identification of future targets.

13. Marking

Work should be marked as per the requirements of the School's **Marking Policy**. Constructive, focused marking provides a continuous monitoring of progress and achievement. Drafted pieces of written work should be 'Developmentally Marked' regularly and 'published' written work should be marked positively and next steps made clear to the pupil.

Pupil Self-Evaluation

Pupils should have the opportunity to respond to Developmentally Marked work, recognising the value of it in support of their learning.

Pupils are taught to self-check their written work through the process of 'reading through a text forwards and backwards', checking for 'sense of meaning' and 'accuracy of spelling'. Pupils in KS1 and KS2 use 'polishing' pens to edit their work. Such 'proof-reading strategies' are developed within each Year Group / Phase Group at age/ability-appropriate levels.

Opportunity is provided for pupils to share their work with others, at a variety of 'levels', including, 'mid-lesson Plenary', end of lesson Plenary, reading out loud to different audiences (Partners talk, peer assessment). Work may be shared through display, or may be produced in other forms for sharing, e.g. a book created for an individual, a poetry recital...

14. Assessment

All assessment follows the guidance provided in the School's **Assessment Policy**.

All staff are expected to regularly assess each child in speaking and listening, reading, writing and spelling. Angela Kirk Tracker and Pupil Progress Meeting Data is used as a baseline at the beginning of the academic year.

At the start of the academic, children in KS1 and KS2 complete an unaided piece of writing and all children are listened to reading individually. In Year 1, a phonics baseline is completed for each pupil in preparation for the phonics screening test.

Angela Kirk Tracker is used and summative assessments. Parents are informed of the children's progress during parent consultation evenings in the Autumn and Spring term, and in children's reports at the end of the summer term.

Formative assessment will take place throughout the year. Targets for English are regularly checked and dated when achieved in English books, so that children are given the opportunity to monitor their progress in English.

By identifying each child's progress and determining what they have learnt, teaching will be more effective. Much assessment is carried out by teachers in the course of their teaching through a variety of means. This would include hearing children read, listening to group discussions, giving short tests e.g. spelling, dictation, setting specific assignments, observation, individual discussions in which children are encouraged to appraise their own work and progress and, of course, their marking of children's work.

Formal and informal assessment is carried out in accordance with the School's Assessment, Reporting Recording Schedule including statutory assessments at Year 2, Year 6 and the Foundation Stage. Assessment of phonic knowledge was introduced for Year 1 in 2012.

In addition to the Statutory Assessment required by the government education department, other forms of assessment include:

- (iii) Pupils questionnaires

15. Record Keeping and Reporting

Each teacher is expected to have the following reading and writing records.

Reading:

- Individual readers records which use the traffic light system
- Guided reading records
- Assessment records
- Grouping information (e.g. focus groups, guided reading groups, interventions)
- Reading skills progression map

Writing:

- Phonic record sheets (Foundation/KS1 and KS2 support groups)
- Evidence of cross-moderated writing
- Assessment records
- Grouping information (e.g. focus groups, support groups, interventions)