



POTT SHRIGLEY CHURCH SCHOOL

'Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you'

English Policy (Spring 2024)

Rationale

At Pott Shrigley Primary School, we believe in fostering a love for language and literature while equipping our students with the essential skills needed to become proficient readers and writers. Our English curriculum is designed to provide a comprehensive framework for teaching literacy, integrating the principles of the Reading Framework 2023, Phonics, high quality writing outcomes and a holistic approach to learning.

Intent

At Pott Shrigley Church school, we believe that literacy and communication are key life skills. Through the English curriculum, we strive to help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because Literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum at Pott Shrigley and helps pupils' learning to be coherent and progressive.

At Pott Shrigley Church school we strive for all of our children to be literate.
By the end of Year 6 we aim for all children to be able to:

- Be effective, competent communicators and good listeners;
- Express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- Foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- Have an interest in books and to read for enjoyment, engaging with and understanding a range of text types and genres;
- Be able to write in a variety of styles and forms showing awareness of audience and purpose;
- Develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- Use grammar and punctuation accurately;
- Understand spelling conventions;
- Produce effective, well-presented written work.

To instill a lifelong love for reading and writing, nurturing a curiosity and appreciation for language.

Implementation

Reading

We have implemented the Reading Framework 2023 to guide our teaching of reading comprehension strategies, including inference, prediction and analysis.

- Through Ready Steady Phonics we will ensure the systematic, synthetic phonics instruction to develop strong decoding skills and fluency in reading.
- Our reading curriculum encompasses a diverse range of texts, including fiction, non-fiction, poetry and digital media, catering to different interests and abilities.
- We target children working below the expected level daily and other children may only read with an adult once a week (they all read independently daily for 10 minutes).
- Regular guided reading sessions provide opportunities for teachers to support and assess students' reading progress, offering targeted interventions as needed.
- We promote reading for pleasure through initiatives such as library visits, author visits, and reading challenges, encouraging students to explore a variety of genres and authors. We also ensure this is timetabled daily for every child and class.

Early Reading and Phonics

We believe that high quality teaching of Phonics is the key to developing independent readers and this is given the highest priority. We want 'every child to be a reader' and we implement a rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics.

Phonics is taught daily as a discrete lesson and we use Ready steady phonics as a core scheme to teach synthetic phonics which is multi-sensory, exciting and engaging. The Ready steady phonics sessions follow a set structure with a focus on reading, spelling and handwriting. During the Foundation Stage and Key Stage 1 children develop their phonic knowledge and skills and apply these in both reading and spelling. As developing readers, children are encouraged to use a wider range of strategies to aid decoding of text and to enhance their understanding of material across a range of genre.

Children are assessed every 6 weeks using the ready steady phonics assessment grids in order to track progress and plan early intervention when needed.

Writing

At Pott Shrigley Church school, we work hard to make sure that children have a love of books and literature and we are very proud that so many of our children enjoy reading. Each class, from Reception to Year 6, will study a different class text each half-term and this is supported by the Read to Write programme. These high-quality texts are used throughout our English lessons and, where possible, link to other curriculum areas.

Read to Write (Literacy Counts) provides high-quality teaching of writing through high-quality literature. From Reception to Year 6, these detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They also provide clear, sequential episodes of learning; contextualised spelling, grammar and punctuation; wider reading for the wider curriculum; curriculum enrichments for all year groups; model texts linked to writing outcomes and a wealth of supporting resources.

Grammar, Punctuation and Vocabulary

Teachers understand, teach and demonstrate in their everyday practice the formal conventions of Standard English language. They emphasise their importance to meaning and effect. Teaching in all areas forms part of everyday English lessons, whether discrete or in active context and is developed across all areas of the wider curriculum.

Spoken Language

At Pott Shrigley Church school, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning. Questioning forms the basis of teaching and we strongly encourage pupils to be inquisitive and to share their thoughts confidently in a supportive environment.

Spellings

In order to ensure coverage of the statutory requirements for the National Curriculum, we follow the Twinkl spelling programme.

Children are assigned spellings weekly in line with their year group and ability.

They will then use the [SpellingFrame](#) platform to practise these both at home and in school. Children are assigned spellings on Spelling frame which apply to the rule they have been learning in school. There are weekly tests to assess the progress that children are making towards these spellings. It is the teacher's judgement on how long a class spends on a spelling rule and how many spellings they take home to learn.

Handwriting

Alongside Ready, steady phonics handwriting development, we teach twice weekly handwriting lessons to support our pupils with learning cursive writing. This is timetabled for Children from Year 1 and twice weekly practise enables transferable skills across the curriculum.

FOUNDATION STAGE

At Pott Shrigley Church school we believe that developing children's positive attitudes to literacy from the earliest stage is of paramount importance. We strive to foster these attitudes by using play, story, songs and rhymes and provide lots of opportunities and time to talk with children about their experiences and feelings. The role of adults in supporting children is crucial to fostering their positive attitudes towards literacy and at Pott Shrigley Church school we believe strongly that parents are our partners in achieving this.

KEY STAGE ONE

In Key Stage 1 children will be taught to learn to speak confidently and to listen to what others have to say. They will begin to read and write independently and with enthusiasm. The children will be encouraged to use language to explore their own experiences and imaginary worlds. Through 'Ready, steady write', children will have daily English lessons that focus on the National curriculum 2014 teaching requirements. Children will also experience daily phonics sessions to develop their reading skills. Spelling, grammar and handwriting skills will initially be taught discretely before being embedded within literacy lessons. In KS1 the children will also access a whole class reading session each week (Y1 Spring term onwards).

KEY STAGE TWO

In Key Stage 2, children have daily English lessons including Reading, Writing, and Spelling and Grammar. Spelling and handwriting skills are taught discretely and are embedded within literacy lessons. Through the use of 'Ready steady write' English mastery skills are developed across the curriculum, with the expectation of high standards of literacy to be applied in all subjects. Children will develop their speaking and listening skills to change the way they speak and write to suit different situations, purposes and audiences. During a weekly whole class reading session children will read a range of texts and respond to different layers of meaning in them. Children will explore the use of language in literary and non-literary texts and learn how the structure of language works.

A CONNECTED CURRICULUM

At Pott Shrigley Church school, we do not see English in isolation but connected with all other areas of learning. The children are encouraged to develop and apply their English mastery skills in all other subjects and wherever possible a cross curricular approach is taken. This allows children to further practice their mastery and gateway keys taken from their morning lessons. The high quality texts chosen from Ready steady write are used as a main driver for our foundation subject lessons.

Impact

Throughout each lesson, formative assessment takes place and feedback is given to the children through verbal feedback, marking and next step tasks to ensure they are meeting the specific learning objectives taught. Teacher's then use this assessment to influence their planning and ensure they are providing an English curriculum that will allow each child to progress. The teaching of English is also monitored on a termly basis through annual book scrutinies, learning walks and lesson observations.

Summative assessments

We follow the EYFS assessment framework and grids to ensure we track and monitor the development of our reception children. Children in reception and year 1 are assessed every 6 weeks using the Ready steady phonics assessment grids in order to track progress and plan early intervention when needed.

Each term children from Year 1 and above complete a summative assessment to help them to develop their testing approach and demonstrate their understanding of English outcomes covered. In order to complete this assessment we use the following;

- Quality marking and feedback in line with our marking policy
- Guided Reading criteria
- NFER reading and spelling tests Y1-Y5
- PM Benchmark levels and book bands, used in guided reading
- Teacher assessment frameworks for Y2 & Y6

At Pott Shrigley Church school we believe in an education for all and strive for early identification of learners who may be falling behind. In order to ensure we identify and close these gaps quickly we use robust intervention, observations, scrutinies, pupil and staff voice effectively and consistently and encourage children to read a range of genres.

Meeting the needs of all pupils

At Pott Shrigley church school, we believe that all pupils have the potential to succeed. To meet the needs of our most vulnerable pupils, we place a strong emphasis on the core skills of spelling, handwriting, vocabulary, grammar, punctuation and composition where pupils are taught to articulate ideas and structure them in speech and writing. The learning provided for all pupils, including the most able, is consistently demanding in order to ensure that all pupils reach their potential. We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access English. We recognise that our planning for English must allow pupils to gain a progressively deeper understanding as they move through the school to ensure all pupils are provided with the key tools needed to become confident within the English language. Our school has a variety of strategies to enable all pupils to have increased access to the curriculum through broad, enriched, multi-sensory, visual and exciting lessons.

Inclusion and Equal opportunities

All children will receive quality first literacy teaching on a daily basis and activities will be differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention activities will be implemented to improve their attainment and progress. Support and scaffold will be provided within English lessons for this group of learners. All children will be provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Monitoring and evaluation

The monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the English subject leader. The subject leader will use the monitoring cycle to ensure that the subject is monitored and evaluated systematically. This also includes meeting with the Curriculum Governor and sharing information at Leadership and management FGB meetings.

Role of the subject leader

The role of the English subject leader is undertaken in line with the school policy. Subject leaders attend twilights and feedback during Professional Development Meetings. New ideas and resources are shared with staff as are examples of good practice within the school.

The English subject leader will

- monitor standards of work and quality of teaching
- support colleagues in teaching of English
- ensure s/he 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
- arrange in-service support
- liaise with outside agencies, other schools and colleges

Written – Spring 2024

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Approved by –

This policy will be renewed every three years or sooner if significant changes are made to the national curriculum.