



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 2022
Review Date:	January 2024
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 'Twinkl Phonics' (the transition from Letters & Sounds is being phased in from March 2022) and teacher directed sessions using the EYF curriculum.(see separate Phonics Policy)
- In Key Stage One and Key Stage Two teachers plan using the National Curriculum framework, The Power of Reading, Literacy Shed 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 (see also separate Reading Policy)

EARLY YEARS FOUNDATION STAGE:

In EYFS, teachers introduce concepts of print and teach synthetic phonic skills using 'Twinkl Phonics' with the whole class on a daily basis.

Children are given all of the first sounds to practise at home and subsequent sounds and Common Exception Words (CEW) are given as appropriate. Initially, children take class books home to share with their parents. Children are provided with a book that matches their phonic stage in order to ensure reading success and confidence. 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. Children continue to read books that are matched to their phonic stage. They are also encouraged to pick texts from the class book area to broaden their interest and skills. Teachers follow a structured Phonics plan (Twinkl Phonics) through daily phonic lessons

to ensure progression in the phases set out in the National Curriculum. We track individual children's reading progress and this information is passed to the next teacher as they move through the school.

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. Pupils not confident up to Phase 5 phonics will continue to take home phonics-matched books.

Children also 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 READING EVENTS:

At St Johns we have many ways in which we promote and celebrate reading.

(Please see the separate Reading Policy for more detail)

Initiatives include Give Me 5, our home/school reading scheme, reading afternoons, reading swaps, book events and author visits.

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.

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.

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 Progression in Writing documents on the website.)

As a response to COVID, additional daily SPAG revision sessions are being taught across KS2 to help support and embed terminology and learning.

HANDWRITING

The Cursive handwriting style is to be used throughout both key stages; Twinkl pre-cursive script is introduced in EYFS and children will begin to include the approach stroke in Year 1 and when appropriate, they will be taught to join their letters. 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 synthetic phonics programme (Twinkl Phonics) also ensures that children are taught to encode unfamiliar words for spelling.

Spelling Shed is an online resource that provides teaching resources and that the children can access at home. It covers the National Curriculum expectations for each year group (Years 1 to 6) Spelling is taught in discreet lessons and during SPAG sessions.

- In EYFS children are taught CEW (Common Exception 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. (This is phased in during Year 1 from Term 3 and continues in Year 2.)
- In Year 2, children take home high frequency words and common exception words. These are tested and tracked at school.
- KS2 children follow the Spelling Shed scheme 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 interventions 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 Profile
- Year 1: Phonics Screening
- At the end of Key Stage One, SATs tests in Reading & Maths, Teacher Assessment in Writing and Science
- At the end of Key Stage Two, SATs tests in Reading, Maths and SPAG. Teacher Assessment in Writing and Science
- The end of Key Stage teacher assessments are reported to parents.

ADDITIONAL ASSESSMENTS INCLUDE:

- NFER tests in Reading three times a year (Years 1,3,4,5)
- NFER tests in SPAG three times a year (Years 3 to 6)
- Reading Tracker completed termly for updates in progress
- Phonics Tracking

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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