

# **English Policy**

All children have a statutory entitlement to access the Programme of Study for English as set out in the National Curriculum.

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

## **Reading:**

### **Intent**

At All Hallows C of E Primary School, we are incredibly passionate about reading.

We believe that reading is the pinnacle of all learning and that it can have a significant impact on pupils' success, throughout their education and their life. We aim to ensure that reading is taught to the highest of standards, and taught consistently, in order to ensure that progression is made for all children. No matter their background, need or ability, we aim to inspire every child at All Hallows to become a life-long reader.

### **Implementation**

#### **Monster Phonics**

Monster Phonics is a whole-class Systematic Synthetic Phonics Scheme with Decodable Books for children in Reception and Key Stage 1. It is also used as an intervention in Key Stages 1 and 2.

## Colour-coding

Monster Phonics teaches children to read by enabling them to identify the individual graphemes (letter combinations) and blend the sounds (phonemes) together to read the word. It is a fun way to teach phonics, since it is multi-sensory. Sounds are categorised into ten colour groups, and each colour has a corresponding monster character. Monster Phonics is a highly advanced multisensory scheme. This creates interest and engagement from the children.

## **Guided reading**

Guided reading is taught across the school, either in small groups or as a whole class. Texts are selected to either support cross-curricular learning, building on children's prior knowledge, or to help broaden the children's understanding of the wider world (cultural capital).

The guided reading sessions will either focus on supporting the children's decoding skills and reading fluency, or they will have a particular comprehension focus, known as VIPERS:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or summarise

In Foundation and KS1, we use Monster phonics to teach guided reading. For those children in Year 2, who have been assessed beyond stage ten decodable books, we use the VIPERS for Guided reading.

Guided reading groups may be uneven in size and can be updated throughout the year to reflect assessment as children progress at different rates. Guided Reading helps children to practise their reading at an appropriate level in a structured situation with support if required.

## **Reading For Pleasure**

We believe that reading for pleasure is a core part of every child's entitlement, whatever their background or attainment. We take the view that extensive reading, sharing and discussing of a wide range of texts makes a vital contribution to a child's educational achievement, their understanding of the world and their cultural capital. The more children read, the more they are able to learn for themselves. We aim to develop a reading culture that ensures children can read for pleasure anywhere in the classroom or across the school. Enjoyment should come from the reading, not the room. This is promoted through:

Access to a wide range of texts and books

Regular, devoted time spent reading aloud to the class

Links with home and parents/carers

Links with the community libraries

Reading buddies

Writing:

### Intent

At All Hallows C of E Primary School, we want all children to be able to confidently communicate their knowledge, ideas and emotions through their writing and reach their full potential. We want our children to be well equipped with the fundamental skills they need to become life-long learners; English learning is key in this. We aim to ensure all of our children develop a genuine love of language through our well-structured lessons. We make links to other areas of the curriculum, as well as making writing relevant and meaningful to the children.

### Implementation

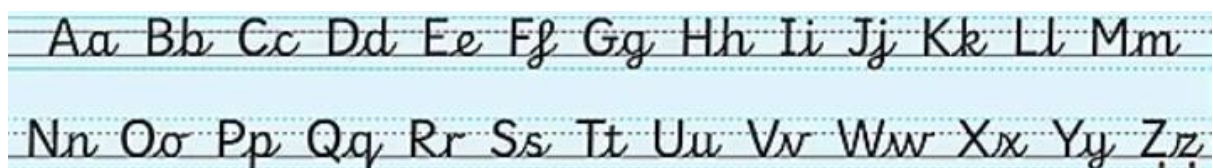
Writing is taught across the whole school, from Foundation to Year 6. Each class studies different high-quality texts, lasting from a short unit, to a whole half-term depending on text type, length and year group. We passionately believe that reading and writing are inextricably linked, therefore studying the text in both reading and writing sessions encourages children to make links with an intent to become a reflective and ambitious writer.

Planning and progression maps ensure that a variety of genres are taught and built-upon both throughout each year group and throughout the school. Writing is also a key focus in the wider curriculum, and children are given the opportunity to transfer and build upon their knowledge of a genre studied during English lessons, and apply this learning to a topic focus. Through their English learning, children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement.

Within each unit of work, sequenced lessons ensure that prior learning is checked and built upon (spiral teaching) and that National Curriculum objectives are taught through a combination of approaches/opportunities, including:

- Opportunities to participate in drama & spoken language activities
- Exploring and learning the features of different text types and modelled examples (E.g. Spotting features in a WAGOLL - What a good one looks like)
- Handwriting practice
- Vocabulary practice
- Shared writing (modelled expectations)
- Discrete Spelling, Punctuation and Grammar lessons
- Independent writing
- Planning, drafting, editing, up-levelling and presenting
- Performing

It is paramount that children are taught correct letter formation from the very beginning of their time in school. During the Foundation stage at All Hallows, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style. From Key Stage 1, we use a handwriting scheme that teaches continuous cursive script:



Adults in school model the school's handwriting style through their own writing, such as when marking children's work or writing on the board.

## Phonics and Spelling

In Key Stage 1, we use the Monster Phonics spelling scheme. Throughout the programme, children learn to spell words by segmenting them into phonemes. The MP programme matches the EYFS framework and KS1 spelling curriculum, which starts teaching segmenting skills from the second week in Foundation. Year 1 teaches digraphs and trigraphs, including alternative graphemes, plurals, prefixes, compound words, common exception words and simple addition of vowel suffixes. Year 2 teaches further digraphs, trigraphs, consonant suffixes, contractions, possessive apostrophes, CEWs, and more complex spelling rules for adding vowel suffixes.

Key Stage 2 follow the National Curriculum spelling objectives using the Jason Wade spelling scheme. Children are given a weekly word list, which they are taught and encouraged to read, spell, define and use. As part of their spelling learning, children are also taught to identify reasons for misspellings; proof-read their spellings; recognise and use word origins, families and roots to build their skills; and use dictionaries and thesauruses.

Spoken language skills are at the core of our curriculum and pupils are encouraged to listen and learn from sharing ideas with others. Talk partners are used throughout school, together with a range of planned learning opportunities that encourage pupils to explore language e.g. role-play, drama activities, group discussion and hot seating. We believe that pupils need plentiful opportunities to speak and listen, in a variety of different contexts. This is especially true of pupils with SEND and/or pupils with EAL

## **Equal opportunities and special educational needs.**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to full participation in the curriculum. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEN).

The way in which the curriculum is delivered is covered by the Equality Act. Ensure issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping; preventing bullying and raising attainment for certain groups.

This policy has been written with the school's Race Equality Policy in mind. As a school we recognise that it is our responsibility to:

- Promote good race relations
- Promote race equality
- Eliminate all unlawful hate discrimination

## **1. IMPACT**

### **Assessment and review**

The assessment and recording of English is part of the overall assessment of the child and should be seen alongside all the other areas of development. Assessment in English reflects the general principles and procedures laid down in the school's assessment policy. Key elements of our English assessments include:

- National Curriculum levels of achievement for writing decided on the basis of termly teacher assessment and tracking.
- Termly NFER assessments for reading and SPAG
- Formative teacher assessment
- Phonics assessments
- SATs

Formal written reports are provided each year and this information is shared with parents. Additionally, two other meetings are held each year with parents to discuss progress informally and to share targets for progress.

### **Role of the subject leader**

The English Subject Leader will oversee the progress of the English curriculum and assist teachers in raising standards in this subject. Advice can be sought from the English Subject Leader regarding resource needs and advice on new developments/initiatives. The Subject Leader will also make other teachers aware of training opportunities.

The governors will help to ensure the effective monitoring and implementation of the English policy in liaison with the Subject Leader. They provide a supportive link between teaching staff and the Governing Body and help with any appropriate issues.

Updated January 2023.