

Proverbs 22: 6

Start children off on the way they should go, and even when they are old they will not turn from it.

All Saints Church of England Primary School
English Policy

This Policy should be taken and used as part of All Saints Church of England School's overall strategy; and applied and interpreted within the context of our vision, our instrument of Government, and our Aims and Values as a Church of England School

1. Introduction

1.1

All Saints Church of England Primary School has a strong, active and engaging curriculum that challenges and inspires individuals. We provide curriculum experiences, unique to the locality of All Saints and our place in the global community**.**

1:2 Intent

The Futura Learning Partnership intent for English is that a high-quality education will inspire children to become creative and critical thinkers. We believe that it is the right of every child to become a competent and confident user of the English language; able to live, work and succeed in the literate world. Children will be able to communicate fluently and confidently, using a wide vocabulary accurately and effectively. They will be able to critique a range of fiction and non-fiction texts, appreciating a rich and varied literary heritage. Children will be inspired to become imaginative writers who can write coherently with a high level of accuracy in spelling, punctuation and grammar; children will be able to adapt their language and style in and for a range of contexts, purposes and audiences. English provides the fundamental building blocks for students to succeed in all subjects; a high level of literacy provides the vehicle needed to unpick key concepts across the curriculum. This, alongside carefully selected texts appropriate to our contexts, develops the cultural capital needed to succeed in life. Crucially, we aim to foster a love of literature through widespread reading for enjoyment.
Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

1.3 Aims:

Underpinning the intent are the following key substantive and disciplinary concepts:

1. The mechanics of writing
2. Reading fluently, accurately and for meaning
3. Using evidence
4. Critical analysis of texts
5. Making links and connections between and across texts
6. Adapting for audience and purpose

1.4 Phonics (reading and spelling)

At All Saints Church of England Primary School we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the *Little Wandle Letters and Sounds Revised* progression,

which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

1.5
As a result, all our children are able to tackle any unfamiliar words as they read. At All Saints Church of England Primary School we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

1.6 Comprehension

1.7
At All Saints Church of England Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

1.8
Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

2. Aims

2.1
The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, including the creation of multi-modal and digital texts.

2.2
The school curriculum for English aims to ensure that all pupils have the opportunities:

- to draw on the local community and global communities
- to encourage children to listen with concentration, in order to be able to identify the main points of what they have heard
- to help children enjoy writing and recognise its value

- to increase the children's ability to use planning, drafting and editing to improve their work.

Curriculum Implementation

3.

3.1Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins immediately after Baseline assessments.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
    - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
    - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
    -

4.1 Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-Up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

4.2 Teaching reading: Reading practice sessions twice a week

- We teach children to read through reading practice sessions twice a week. These:
    - are taught by a fully trained adult to small groups of approximately six children
    - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
    - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
    - Decoding and prosody: teaching children to read with understanding and expression
    - Comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practice reading with decodable books.

4.3 Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
    - Reading for pleasure books also go home for parents to share and read to children.
    - We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

4.4 Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

4.5 Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and Senior Leadership Team use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

4.6 Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)
'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully, as we want children to experience a wide range of books, including books that reflect the children at All Saints Church of England Primary School and our local community, as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception class, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is made available for classes to use at timetabled times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc.).

5.1 Writing

Writing is an art, a sequential process that demands a complex combination of physical and mental skills developed across many areas, not solely writing. We aim to develop the children's talent for crafting engaging, well-structured texts, covering the transcription and composition requirements of the National Curriculum, by building on what they know already to weave purposeful writing into all areas of the curriculum and make links between subjects.

Writing in our classes is primarily cross curricular and influenced by a book linked to the topic being covered that term, although a variety of teaching and learning methods, including real life WOW experiences, artefacts and visitors enrich the learning process and help children to develop a rich vocabulary with which to enhance their writing.

The curriculum incorporates speaking and listening, comprehension, writing and composition through well-planned and structured teaching sequences. Teachers model the process of writing, demonstrating both the basic skills necessary and the high expectations of all. This enables pupils to develop their knowledge and understanding and plan, draft and edit their own piece of work, incorporating the features and skills practised in legible and fluent handwriting. Children learn to adapt their written language and style in order to confidently write creatively for a range of contexts, purposes and audiences, including real purposes and through the use of computing.

6.1 Handwriting
Children are taught pre-cursive letters in Reception within the context of a multi-sensory approach to phonic tuition. They begin to learn cursive handwriting with reference to the 'Letterjoin' approach, from year 1, and continuity is ensured by a whole school approach. There is evidence that writing fluency helps with spelling fluency and continuous cursive script is recommended by the British Dyslexia Association.

7.1 Spelling, Punctuation and Grammar:
Pupils are encouraged to apply their knowledge of the phonic code and to investigate and recognise spelling patterns when spelling new words and are taught to use dictionaries and other aids to support vocabulary selection and spelling. All pupils in Years 1 to 6 take home a list of words to learn each week. Spelling is taught daily using the 'No Nonsense' programme across years 2 to 6.

Punctuation and grammar is taught, in the context of writing lessons. The high-quality class texts provide models of effective writing and are used to teach specific language features and to address misconceptions identified in children's written work. Clear opportunities are provided for pupils to practise the aspect of grammar or punctuation being taught.

8 Speaking and Listening

All staff at All Saints Church of England School are trained in the Elklan approach where language is broken down for them and thought about clearly. It allows children to explore language in many ways and enjoy playing with language through games. Key language and subject specific language is taught across the curriculum to ensure the children benefit from a rich, relevant range of words. Children are encouraged to share ideas, rephrase and communicate these ideas with the whole class.

9 Resources

We ensure that we have sufficient resources for engaging children creatively in English. The library has a range of books to support children's individual research as well as access to, and guidance on using, internet-based resources.

10. **Children with Special Educational Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Refer to SEND policy

11. The Foundation Stage

The curriculum that we teach in the reception class meets the requirements of the EYFS. Please refer to EYFS policy

Curriculum Impact

12 Skills progression and assessment

12.1
Assessment
Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
  - daily within class to identify children needing Keep-up support
  - weekly in the Review Lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings

- **Summative assessment** is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
  - by Senior Leadership Team and scrutinized through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

- The *Little Wandle Letters and Sounds Revised* placement assessment is used:
  - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

- **Formative assessment**
  - Each child from year 1 to year 6 is assessed on Programme of Study Assessment Grids for Writing and Reading, which tracks their progress across the academic year, end of term 2, end of term 4 and end of term 6.

12.2 Statutory assessment- these are reported to parents.

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

- Year 6 sit formal SATs Papers in Reading, Spelling, Punctuation and Grammar.

12.3 Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through:
  - their teacher's ongoing formative assessment
  - the *Little Wandle Letters and Sounds* placement assessment
  - the appropriate half-termly assessments.

13 The role of the subject leader

The role of the subject leader is to:

- to develop and then monitor the subject policy
- provide a strategic lead and direction for the subject
- have an overview of the whole school provision
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- understand the progression of skills through the school
- provide efficient resource management for the subject
- analyse performance data (for core subject leaders – English, Maths, Science).

14 Monitoring and review

14.1 Our Head teacher and Trust are responsible for monitoring the way the school curriculum meets the requirements of the National curriculum.

15. Role of the Head Teacher

The head teacher is responsible for the day-to-day organisation of the curriculum.

Agreed Nov 2024

S Webber

Review Nov 2027