



POLICY FOR ENGLISH

At St John's School we use the teachings of the Church of England to embed the following core Christian values.
These are:

Friendship

Forgiveness

Trust

and Compassion

These values will underpin the following Policy.

This Policy is reviewed every 2 years by the Headteacher and the English Coordinator

Date Agreed:	January 2020
Review Date:	January 2022
Signed by: Headteacher:	
Signed By: English Coordinator	

At St. John's School we have a firm belief in all core Christian values. We will use the teachings of the Church of England, such as respect, honesty and care for others, to underpin the following policy.

RATIONALE

We aim to develop in the children we teach an enthusiasm for English in all its forms and the confidence to express themselves both orally and through the written word. By developing a comprehensive range of reading skills we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum and help them fulfil their God given potential later in life.

PLANNING

- In Early Years Foundation Stage teachers plan daily phonics based on Letters & Sounds and teacher directed sessions using the EYF curriculum.
- In Key Stage One and Key Stage Two teachers plan using the National Curriculum framework, The Power of Reading and units taken from Hamilton Trust (online resource planning).

All aspects of English are covered in lessons including reading, writing, poetry, speaking & listening and drama. An overview of English Units ensures coverage of a range of genre. Teachers' plans demonstrate clear objectives and outcomes and are working documents which are subject to change as a unit progresses. Links made between English and other topic areas are made wherever appropriate.

SPOKEN LANGUAGE

Throughout the school we aim:

- To provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening.
- To develop children's awareness that different situations require different forms of oral expression.
- To develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity and pace of speech through drama and role play.
- To recite, learn and perform a range of age appropriate poetry.

READING

EARLY YEARS FOUNDATION STAGE:

In EYFS, teachers introduce concepts of print and teach synthetic phonic skills using the Letters & Sounds programme, Phonics Play & Bug Club (online teaching resources) and a variety of interactive resources with the whole class on a daily basis.

Children are given all of the first sounds to practise at home and subsequent sounds and 'tricky words' are given as appropriate. Initially, children take class books home to share with their parents. When the teacher feels the child is ready, he/she begins to take an additional colour banded/levelled book home. All home reading is recorded in the child's Reading Journal.

KEY STAGE 1:

As children progress through the first Key Stage there is a strong emphasis on developing phonetic competence and sight-reading skills. Children choose books from a range of schemes which are banded according to ability. They are also encouraged to pick texts from the class book area to broaden their interest and skills. Teachers follow a structured Phonics

plan through daily phonic lessons to ensure progression in the phases set out in the National Curriculum. We track individual children's reading progress; those on track at the end of Year 2 will be reading from the Gold book band or above.

KEY STAGE 2:

In Key Stage 2 the focus is on developing higher order reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically. Where necessary, specific phonic support is used to develop children's reading skills through the use of interventions.

Children choose reading books from class book areas and are guided towards appropriate reading material where necessary. Colour banded books help to provide progression for readers in Lower Key Stage 2, where the expectation is that by the end of Year 4 children on track will be reading from Brown book band or above.

WHOLE SCHOOL INITIATIVES TO PROMOTE READING:

'Give Me 5':

All children are encouraged to partake in the 'Give Me 5' home reading challenge which was introduced to reward regular home reading and also encourage parental involvement in Key Stage 2.

- In Foundation Stage, children aim to have 5 entries in their journal, whether they have shared a book with an adult or are reading early phonic books.
- Year 1 children aim to read 5 times to an adult who will then sign their reading journal.
- As the children progress through the school, the ration of adult to independent reading sessions changes; by Year 6 the expectation is that the child reads 4 times independently and is heard once a week by an adult for a more extended read.

READING AFTERNOONS:

Parents are invited to come into their child's class and see reading skills in action. They are given advice and ideas about how to support their child through shared reading at home.

READING SKILLS LESSONS:

All classes have reading skills lessons where the children partake in a variety of reading based activities on a rota system. We have incorporated the Reciprocal Reading approach as the children become more competent readers. This encourages a deeper understanding of texts and increased engagement during lessons.

RANGE OF READING MATERIALS:

Each class has a selection of 'special books' chosen by the class teacher from which children are encouraged to read. They ensure a range of genre, challenge and recommended authors appropriate for their age group.

BUG CLUB:

This is an online, interactive reading club that children can access as part of their home reading. It provides a rich range of contemporary reading material which helps develop comprehension skills through winning 'rewards'.

READING SWAP:

Children from Key Stage 2 are 'twinned' with a class from EYFS /Key Stage 1 and twice termly they join to share books.

BOOK EVENTS:

We hold book fairs at the school and invite authors and theatre groups during Book Week to celebrate English throughout the school.

WRITING

In EYFS and KS1, children learn about the different purposes of writing by seeing teachers model writing in a variety of contexts and then practicing these skills themselves. They use a variety of stimuli for writing and write in a wide range of genres including both narrative and non-narrative forms. The teachers use a 'Sentence Toolkit' to help embed grammatical terminology and understanding. This comprises of different items in the toolkit being used to represent the building of a sentence (e.g. a paintbrush labelled 'adjective' adds colour to a sentence).

In Key Stage 2, children learn how to write in a variety of styles, for a variety of audiences. They are taught more complex rules of grammar and syntax and are encouraged to use these in their independent writing. Those children requiring additional support continue to use the 'Sentence Toolkit' approach as they transition to KS2.

Children are encouraged to use a more sophisticated range of vocabulary and imagery by accessing dictionaries, thesauruses and reading more challenging texts. Children are encouraged to take an active part in revising their own and others' work before the teacher marks it in accordance with the school's Assessment for Learning Policy.

Stimulating texts are a key to inspiring young writers and are used throughout the school as the basis for planning.

SPELLING, PUNCTUATION AND GRAMMAR (SPAG):

As set out in the new curriculum, teachers ensure coverage of content through short, daily activities as an introduction to English lessons (Years 1 – 6). Focus lessons are introduced as children move through Key Stage 2 to ensure the children are equipped with the tools to develop their writing and speech. (See appendix 1 & 2 – Overview of Spelling, Punctuation & Grammar – Penny Bill 2016)

HANDWRITING

The Cursive handwriting style is to be used throughout both key stages.

In EYFS teachers introduce the individual letter formations in cursive script. Throughout the Foundation year and into Year 1 children will be taught the graphemes in a cursive form.

As children are ready, they will be taught to join their letters and pen Licences will be introduced to those children in Year 3 who have neat, legible, joined script. By Year 4, all children will be writing in blue ink for English based activities. Ink pens may be introduced in upper KS2.

PHONICS & SPELLINGS

Children are taught phonics in a structured, systematic way to help them become competent readers and spellers. The phonics programme also ensures that children are taught to encode unfamiliar words for spelling.

Children in KS1 will also have additional spelling lessons to focus on high frequency and common exception words. Children in KS2 will also be taught discreet spelling lessons to reinforce spelling rules that are practised at home.

- In EYFS children are taught 'tricky' high frequency spelling words alongside reading and learning sounds. Children are taught letter names as well as sounds.
- In Years 1 & 2, the children take home spellings on a weekly basis, which are linked to the phonic/word level work covered in class.
- In Year 2, children take home high frequency words and common exception words. These are tested and tracked at school.
- KS2 children follow the Primary Framework Spelling Bank and take home word lists for weekly tests.

By Years 5 & 6 most children are practicing advanced spelling patterns and developing their vocabulary.

- In KS2, difficulties in spelling are addressed through diagnostic testing and intervention which will be detailed on the Class Provision Map.

SEN

By on-going formative and summative assessments, the class teacher identifies children who need support or additional extension with English skills at the earliest possible stage.

Class teachers use differentiation and support staff to address differing levels of need which are highlighted on the class Provision Map. Where a child has a greater level of need, class teachers liaise with the SENCO and the schools SEN policy is implemented.

ASSESSMENT, RECORD KEEPING AND TARGET SETTING

Teachers assess Reading and Writing termly, both through formative and teacher assessment, according to the school assessment policy. A tracking document then provides a summative record of what each child has achieved as well as informing ongoing planning and provision.

STATUTORY TESTING/ASSESSMENT INCLUDES:

- EYFS: Teachers complete the EYFS Good Level of Development (E Profile)
- Year 1: Phonics Screening
- At the end of Key Stage One, SATs tests in Reading & Maths, Teacher Assessment in Writing, Speaking & Listening and Science
- At the end of Key Stage Two, SATs tests in Reading, Maths and SPAG. Teacher Assessment in Writing, Speaking & Listening and Science
- NFER tests in Reading three times a year (Years 1,3,4,5)
- The end of Key Stage teacher assessments are reported to parents.

Next Steps are set through quality marking which forms part of the assessment policy.

LINKS WITH PARENTS

At St John's we welcome parent volunteers who come in and help support class teachers with a variety of activities including reading with children and also helping to run the book fairs.

In September parents of the new intake are invited into school and given information about how English is approached in the Foundation Stage.

Additional information is available on the website for all parents to provide information on how to support their children in reading.

HOMEWORK

(See Homework policy)

EQUAL OPPORTUNITIES

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

CONCLUSION

It is our aim that through careful implementation of the guidelines set out in this policy, children at St. John's should have the opportunity to develop confidence and competence in all aspects of the English language, a genuine love of literature and the ability to communicate successfully in many different ways.

Andrea Drury: English Coordinator

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