



## English Policy

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<u>Minute number</u>	<u>Signed</u>	<u>Date</u>	<u>Amendment</u>

### *'Learning and Growing Together'*

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13) Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning we develop our wisdom, knowledge and skills

Growing in our character development, hope, aspiration, resilience and social action

Together; so our community can live well together, showing dignity and respect.

This policy describes our aims and our practice in the teaching of English. It is defined by current national guidance on best practice, in house training, staff discussion and professional judgement and links to the phonics policy, speaking and listening policy, inclusion policy, handwriting policy, curriculum statement and reading policy.

### **Intent:**

When our children leave St. Oswald's, we expect them to be fluent, avid readers, who are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of high quality text types, genres and authors in order for them to make informed choices and opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual style. We want our children to write with

grammatical accuracy and be able to apply spelling patterns correctly using a neat, joined handwriting style. A wider range of vocabulary is consistently and continually taught to children so that they can decipher new words and then use them when speaking. Our overall aim is then for our children to apply all the English skills taught to all areas of the curriculum.

### **Our Vision**

English is critical to a child's education and promotes an appreciation for lifelong learning and a love of reading and writing. We believe in a balanced, creative and inspirational approach to teaching English, understanding that the skills of reading and writing are often the 'keystone' to many other areas of learning. English is taught through timetabled explicit sessions and then integrated across all subject areas.

Using elements of the 'Talk for Writing' process, which is based on the principles of how children learn, enables our children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. This process builds on 3 key stages: Imitation, Innovation and Independent Application. We aim to motivate children's learning, challenge them and inspire them to achieve their best through quality texts and different genres. We strive for our children to be attentive, open-minded and enquiring learners.

We understand the varied needs of our pupils and we aim to meet the range of needs of our pupils and adapt learning effectively to help all pupils to make the greatest possible progress. We cultivate successful home-school partnerships to help children foster a love for reading and writing at home through workshops, homework and celebrating our children's achievements.

### **Aims**

#### **General**

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching English at St. Oswald's and that these are currently applied.

#### **School Staff:**

To promote a confident, positive attitude towards the learning and use of English, making it an enjoyable experience.

To promote confidence and competence in the skills of speaking and listening; reading and writing.

To promote the ability to communicate effectively in a variety of forms.

To promote the skills of communication through speaking and listening in a range of contexts.

To promote the range of skills required in reading in order for children to read for meaning, understanding and enjoyment.

To provide opportunities for the development of skills in writing across the whole curriculum.

To provide opportunities for our children to develop the powers of imagination, inventiveness and critical awareness.

### Children

To develop an enjoyment of learning through practical activity, exploration and discussion.

To develop confidence and competence in the skills of speaking and listening, reading and writing.

To develop an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.

To develop the ability to communicate effectively in a variety of forms.

To develop a love of language and a broad bank of interesting vocabulary to use in discussion, reading and writing.

To develop the skills of communication through speaking and listening in a range of contexts.

To develop the range of skills required in reading in order for children to read for meaning, understanding and enjoyment, showing an interest in fiction, non-fiction and poetry.

To develop a range of skills in writing and spelling across the whole curriculum.

### Parents and Carers

To be understanding and supportive of our aims in learning and teaching English.

To attend and contribute to Parent's Evening and Information Meetings.

To support their children with English homework activities, specifically; reading and spelling.

To praise their children for the hard work they put into their English work.

To communicate and work with the school whenever further support is needed to develop their children's English skills and understanding.

### Governors

The designated Governor will:

Meet with the curriculum Subject Leader at least once a year to find out about;

a) the school's systems for planning work, supporting staff and monitoring progress;

b) the allocation, use and adequacy of resources;

c) how the standards of achievement are changing over time.

Visit School and talk to pupils about their experiences of English.

Promote and support the positive involvement of parents in the curriculum area.

Attend training and other events relating to the particular curriculum area.

To be understanding and supportive of our aims in learning and teaching English and review the English Policy regularly.

### Subject Organisation

Implementation of the English Policy

#### 1. EYFS organisation

Children follow the Early Years Foundation Stage Curriculum. The children have the opportunity to talk and communicate in an increasing range of situations and to practise and extend their range of vocabulary and English skills.

English is planned on a half-termly basis, using elements of Talk for Writing and is assessed using the criteria from the Early Learning Goals.

English is taught both as a discrete subject and within the whole Early Years Curriculum to give children opportunities to use their English skills in real life situations.

In addition to the English teaching there are also 20 minute daily phonics sessions using the Jolly Phonics validated scheme.

Children are heard to read individually twice a week.

The EYFS and Year 1 class has a basket of familiar stories, recommended reads for language and storytelling, as well as a selection of nursery rhymes and traditional tales to immerse the children in during story time at the end of the day.

## **2. The English Curriculum**

School staff use the objectives from the English National Curriculum to support their planning for English, alongside elements of the Talk for Writing whole school planning.

Teachers use quality texts and film to explore and plan for narrative, non-fiction and poetry writing.

Teaching and learning is adapted to best match the needs of the class and the individuals within it; within the context of the aspect of English that is being taught.

If the learning needs of specific children are best met following an alternative structure then this will be discussed by the class teacher, Subject Leader and Senior Leadership Team.

## **3. KS1 and KS2 Organisation (Please see the separate Reading policy, Spelling, grammar and punctuation policy, Phonics policy, Speaking and listening policy, inclusion policy, SEND policy, handwriting policy and Vocabulary policy).**

Children use English skills daily throughout the whole curriculum.

All year groups have a daily 20- 30-minute session focusing on phonics or SPAG using the Jolly Phonics validated programme and curriculum spelling patterns (following the No Nonsense Spelling programme).

Year 1- Phonics

Year 2- Phonics / Spelling and Grammar

KS2- Spelling / Punctuation and Grammar

English is planned on a half-termly basis, using elements of the Talk for Writing process and is assessed using the objectives from the National Curriculum.

English is taught both as a discrete subject and within the Key Stage 1&2 Curriculum to give children opportunities to use their English skills in real life situations.

Planning for English is done by the Senior Leadership team and Subject Leader via the curriculum map for each year with reference to staff regarding text types and coverage and this is reviewed each summer in preparation for the following year and is adapted as and when needed.

Children in all year groups each have their 'Next Steps' identified in their writing books which inform the writing targets for that child. These identify the next stages of learning in English for that child. These are used to personalise and support all children in making progress.

## **6. Writing**

Writing is a vital life skill. It is often the way judgements are made about an individual e.g. their academic achievements, a job application and when they communicate through letter. Even though there are ever increasing mediums for written communication e.g. text, email etc... It is still necessary for children to be able to communicate using a good standard of written English. We hope that by teaching the children at St. Oswald's School to write at, at least age appropriate levels they will have the skills to be able:

To understand the importance and purpose of formal and informal written language;

To communicate in standard written form;

To express themselves creatively and encourage reflection about the content of their work;

To organise their thoughts and ideas logically that are appropriate for their intended audience.

There are many and varied opportunities for the teaching of Writing skills across the St. Oswald's curriculum. These include:

Small world play is widely used throughout the school as a stimulus for writing.

Emergent writing, which can be seen clearly in EYFS.

Uniting each of the elements of English; speaking and listening, reading and writing, and making explicit links between these,

The teaching of spelling in line with the English National Curriculum including the learning of weekly spellings (Years 2-6) using the No Nonsense Spelling lessons.

Understanding how to and being able to use a dictionary; the highlighting and use of subject specific language; and use of children's individual spelling journals.

The teaching of grammar in line with the English National Curriculum,

The teaching of punctuation in line with the English National Curriculum ensuring that the use of appropriate punctuation is insisted upon across the whole curriculum when a written response is required from the children.

Using a year group appropriate writing toolkit for the 'WALT' (We Are Learning to) or L.O ('Learning objective) in every lesson and using symbols in the 'WILF' (What I'm Looking for) to show children what they should be including in their writing.

The daily modelling of handwriting and regular teaching of it in English related sessions and across the full curriculum (using cursive script from Year 2),

Each teacher finding an appropriate 'hook' for writing within the text based learning and individual lessons that are taught which will engage, motivate and provide the children with a real purpose and audience for their writing and ensure that the children have experiences of writing different genres.

Shared Writing, modelled writing and Guided Writing within English sessions and other curriculum areas as appropriate.

To end each block of writing with a formal piece of writing, which is marked with three stars and 2 next steps. From this, children can see what they do well and what they need to improve upon. This then informs teachers planning for the next teaching cycle.

Children's next steps are indicated by using the next steps stamp and appropriate symbol. These next steps also help to determine each child's individual writing target which are referred to and used as a self-assessment tool by the child, and their peers, at the end of, and during, each writing session.

Allowing children to plan their writing, using story mountains, or 'boxing up' and also creating story boxes (as inspired by the Helen Bromley 'Stir Up a Story' approach.)

Teaching children the difference between standard and non-standard forms of written English and when each of these can be appropriately used.

Throughout a half term, children also have the opportunity to write for pleasure. These pieces are for children to write for different purposes and for different audiences having the premise of a freer style of writing. These pieces enable children to 'showcase' their previously learnt skills and knowledge. The aim of these pieces are one off ad-hoc pieces, which are modelled by the teacher but no box up plans are required.

## **7. Planning Formats**

The School uses elements of Talk for Writing alongside the English National Curriculum for long term planning, to support staff in planning, delivering and assessing the learning and teaching of English. Teaching staff use the age-appropriate objectives to draw up their medium and short term plans.

## **8. Resources**

English resources are used by children and staff in many ways including;

- a) Demonstration or modelling skills through using a range of differing genres,
- b) Enabling children to write through using a range of visual and real life situations, having the opportunity to write for different purposes,
- c) Providing a context for the application and skills in reading through a range of texts.

Whole School Resources include;

The cursive handwriting scheme and support material, which is used in conjunction with visualisers.

Classroom Resources include; class sets of dictionaries and thesauruses at age and ability appropriate levels.

## **9. Homework** (please refer to the School's Homework Policy)

English Homework is set for children in KS1 and KS2 where appropriate.

Homework provides opportunities for children to;

- a) Practise and consolidate their skills and knowledge,
- b) Develop and extend their techniques and strategies,

c) Prepare for their future learning through out of class activities and homework, There are a number of generic ability appropriate Homework activities for children in English including daily reading with parent/carers, learning phonics, learning tricky words and weekly spellings.

## **10. Subject Leader**

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas:

- a) Strategic direction and development.
- b) Learning and teaching.
- c) Leading staff.
- d) Efficient and effective deployment of resources.

Have regular discussions with the Head teacher and other senior leaders about learning and teaching in English and provides annual action plans and reports to Governors about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.

Take the lead in policy development, delivering staff meetings and training, auditing and ordering resources, keeping up to date with English curriculum developments.

Regularly monitor various aspects of the English curriculum being taught within the school, including planning, lesson observations, assessment, marking and pupil interviews.

## **11. English across the Curriculum**

Children are taught a wide range of English skills that are necessary to access the whole curriculum. English is seen as the 'keystone', which enables children to access other areas of the curriculum and to function effectively as developing citizens.

Opportunities are used for English experiences through a range of activities in other subjects to enable children to apply and use English in real life and academic contexts.

Within other lessons across the curriculum it is also necessary to incorporate the good practice seen within English lessons as follows;

Insisting on, and having high expectations of, children's handwriting and spelling.

Identifying, highlighting and correcting the poor use of punctuation such as capital letters and full stops, making these non-negotiable.

Modelling good speaking to encourage the children to respond appropriately in full sentences.

Referring back to the writing boards in order that the children are consistently writing at their appropriate level.

## **12. Inclusion (please refer also to the School's Inclusion Policy)**

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at St. Oswald's is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Inclusive practice in English should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

## **13. Intervention Programmes**

All intervention groups are clearly identified. These groups can work on programmes for a term or half-termly basis and their progress is tracked.

Most interventions take place during specific intervention time, which can last for 15 minutes to half an hour per day.

English interventions that we can use are:

Jolly Phonics intervention, Jolly Phonics Extra, Talk Boost, Talking Partners, physical literacy/ core stability, guided writing, spelling and Mighty Writer.

#### **14. Monitoring and Review**

The Head teacher and English Subject Leaders will monitor the effectiveness of this policy on a regular basis. The Head teacher and English Subject Leaders will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

#### **Equality Act 2010**

##### **Protected Characteristics**

At St Oswald's we have a due regard to eliminate discrimination, harassment or victimisation when we teach English. We aim to remove or minimise any disadvantage connected to a relevant protected characteristic.

We tackle prejudice within English and promote understanding. We do not treat anyone differently based on the following protected characteristics; Age, disability, sex, race, pregnancy/maternity, marriage/civil partnership, sexual orientation, religion and/or belief, gender reassignment.

All learning and teaching in English is accessible for all.

##### **Assessment**

In English, we assess through a variety of different ways. We use formative assessment using activities which we can integrate into children's learning; quizzes, recall knowledge Mats, diagrams, videos, recordings, mind mats, etc...

We assess what the children already know and then at the end of the topic/unit we assess what knowledge the children have attained.

This is then recorded termly onto I track enabling the next class teacher to be able to view the knowledge the child and/or cohort have acquired and then what specific knowledge gaps there are in order for them to direct their teaching.