



Slyne with Hest C of E Primary School

English Policy

Listen, learn, love and laugh as part of God's family.

Policy:	English
Subject Leader:	Katherine Waterhouse
This statement was reviewed by the subject leader on:	September 2024
This statement will be reviewed:	September 2027
Governor committee responsibility:	Paul Beach

Purpose

At Slyne-with-Hest Primary School our English curriculum is designed to develop our pupils into confident, proficient, and passionate writers who can effectively communicate their ideas across different genres and purposes. We are committed to providing a rich and diverse range of writing opportunities that are relevant to pupils' experiences and to engage them with real-world purposes for writing. At Slyne with Hest Primary School we also prioritise the teaching of reading skills alongside fostering a love of literature in order to develop highly proficient readers with a deep understanding of a wide range of texts and to promote reading as a fundamental life skill that underpins all learning. Through the use of high-quality texts, taught within English lessons and read to the children, we strive to nurture an enjoyment and engagement with both fiction and non-fiction texts. By the end of their schooling with us, we aim for our children to be motivated, independent and mature readers.

Aims

- To enable children to speak clearly and audibly and to take account of their listeners;
- To encourage children to listen with concentration, in order to identify the main points of what they have heard;
- To show children how to adapt their speech to a wide range of circumstances and demands;
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.
- To help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- To develop enthusiastic and reflective readers, through contact with challenging and

substantial texts;

- To foster the enjoyment of writing and a recognition of its value;
- To encourage accurate and meaningful writing, be it narrative or non-fiction;
- To improve the planning, drafting and editing of their written work, with emphasis on spelling, punctuation and grammar.

Planning and Organisation of Teaching

At Slyne-with-Hest St Luke's C of E Primary School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding.

Reading

During the early stages of reading at Slyne-with-Hest Primary School we use the systematic, synthetic phonics planning programme 'Red Rose Letters and Sounds'. This ensures we have a comprehensive daily planning programme for Reception and Year 1 following the 'revisit/review, teach, practise, apply' system. Opportunities for guided reading, shared reading, and whole-class reading are woven into daily routines, enabling pupils to develop their reading skills at their own pace while also engaging in collaborative reading experiences with their peers. Through these sessions children are given opportunities to develop their decoding skills alongside developing their comprehension skills and ability to respond to texts in a variety of ways. Every class is read to daily and children are given opportunities throughout the school day for independent reading and we work closely with parents to support children to read regularly at home.

Writing

In the Early Years Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books.

To ensure that our children become confident writers we have a clear knowledge and skills progression for each year group linked to the Lancashire KLIPs. Furthermore, we make explicit references to the intended purpose and audience for their writing so the children know why they are studying a particular text type and the intended outcome. At Slyne-with-Hest Primary School we ensure that opportunities for writing are rich, varied, and engaging. Through high-quality teaching and learning experiences, pupils are provided with ample opportunities to explore and experiment with different forms of writing. Teachers model writing effectively, provide explicit instruction on writing techniques, and offer regular feedback that supports pupils in improving their work. We integrate writing across all aspects of the curriculum, enabling pupils to apply their skills in different contexts. We ensure that children are given opportunities for extended writing, collaborative writing, and cross-curricular writing projects to foster a love for writing and showcase its relevance in the real world.

Our approach to planning and delivering our English units follows Lancashire's 'Teaching Sequence and Skills' approach. This allows our writers to: develop the desire to write; respond to and analyse texts on the genre being taught to identify the relevant features and skills; plan and gather appropriate content, knowledge and subject specific vocabulary; observe, take part in and create modelled, shared, guided, paired and independent pieces of writing; and finally present their work through a written piece or an oral piece.

Spelling

Spelling is taught through daily phonics sessions in Reception and Year 1. Spelling is taught through daily spelling lessons from Year 2 to Year 6. Teachers follow the planning from Spelling Shed to deliver their daily lessons and children have individual log ins to practise their words at home and in school through a variety of interactive games. Spelling is given high priority throughout school and errors and misconceptions are addressed through marking and feedback.

Punctuation and Grammar

Punctuation and Grammar is taught through a mixture of stand-alone sessions and through the daily English lessons. Coverage is ensured by following the SPAG planning and progression on Spelling Shed and teachers model terminology and correct use of grammar through guided and shared writing sessions.

Assessment

Formal assessment of pupil progress in reading, writing and SPAG happens termly and teacher assessments are recorded on a class data tracking sheet. Phonics assessments are also recorded on to a tracker in Year 1 and for those children who did not pass the phonics screening test in Year 2. At the end of Year 1 all children take the Phonics Screening Check as part of the government statutory requirements to track phonological development. Formal summative assessments, SATS, are carried out at the end of each Key Stage. Testbase tests in Reading, Spelling, Grammar and Punctuation occur at the end of every term from Years 1-6.

Teachers also use assessment for learning daily to monitor the progress of children within the lesson to identify gaps in knowledge and to alter their planning where appropriate.

Children's work is moderated both internally and externally in order to ensure assessments are rigorous and consistent. In-house moderation of writing takes place termly, with staff working as part of cross phase teams to ensure accurate judgements.

Role of the Subject Leader

The subject leader will:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school.
- Monitor standards of work and quality of teaching

- Promote good subject practice throughout the school.
- Set a good example of subject practice.
- Support long term planning for the whole school.
- Provide support and guidance to colleagues on teaching the units of work
- Attend courses for CPD and report back to staff
- Ensure she is informed about current developments in the subject.
- Provide a strategic lead and direction for the subject in the school
- Organise resources to support the school English policy
- Co-ordinate purchasing, organisation and distribution of resources
- Liaise with outside agencies, other schools and college

Meeting the needs of all Pupils (AGT and SEN)

English is planned to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of all children. Teachers provide help with communication and literacy by:

- Ensuring texts are matched to the needs and ability of the children.
- Support from Teaching Assistants and Teachers who will deliver interventions to support pupil targets.
- Reviews of progress, made by school SENDCo, class teacher and teaching assistant, to make sure that targets are being met.
- Using visual and written materials in different formats.
- Engaging children with computers, other technological aids and audio materials;
- APPs to enhance learning e.g IDL, Spelling Shed, Teach your Monster to Read

Children who have English as an additional language will be supported in a variety of ways to ensure that they can access the English curriculum and develop a full range of language skills. This support will include:

- Assessment and monitoring of pupil progress by the class teacher and the SENDCO
- Develop opportunities for the children to hear stories in their own language.

Spirituality

Spirituality is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of 'beyond' and 'other', searching for meaning, discovering purpose, open to more. (Rebecca Nye)

We support pupils in their spiritual development across the wider curriculum by capturing opportunities for awe and wonder as they arise and by offering pupils opportunities to develop their own spirituality through encouraging curiosity, fostering a love of life and learning and through appreciating the connections and unity in the world around us. We encourage children to take the time to wonder and explore 'Big Questions' across the curriculum.

Equality, Diversity and Justice (EDJ)

At Slyne-with-Hest St Luke's C of E School we are committed to delivering a curriculum which provides equality of opportunity and freedom from discrimination. We live in a challenging world where not everyone is treated fairly and with the respect that all people have the right to. We seek in our school to provide a welcoming and inclusive community where all are accepted for the unique individuals that God has created them as and where all are helped and supported to be fully included whatever their needs. We also seek to provide a window onto the world which celebrates the rich diversity that exists and equip all within our community to become global citizens.

How do we put our EDJ strategy into practice within the English curriculum?

- Texts chosen to support the curriculum offer a broad perspective on modern life
- A range of famous authors are used within teaching, ensuring gender/race / background are fully reflective in the choices made
- Images, videos, artwork and music used include a range of cultures and backgrounds
- We are developing children to become 'global citizens' through having an awareness of the wider world in the topics that we study and the outcomes of our learning.
- All pupils are included by promoting an understanding of different cultures through the topics studied.
- We believe that it is important that children see themselves and others in the books that they read. We are committed to ensuring that our pupils have access to texts that reflect the diversity of our communities – both through books they are encouraged to read independently and texts used for units of work.

We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes. We promote the principles of fairness and justice for all through the education that we provide in our school. We challenge stereotyping and prejudice whenever it occurs. We celebrate the cultural diversity of our wider community and show respect for all minority groups. Staff at school will challenge gender stereotyping and promote positive role models.

Resources

- Red Rose Phonics and resources
- Spelling Shed – online games, arcade, planning – spelling and SPAG
- Literacy IDL
- Library books and equipment
- Classroom libraries.
- Reading scheme books.