



# **DATCHET ST. MARY'S C OF E PRIMARY ACADEMY**

## **English Policy**

**Review Date: Autumn Term**

### **Vision**

At Datchet St Mary's our vision is 'We are one, we are strongest working together in unity' 1:Corinthians 12-14. This vision is the heart of everything that we do.

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To be reviewed: Annually

Page No:

At Datchet St Mary's our vision is 'We are one, we are strongest working together in unity' 1: Corinthians 12 – 14. This vision is at the heart of everything that we do. In English pupils use our vision to work with talk partners, drama for writing and collaborating with visitors. We use our school trips as stimulus for writing and work with a partner to edit our work. Using our big write every term we work as a school to improve our writing.

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**Members of staff responsible: Amelia Gilchrist**

**Links to other policies: Handwriting policy, marking and feedback policy, EYFS policy**

**Intent:** The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics. At Datchet St Mary's Academy our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children's love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning.

Our intent is to enable children to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- 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
- Develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.
- Re-read, edit and improve their own writing
- Confidently use the essential skills of grammar, punctuation and spelling
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**Implementation:** At Datchet St Mary's Academy we ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. All pupils receive a daily English lesson. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

- Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.
- Promotion of reading, through teachers reading out loud regularly to their class during shared reading sessions.

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To be reviewed: Annually

Page No:

- Pupils in EYFS and KS1 to have daily phonics sessions.
- Year 1-6, to teach a planned weekly spelling session for the spelling rule that week.
- Age appropriate spellings sent home weekly for pupils to practise their words. Tested each Friday.
- Pupils are encouraged to use magpie books and magpie walls to become adventurous with vocabulary choices.
- Pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).
- Pupils to discuss and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.
- Working Walls – all classes aiding pupils and guiding them through the process of Reading and Analysing, Gathering Content, Planning and Writing.
- Vocabulary promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary.
- Vocabulary mats to be used where needed and thesauruses and dictionaries which are easily accessible for pupils to use.
- Teaching a range of genres across the school (progressing in difficulty) both in English and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.
- Reading and writing events (throughout the year) to encourage and promote enjoyment and opportunities to develop lifelong learning.
- Editing taught as a skill to continually improve work and writing

**Impact:** The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Long term pupils will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- be able to read fluently both for pleasure and to further their learning.
- enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience

Policy produced by: Amelia Gilchrist

To be reviewed: Annually

Page No:

- leave primary school being able to effectively apply spelling rules and patterns they have been taught

- make good and better progress from their starting points to achieve their full potential Pupils of all abilities will succeed in all English lessons because work will be appropriately scaffolded.

Assessment and Monitoring in English: The impact of our English curriculum is measured through the monitoring cycle in school:

- Lesson observations, book monitoring and learning walks
- Skills progressing (grammar and punctuation) throughout the school is evident in children's books.
- Gathering pupil voice – to check understanding, understanding of key skills and knowledge, progression, confidence in discussing English
- Moderating pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made
- Tracking pupils' progress each half term in Reading, Writing. This informs planning and any intervention needed
- Pupil progress meetings ensure different groups (including EAL, PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress
- Parents and carers will understand how they can support spelling, grammar and composition and home, and contribute regularly to homework.
- Monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our children and to ensure it is inclusive to all.

### **Our Aims in English**

To enable our children:

- To be good listeners and speakers.
- To read and write with confidence, enjoyment, understanding and fluency.
- To use their imagination, inventiveness and develop a critical awareness.
- To be passionate and enthusiastic about language and literature.
- To know and apply grammar conventions effectively in their writing.
- To develop accuracy in spelling.
- To develop a clear, legible, cursive style of handwriting.

Teachers have high expectations of all pupils. The school is committed to raising the standards of literacy and has fully adopted the principles and objectives of the new 2014 National Curriculum and Statutory requirements for EYFS, Key Stage 1 and 2.

Policy produced by: Amelia Gilchrist

To be reviewed: Annually

Page No:

In Key Stage 1 and 2 English is taught for at least five hours a week. Teachers will seek to take advantage of opportunities to make cross-curricular links in order to enable children to practise and apply the skills, knowledge and understanding acquired through English lessons.

### **English planning**

- The school's long-term plans for the teaching of English are the objectives identified in the National Curriculum and the Foundation Stage's Early Learning Goals for Communication, Language and Literacy.
- Weekly planning considers continuous assessment for learning.

### **Speaking and listening**

We aim for our children to become competent in the spoken word and fully understand and explore our language and its effect. This mastery will underpin their successes in both reading and writing.

- Opportunities will be provided for the development of oral skills, both within and outside English lessons.
- Pupils will be encouraged to speak clearly, fluently and confidently using Standard English.
- Pupils will be encouraged to listen to the spoken word attentively with understanding, pleasure and empathy.
- Pupils will have opportunities to improvise, devise, write and perform drama in a range of contexts for different audiences.

### **Reading**

- Reading for pleasure will be encouraged throughout the school to develop in each child, a love of books and the written word in all forms of media.
- All pupils will be able to read a range of texts fluently and with understanding by the end of Key Stage 2.
- Children currently on the school book bands system will have current reading levels and comprehension assessed if thought necessary by the class teacher against the school reading benchmark scheme.
  - The teaching of reading will be delivered through phonics and shared reading sessions, the teachers' daily modelling of reading skills, group reading, 1 to 1 reading sessions and reading comprehension activities.
- In EYFS and Year 1 we use the fully decodable banded reading scheme ELS that is aligned with the children's current phonics phase. We use a banded reading scheme from Year 2 ( children still needed to pass the phonics test in year 2 follow the ELS fully decodable book scheme) onwards until the children become Free readers.

### **Phonics and Early Reading**

Policy produced by: Amelia Gilchrist

To be reviewed: Annually

Page No:

## **Our Aims in teaching Phonics**

- To teach pupils phonic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage pupils to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach pupils specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage pupils to apply their phonic skills in all curriculum areas.

At Datchet St Marys we follow the fully decodable ELS phonics scheme in EYFS and Year 1. High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically therefore allowing them to concentrate on the meaning of the text. By securing automatic decoding skills through daily phonics lessons taught at Datchet St Mary's Academy, children will progress from 'learning to read' to 'reading to learn' for purpose and pleasure. As children develop their phonetic awareness and read fluently, their understanding and comprehension of the various text types will advance.

## **Overview of Phonics at Datchet St Mary's Academy**

Essential Letters and Sounds (ELS) is our chosen Phonics programme. The aim of ELS is to get all children to read well, quickly. It teaches children to read by identifying the phonemes (the smallest unit of sound) and graphemes (the written version of the sound) within words and using these to read words. Essential Letters and Sounds is a systematic synthetic phonics programme and was validated by the Department for Education in June 2021.

- Children should be taught that phonemes should be blended from left to right in order to read and that words can be segmented into their phonemes for spelling and that this is the reverse of blending. It is essential that this is demonstrated to children throughout the phonics session and reinforced whenever appropriate in other lessons, differentiated group activities and within continuous provision.
- Throughout all the phases, all children should be taught the grapheme/phoneme correspondences (GPC), high frequency words, harder to read words (those that do not conform completely to grapheme/phoneme correspondence rules) and how to use their phonetic knowledge to read and write both regular and irregular words. Phonics is taught daily as a 25-minute discrete lesson throughout Reception Class and Year 1. In Nursery children experience Phase 1 where they learn how to tune into sounds and begin to look at initial sounds in words, blending words and rhyming. In Key Stage Two it is used as an intervention for those who need further support.
- In Reception Class and Year 1 we follow the ELS programme to ensure that all children have completed phase 5 phonics by the time they reach the end of Year 1. Children take home fully decodable reading books that match the current phonics phase they are working on in class. They

Policy produced by: Amelia Gilchrist

To be reviewed: Annually

Page No:

also receive a supported reading book that may contain some words that they have not covered in their phonics session that parents are aware they need to help them with.

### **Writing**

- Each year our children are given English non- negotiables and writing targets that challenge all levels of writers.
- All children are taught to write effectively for a range of audiences and purposes.
- A range of exciting stimuli help to produce a language-rich, creative and dynamic environment throughout the school.
- Pupils will be taught how to plan, edit and evaluate their writing.
- Weekly Spelling tests are carried out in class.
- Children are taught to write in the school's joined cursive handwriting style (from Year 2).

### **Spelling**

- Children take part in a weekly spelling test
- Teachers deliver a lesson on the weekly spelling rule before the children take them home following the English Appendix 1 spelling framework from the National Curriculum.
- Children have access to spelling frame which is an online programme that supports the learning of spellings at home and in school.

### **Inclusion**

We have a differentiated approach to teaching and learning that takes into account that children learn in different ways. We use varied teaching styles and resources which include kinaesthetic, visual and auditory methods that meet the needs of all our learners.

- Those children who are identified through teacher assessment as being 'in need of extra help' will receive the appropriate support.
- Children who need additional literacy support will receive class support and take part in extra English interventions that are delivered by either a specialist teacher, class teacher or teaching assistants.

### **Assessment, Monitoring of Progress and Target Setting**

- Teachers continuously assess the children's progress with both formative and summative assessments.
- Formative and summative assessments are carried out at the end of each key stage. At the end of the Early Years Foundation Stage, the Early Years Profile is completed for each child. This is shared with parents, the Year 1 teacher and RBWM. In Year 2 and 6 children will complete their national SATS test. (non-statutory KS1)
- Marking and feedback will follow the guidelines of the school's marking policy.
- Pupils' progress will be monitored half termly.
- Class, group and individual targets will be set when appropriate.

Policy produced by: Amelia Gilchrist

To be reviewed: Annually

Page No:

- Achievement is recorded and given in termly reports to parents, as well as an end of year report.

### **Staff Training**

Training will take the form of both school-based INSET and courses run by ODST and other organisations.

### **Home School Links**

- Parents will be informed about English initiatives through the school's website pages and school newsletter. Parents of children starting in Reception Class will be given guidance on how to support their children with reading and writing at home.
- Achievement is recorded in termly reports to parents (given to parents at parent's meetings in the autumn and spring terms). A written report is prepared and given to parents in the summer term, this is based on the test scores, teacher assessment and record of progress that each child achieves during a school year. Parents are sent a copy of the report and are given an opportunity to discuss their Child's work at the end of the school year.
- Homework will be given regularly, according to the school's homework policy.
- Children are expected to read daily at home with an adult. A record of books read will be kept. Parental comments are welcomed.
- All parents of children in Foundation Stage and Year 1 will be invited to attend meetings to inform them of how they can support their children at home to learn phonics and early reading skills.

### **Monitoring and Evaluation of the Provision of English**

- Regular work scrutiny of children's books, planning and marking will be carried out by the Senior Leadership team and English Subject Lead.
- The Senior Leadership team and the English Subject Leader will conduct regular learning walks and pupil conferencing to monitor the teaching of English.

### **ICT in English**

- ICT skills will be taught and practised as appropriate to promote literacy skills.
- The school's computer suite provides a network of computers, laptops and iPads for the teaching and development of ICT skills in literacy.
- Each class is equipped with an Interactive whiteboard and a visualizer. Teachers have up-to-date software to enhance the teaching of literacy through ICT.