

English Policy (October 2023)

Person(s) Responsible: N Holding (Reading Leader), L Dinardo (Writing)

Team: Mrs Aldridge, Ms Kumar, Mrs Kaur

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Signature of Chair of Governors Meeting:



Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, is given the opportunities to thrive and flourish and that each person is treated fairly and well which is demonstrated through our school vision.

Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that,

'we can do all things through Christ who strengthens us'

Philippians 4:13.

The school's English policy, driven by our vision, motto and core values is a key factor in the success of our school Mission which states:

Our mission will be driven by our vision, motto and values so that together, **we can do all things through Christ who strengthens us.** We will:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness.**
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.

Spirituality In the English Curriculum

At St Luke's our curriculum reflects our Theologically Rooted Vision. In every area we provide opportunities to ensure that the curriculum and extra-curricular opportunities meet the spiritual needs of all learners. In English opportunities for spiritual development may be seen through activities which allow pupils to **encounter** ideas, **reflect** on their experience and have opportunities to **respond** to what they have learned such as

- Asking and discussing big questions in picture books and literature
- Explore the beauty of language - poetry
- Creative writing opportunities
- Opportunities for personal reflection – eg journals, diaries

Spirituality in English will be monitored through lesson observation, book trawl, pupil voice and learner action.

English unites the important core skills of reading, writing, speaking and listening and enhances the ability to use and understand both oral and written language to communicate. The development of English skills enables young people to access the whole curriculum and good communication skills improve future life chances. English is essential to close the gap between the advantaged and disadvantaged, as concluded in research carried out by the National Literacy Trust (2008) which states:

“This research presents overwhelming evidence that literacy has a significant relationship with a person's happiness and success. It gives a clear indication of the dangers of poor literacy and also the benefits of improving literacy for the individual, the community, the workforce and the nation¹.”

At St. Luke's therefore, which is in an area of significant social and economic deprivation, we believe it is the right of every child to develop key skills in English in order to enable them to succeed in later life. There is also a large proportion of children with English as an Additional Language in school and so it is important to us to value the development of language skills as the key to success in other areas of the curriculum.

We believe that systematic phonic teaching creates the foundation for developing these key skills, as concluded in the Rose Report (2006) and related publications:

“High-quality phonic teaching...secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically freeing them to concentrate on the meaning of the text.²”

Aims, Objectives and Expectations

At St. Luke's we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils are given opportunities to use and apply their abilities across the curriculum, with many opportunities to consolidate and reinforce taught English skills.

We aim through our English teaching to enable children to:

By the end of YN: the majority of children are to be able to recognise their name; use and understand complex sentences; use a sentence to explain mark making and understand simple concepts. They are able to join in with rhymes and familiar stories and understand how to handle a book.

By the end of YR: achieve national expected standards in Reading and Writing. In word reading, children to be working on Green/Purple RML which is working on blending set 1 and 2 sounds confidently (*say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words*). In comprehension, children can retell familiar stories using their own words and sing nursery rhymes confidently whilst building up their vocabulary. (*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate-where appropriate-key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play*). In writing, children to use the ditty to write graphemes which are mostly formed correctly, to be able to use Fred fingers to support spelling and simple sentences to represent sounds (*write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others*).

By the end of KS1: achieve age related expectations (ARE) in Reading and Writing by the end of Year 2. At the end of Year 1 in reading, children should be reading Blue RML and reading books matched to their phonic ability (set 2 and 3 sounds and alternate graphemes). By the end of Year 2, children should be reading age-appropriate books with good comprehension and at a speed of at least 90 words a minute. *(Reading is divided into word reading and comprehension with 4 key elements: comprehension, passion for reading, author's language, viewpoint and effect and responding to text. Writing is divided into key areas; transcription, handwriting, composition and vocabulary, grammar and punctuation). In writing, children should be able to write coherent narratives and write about real events, demarcating most sentences with correct capital letters and full stops with making good attempts at spelling using their phonic knowledge.*

By the end of KS2: achieve age related expectations (ARE) in Reading and Writing in Year 6. *(Reading is divided into word reading and comprehension with 4 key elements: comprehension, passion for reading, author's language, viewpoint and effect and responding to text. Writing is divided into key areas; transcription, handwriting, composition and vocabulary, grammar and punctuation. Pupils should use Standard English when communicating in an increasing range of contexts. In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader).*

Handwriting: St Luke's follows the national framework for the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 and the handwriting requirements of that framework apply in full to the School.

The outcomes that we will strive to ensure all our pupils achieve are:

- Having fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.
- Having the stamina and skills to write at length, with accurate spelling and punctuation.
- Having competence in transcription (spelling and handwriting) and composition.
- Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Having a comfortable and efficient pencil hold and working position.

Handwriting is of fundamental importance to educating our pupils because pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised. The mastery of automaticity in handwriting is therefore one of the key priorities of the School.

Progression

At St. Luke's we deliver a language rich environment in Nursery. Early use of games and oral activities helps the children to hear and repeat a variety of phonemes before they are introduced to the Ruth Miskin Literacy Programme (Read Write Inc.) when they are ready. The children continue the Ruth Miskin Literacy Programme through to Reception. Children are expected to reach Green/Purple level by the end of Reception and to be able to read these books fluently. The 44 most common graphemes of the English language are introduced gradually to enable the children to build up their phonic skills from day to day. Once these are secure we then gradually introduce new graphemes and alternatives, in accordance with Read Write Inc.

The children are assessed regularly according to their phonic ability and are regrouped as necessary and placed in an appropriate ability group. In Ruth Miskin Literacy children have a phonic book sent home weekly and a phonic booklet of sounds, real words and nonsense words to practise at home linked to their phonic knowledge. Children are expected to reach Blue RML by the end of Year 1 and

meet the expected standard in the phonic check. By the end of Year 2 children read age-appropriate books at a fluent speed to comprehend the text.

With regards to English, in KS1 and KS2, children are taught English on a daily basis, through our own designed programme based on the aspects of the Curriculum. English skills are taught and revisited many times in order that these key skills are embedded into the children's long term memory and then used in a wide variety of contexts across the whole curriculum. Throughout the English cycle (time spent on a given text is flexible), children are:

- Reading Detectives: During these sessions, children are introduced to the text, they 'unpick' the text, look at vocabulary using 'Word Aware' – Anchor, Step-on and Goldilocks words and focus on different Reading domains, developing and extending comprehension skills.
- Spagologists: These sessions focus on children developing their Spelling, Punctuation and Grammar skills.
- Sentence Stylers: The focus of these lessons are based upon sentence types. Children have the opportunity to build a varied and rich vocabulary and increase their knowledge of a range of sentence structures.
- Literal Masterminds: These sessions are where children plan and prepare for their 'Big Write' activity. This builds upon the skills that they have been introduced to throughout the week.
- Authors: During this session, children are asked to produce a final product which links to the theme. This can be written, presented, videoed, performed, etc.
- Editors and Publishers: The children are then given an opportunity to edit their work to make improvements either through self-editing or peer editing. The children are encouraged to publish their work where applicable in order to give their writing a purpose.

The teaching of spelling is incorporated into Year 1 English Lessons through spelling starters and a list of words are sent home each half term to practise. Years 2 – 6 follow the daily Read Write Inc. Spelling Programme with a dedicated 15 minute slot.

Teachers mark to the ARE secure targets and an 'Author of the Week' is chosen from each class and awarded a big write prize once a unit of work is completed.

The Kinetic Letters handwriting programme is commenced in Reception (or Nursery if relevant) and is used throughout the School. By the end of KS1, each pupil should be working at the national standard and most should be working at a greater depth. Children will be using some of the strokes needed to join letters; teaching this will start in Year 2.

By the end of KS2, the vast majority of pupils should be working at a greater depth than the expected standard, the exceptions being those pupils who started their primary education elsewhere, and statemented pupils. Pupils should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).

Handwriting practice takes place in sessions that are outside English lessons, since handwriting underpins the majority of curriculum areas and is integral to self-esteem.

Pupils in EYFS and KS1 will spend at least 20 minutes of the school day on activities that are part of the Kinetic Letters programme. Handwriting is taught in discrete sessions, separate from Phonics. Thereafter time allocation to maintain handwriting development and increase speed and flow, will be daily. Handwriting practice takes place on the 6-lined (or 3-lined or 9-lined if appropriate) Kinetic Letters white boards, with a transition to books via the "practice patch".

The majority of the time, sessions are taught to the whole class with differentiated targets; reinforcement may take place in small groups and/or individually.

Stop! Reading Time is an additional session to the daily English lesson and lasts for 30 minutes four times a week. It is an opportunity for children to develop a passion for reading, participate in wider reading and develop their comprehension skills. It is taught on a fortnightly basis and within those two weeks children will use the skills of echo and choral reading to develop their fluency for reading. The children will work on a range of comprehension tasks linked to the domains, they will use comprehension boxes to extend their reading, complete teacher led activities and develop independent reading skills using the wide variety of reading areas across the school. At St Luke's we value the importance of storytelling and sharing short stories, poetry and classic novels with the children. The children take part in echo and choral reading throughout their reading sessions and across the wider curriculum to reinforce fluency for reading needs to be practised as texts become more challenging.

Homework

For homework, children are encouraged to read widely and frequently. Children have their own home reading book that they take home each week with a reading record for parents and carers to sign weekly (ideally 3 times a week). The children also have weekly access to the school classroom libraries where there is a range of genres to choose from and recommended reads by staff and children. In addition to this, Nursery and Reception children visit the community library once a week and children in KS1 and KS2 visit the central school library once a half term to choose a book of their choice. Children also have the opportunity to attend reading/book clubs after school each term to develop their lifelong passion for reading. Children and parents are encouraged to complete the children's home reading record as many times a week as they can to show a reading log of each child. This can include books read in a Library outside of school or the children's own reading books from home. The reading record is monitored by staff in the school and targeted readers or non-readers are read with more often. Children can access Educationcity to complete reading and writing tasks set by the teacher and are encouraged, where appropriate to do further reading at home linked to their topics or authors studied. In addition to this, children on the Read Write Inc. phonic programme has access to the online phonic books using OxfordOwl. Each half term Reading Champions are selected based on their hard work with reading at home or in class and are given a book prize for their success.

Children are given spellings linked to the national curriculum to learn on a weekly basis and these are shared in the reading records and on Teams weekly.

Teaching and Learning

Planning is completed following the Read Write Inc. Handbook and follows the rigid timetable set out by Ruth Miskin. Each day children are taught a new sound within the speed sound lesson and are constantly reviewing previous sounds taught. Staff select an appropriate reading objective for the group and a writing objective for the individual child from their AREs. All staff complete two days Read Write Inc. training and lessons are taught or covered, where necessary, by a trained member of staff. There is a planned sequence of lessons for English and planning is done, using Smart Notebook and shared in One Note or on Teams.

Medium term planning for English organises learning objectives from the National Curriculum into the focus strands which form the weekly structure (as above, see Progression). Each week learning objectives are chosen for each session to focus teaching and learning. English groups are placed in mixed ability groups and are working at their ARE and support is given to children where needed if they are working below their ARE. The children study texts in blocks with a balance of fiction, non-fiction, diverse, classic texts and poetry which are outlined in our long term planning coverage document.

Staff will follow the Kinetic Letters handwriting programme. The 'digital teaching turtle' will support the delivery of the sessions and staff will follow the 'START' planning format from the Teacher handbook.

Inclusion

Children are taught English in mixed ability groupings, with some being supported by specialist SEN support assistants or an EAL teacher. At St. Luke's we value the individual and strive for all children to reach their potential.

(See also SEN Policy, EAL Policy, Equal Opportunities Policy)

Learning Environment

All classrooms should have a simple or complex speed sounds chart available for reading and separate sounds chart for spelling so that children have access to the graphemes to support them in their reading and writing across the curriculum. Classrooms where Read Write Inc. is taught should have green words that are new and green words that are old, red words to refer to, and also Speed Sound friezes (these can be shared on an interactive whiteboard), or part of the frieze relating to the sounds that are being focused on in lessons currently or recapping. Children are also taught nonsense words to support the Year 1 Phonic Check. Classrooms where English lessons are taught should have a word aware board (vocabulary box or working wall) or new/old vocabulary for the week linked to their text/previous weeks texts. All classrooms have an English display with a balance of reading and writing displayed. All classrooms have a reading area to develop the love of reading in each class and across the school with books organised into appropriate sections to support the love of reading and recommended authors.

Classroom displays will include the Kinetic Letters Tree with monkeys, Letter Family posters and examples of teachers' and pupils' handwriting where appropriate.

Monitoring

A whole school programme of monitoring is planned into the schedule for the year to distribute monitoring activities throughout the year and eliminate conflicts of interest. Monitoring is conducted based on data analysis to identify target groups or when a new initiative has been introduced to ensure consistency of standards. The target group or whole school focus will then receive the following monitoring over a week, which is called a triangulation monitoring system: A Learning Walk to monitor English, Handwriting, Spelling, Read Write Inc. lessons and Stop! Reading Time sessions. This will entail spending five to ten minutes in each lesson to get a feel for the delivery of the learning objectives, the response from the children and the impact of the teaching on the learning and progression of the children. There will also be a focus related to the English Action Plan. A book trawl to monitor the standards of pupil's work, marking and feedback and reference to the school's target system. Monitoring of pupil's views will take place in the form of pupil interviews, in collaboration with the Link Governor for English where possible. Finally, there will be monitoring of planning, to maintain a consistency of approach. Staff will be involved with feedback from monitoring which will give them an opportunity to voice their opinions. They will be given a review date to ensure any areas for development are implemented. Staff are requested to complete a questionnaire to inform CPD and can request support or training, share good practice and innovative ideas, evaluate the previous year, request resources for the following year etc.

Assessment

Children working on the phonic programme, Read Write Inc., are assessed, using the formal assessment from the Read Write Inc. Handbook, on a termly basis to ensure that they are grouped appropriately to their phonic skill level. However, assessments are carried out more regularly where necessary if children are either struggling in their group or seemingly finding it not enough of a challenge.

Children who have exited the phonic programme are assessed on a day-to-day basis against the learning objectives and the 'Can I' statements taken from the school's target systems for Reading. The

children's writing is also assessed each week, using the secure writing targets for that year group. Reading is assessed during Stop! Reading time sessions, using a variety of resources. In reading, the children complete the CLL reading assessments or past SATs/phonic papers, comprehension box assessments, word list assessments and Miscue Analysis termly to check the automaticity of reading. All data is collated together on a reading excel grid to decide on an overall teacher judgement. This excel grid is also used to identify weak areas in fluency or comprehension and support is given where needed. Identified children are read with on a one-to-one basis following the five-step approach outlined in the St. Luke's 1:1 Reading Toolkit or given group reading intervention where needed.

With regards to assessment in writing, each half term a Twinkl PaG assessment is completed across all year groups from Y1-6. PaG tests are administered at the beginning of each half term and 'Red Areas' identified from the tests are used to inform a target teaching starter during that half term each week.

For handwriting, the assessment framework in the national curriculum will apply to each pupil when their progress is being assessed at the end of KS1 and KS2. Prior to these two measurement points, teachers will use the Kinetic Letters assessment guides on a daily basis. Marking of work by teachers will be positive and self-correction by pupils will be encouraged.

Children in Year 2 and 6 practise more regularly formal assessments through completing past SATs papers or similar type questions. The results of these tests, however, are not taken in isolation, teachers use the results to inform their judgements but will use their own Teacher Assessment judgements to level their children's attainment. Formal testing takes place in Years 2 and 6 and results are submitted. Each term all children across the school are assessed on their word reading speed using an ARE text to support that children need to read 90 words a minute in KS1 and at least 120+ words a minute by the time they reach year 6.

Moderation weeks have been timetabled into the school yearly staff meetings in order to provide opportunities for staff to gather evidence to corroborate their judgements with their colleagues against AREs to reach shared conclusions. Thus, ensuring conformity of standards, regarding AREs. There are also opportunities for staff to moderate across the learning community.

Resourcing

English resources are mostly online but some are kept in the cupboard near year 5 or in classrooms. Home Reading Books are kept in the reading areas of each classroom. RML books and resources are kept in the four cupboards on the landing by the staff room or within the classrooms. Also, in the PPA room are teachers' resource books and photocopiable material and set reading resources for each year group are kept in the specific year group as well as electronic versions on Teams (Comprehension Ninja, Prim-Ed and Reading Explorers). Twinkl Go have online books that can be used in planning. We also have Oxford Owl for phonic books online and ebooks for all children across the school. The Library is located in the KS1/ Lower KS2 Multi-Activity Space and in the community area.

Appendices

English plans, pupil assessments, programmes of study and all other English resources can be found on the school's learning platform (Teams) or via the English Support OneNote or Ruth Miskin OneNote.

Review

Termly updates are made to the governors on the progress of English provision and to our English Governor. This policy will be reviewed annually to ensure it is up to date with current practice.