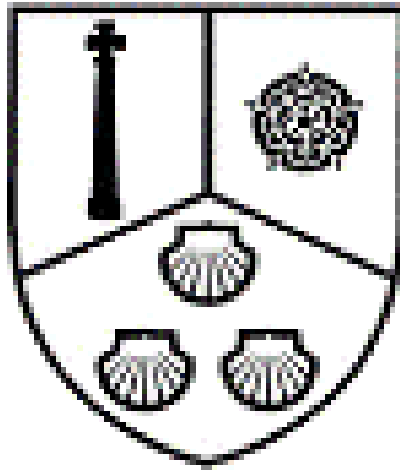


# **Leyland St James' CE Primary School**

## ***English Policy***



***We are a Christian family where everyone is valued,  
everyone has worth, children achieve and the future begins.***

**Policy Approved: January 2022**

**Review Date: January 2024**

**Written by: Mrs Stewart and Mrs Blundell**

## **Our Christian Vision**

***A Christian family where all are valued, children achieve and the future begins.***

1. Our children will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our staff will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our school will be a place where children can grow in strength, to be unique and flourish in the presence of God.

## **Our Mission Statement**

Our mission is to serve the community through serving our children.

Every child is welcomed regardless of need for 'who so ever welcomes one such child in my name welcomes me' (Matthew 18.5).

Everyone is valued; everyone has worth. We ensure that every child develops within God's love.

## **Our Aims**

- 1 To deliver a high-quality education in a welcoming, friendly and supportive environment where Christian values are central to the ethos of the school and its teaching.
- 2 To have consistently high expectations which encourage each child to achieve their maximum potential, regardless of faith, gender, race or ethnicity.
- 3 To continually foster positive links with parents, governors, children and staff, enabling the school to play a positive role in the wider community in which it is placed.
- 4 To create an ethos where achievement, in its widest sense of the word is celebrated, where individuals are valued and a life-long love of learning is fostered.

## **Our Christian Values**

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to live out our Christian Values in our actions and choices.

Awe Wonder Hope  
Peace Trust  
Friendship Justice  
Endurance

### **Intent:**

Our curriculum aims to inspire children, through engaging lessons, a standard of language whilst developing their literacy skills. We believe providing a high level of English for all is vital for children to achieve at school and beyond. We aim to ensure that every child becomes primary literate and progresses in the areas of reading, writing, speaking and listening. We believe that the ability to read and write is fundamental to our children succeeding; enabling them to access each stage of their education.

### **Reading**

At Leyland St James' CE Primary School, we will learn to read fluently and demonstrate a good understanding and comprehension. Throughout each school year, children engage with a range of genres, developing an understanding of fiction, non-fiction and poetry. Reading programmes at Leyland St James' are developed to ensure children have opportunities to develop a love of reading. Our curriculum has also been designed to ensure that our children not only read for pleasure, having had access to a wide range of text types, genres and authors, but to use books to research and gather new knowledge to extend their understanding.

### **Writing**

We believe it is a priority for children to write clearly, accurately and coherently within a range of styles and genres, purposes and audiences. Vocabulary is central to children's learning within writing, ensuring they have a broad range of words to use within their writing. Alongside this, we aim to develop a strong understanding grammar rules and terminology appropriate for their age group; as well as applying spelling patterns correctly. We encourage children to take pride in the presentation of their writing, and develop a neat, joined, handwriting style by the time they leave our school and move to secondary school.

### **Speaking and Listening**

Speaking and listening is developed from EYFS through to the end of Year 6. We want our children to be able to express themselves with confidence, as we believe that it is central to their learning. We nurture children's speaking and listening skills through a variety of approaches. These skills are being encouraged in every area of our curriculum as good communication skills can enhance every type of learning. Staff promote High Order Language Skills (HOLs) within all subjects, promoting talking in full sentences with a clear and confident voice.

### **Grammar and Punctuation**

We are determined that every child that leaves in Year 6 will have accessed and experienced detailed and precise teaching of all expected grammar objectives. If these are not achieved at the expected time, then these will be reviewed and covered in consequent year groups.

## **Implementation**

Our curriculum is delivered through highly effective 'quality first teaching'. Enrichment opportunities, including outdoor learning, inspirational visitors and exciting educational visits, provide our children with rich experiences and enhance teaching, learning and knowledge.

Our well-planned English curriculum ensures that children develop the skills, knowledge and vocabulary that will enable them to communicate effectively and creatively through spoken and written language. Through the breadth and depth that our curriculum offers, children are equipped with the skills to become lifelong learners and to enjoy and appreciate literature and its rich variety.

In addition, outside English lessons, a number of activities will be planned to help children develop the skills and understanding they need. Within the school week, English may also include:

Circle Time, Showing and Telling, Drama (including role-play), Media work, Story Time, Guided Reading Sessions, Group Reading Sessions, Silent Reading, Diary/News, Whole class reading sessions, Spelling/Handwriting lessons, extended writing sessions, Reading Partner Sessions, TV programmes, and videos to support language activities and study of texts.

## **Impact:**

Our well-planned English curriculum ensures that children develop the skills, knowledge and vocabulary that will enable them to communicate effectively and creatively through spoken and written language. As children move through the school, they are taught to use language with care and enthusiasm to perform a range of tasks for a variety of purposes and audiences. Teachers will use informal assessment and observation on a daily basis to determine what children can do individually, and therefore what they need to move on to next.

Teachers will use assessment to write targets to identify areas of development for each child. The impact through school from EYFS to Year 6 is measured through progress, sustained learning and transferrable skills. We measure attainment using the Key Stage 1 and Key Stage 2 national assessments, alongside information provided by teacher assessments for writing, reading and grammar, punctuation and spelling.

## **Rationale**

Leyland St James CE Primary School aims to provide all children with the opportunity and support to develop their full potential through a rich, broad and balanced education and through experiencing the love and security of belonging to a caring Christian community.

We aim for children to have a deep love of reading and a passion to explore a wide range of vocabulary and texts. Through enjoying a wide variety of texts, our children develop efficient skills which equip them for the next stage of their lives and give them the skills to access the best that the world around them can offer.

### **English at St. James' will enable children to:**

- 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 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.
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **English Subject Leadership**

Subject Leaders are responsible for raising attainment and improving the standards of teaching and learning in their subject. They ensure that a carefully planned, broad and balanced curriculum is implemented for English, champion the subject and demonstrate its importance to pupils and staff.

Subject Leaders demonstrate a good understanding of how English progresses over time and how it connects with the school's curriculum as a whole. English Leaders have high levels of subject pedagogical content knowledge for the age range that they are teaching, and an understanding of the critical endpoints that come before and after.

Subject Leaders lead by example, setting high standards in their own teaching and ensuring that high-quality teaching and learning of English takes place across the school, with the achievement and engagement of all pupils being their utmost priority.

### **English Subject Leaders will:**

- raise the profile of English at Leyland St James CE Primary School
- lead and manage the English effectively and have an 'expert' knowledge of the English curriculum overview, including all unit/topics across the whole school
- confidently articulate the English curriculum design and have a clear and ambitious vision for English (Intent, Implementation and Impact)
- monitor, evaluate and enhance the quality of teaching, learning and assessment in English
- ensure that there is clear progression in knowledge, skills and vocabulary in English, across school
- support, guide and motivate colleagues in their CPD, as well as build capacity across the school
- audit English resources and identify resource needs and costings in English Action Plan managing allocated budgets effectively.
- provide strategic direction and development of English across the school.
- develop their own expertise through training and evidence-based research and investigate how implementations are embedding
- effectively communicate with the English link Governor, sharing and celebrating English
- review and update the English Policy, as necessary

## **Delivery of English within our Curriculum**

### **Phonics**

Within quality first teaching, 'Little Wandle Letters and Sounds' (LWLS), our DfE validated, complete systematic synthetic phonics programme, is effectively delivered daily to whole classes by class teachers in Reception and Key Stage 1. Daily whole class phonics lessons in these year groups follow a consistent teaching sequence. To enable children to 'keep up' rather than require 'catch up', LWLS interventions are delivered to targeted children within phonics lessons and outside of lessons, by class teachers and our LWLS champions. Half termly assessments are undertaken to identify gaps and monitor progress in Early Years, key Stage 1 and where appropriate to meet needs, Key Stage 2.

We use sequential and progressive decodable books to secure fluency and confidence in early reading. In Reception, Key Stage 1, and where appropriate Key Stage 2, children are provided with a phonetically decodable home reading book, which are linked to their phonics phase. Once children are secure in phonics, they are provided with a home reading book linked to their book-band reading stage.

### **Reading**

**Reading has an extremely high profile at our school and is integral to our 'literacy-rich' curriculum. Developing and instilling a love of reading is of paramount importance in our school. Our children are exposed to a diverse range of quality reading materials; they are provided with a wide range of opportunities to read across all subjects in the curriculum, and to develop positive attitudes and foster a love of reading.**

(Refer to Reading Policy)

### **Writing**

**We aim for all children to be confident and enthusiastic writers. They are encouraged to develop resilience throughout the writing process ensuring that editing and redrafting is an integral part of the learning experience. Children are taught how writing is a form of communication and are encouraged to mark make on entry to school. Letter formation is developed alongside our DfE validated, complete systematic synthetic phonics programme 'Little Wandle Letters and Sounds' (LWLS).**

### **Early Years and Foundation Stage**

In EYFS, writing opportunities are an integral part of child led learning and are incorporated into continuous provision. Explicit writing skills are taught in teacher led guided and whole class writing sessions.

In the Early Years, we think it is initially important for pupils to acquire a wide vocabulary and a secure understanding of grammar and sentence structures verbally. We encourage the children to speak in full sentences and ensure they understand the meaning of words, so that they are able to transfer these skills to writing as they progress through their education. We want them to be able to spell new words by effectively applying spelling patterns and rules and to be able to carefully and skilfully select the appropriate language structures and vocabulary to reflect the purpose and audience.

## **Year 1 to 6**

We ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. Aligned with the national curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age group. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities ensuring that all children make good progress enabling them to achieve their full potential.

Before writing, children in Year 1 to 6, are given the opportunity to see a high-quality model of the genre of writing being taught. Children are encouraged to deconstruct the text and identify key features for specific genres of writing. Guided by the teacher, children identify, discuss and annotate grammar and language features, that have been used in the writing, before planning their own writing. Teachers model or complete a shared piece of writing as a class, to demonstrate the thinking process that goes on when writing.

Children then complete their own piece of independent writing in their draft books, before being given the opportunity to review and edit their draft independently and through peer assessment. As pupils become more proficient and confident, they are expected to become increasingly responsible for the correction and redrafting of their work. Increased attention is paid to spelling, grammar and punctuation, encouraging the use of dictionaries and thesauruses when appropriate. Finally, children are given the opportunity to publish their final piece of written work in their creative writing books or for display.

Pupils are taught to take pride in their work and to present their handwriting to a high standard with regular practice using the Letterjoin scheme. Good presentation of work is a high priority. Children are encouraged to maintain high standards of presentation at all times and across the curriculum.

Opportunities for the assessment of writing is planned half-termly and moderation exercises are undertaken within school. Year 1 to 6, use the same format for assessing writing, which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

### **Grammar and punctuation**

Grammar and punctuation is taught as part of the main English lesson, and specific skills are always modelled, through shared writing sessions. Grammar and punctuation are the make-up of a piece of writing. These skills begin in Early Years as children learn speak and then to write for meaning.

In KS1, children build on this, learning to write in complete sentences, understand different word classifications and develop sentences that link together, within a text.

In KS2, children hone and develop these skills further by learning how to vary sentence types and use different language, tense and punctuation for effect, eventually choosing to do so independently.

### **Spelling**

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum, using the Spelling Shed Programme.

From Year 1, weekly spellings are taught and an activity recorded in Spelling books. Children are given a list of words each week to take home and learn, and then tested on in school each week.

In Key Stage 2, spelling is taught through daily English lessons along with discrete spelling sessions. Weekly spellings are progressive throughout the school and focus on the spelling strategies that are required for each year group. Spelling homework is also set each week, to allow children to learn spelling patterns and rules at home. These spellings are tested in school each week.

### **Speaking and Listening**

Our children are provided with a wealth of opportunities to develop their speaking and listening skills. Children are encouraged to articulate themselves in a range of contexts, in all aspects of the curriculum and as a prerequisite to developing reading and writing skills. Pupils have a range of planned oracy experiences including: drama; the use of talk partners; planned discussion activities; paired and collaborative work; problem solving in mathematics; presentation of learning; parent share events; circle time; school council; worship club; eco club and other pupil voice activities.

### **Inclusion**

At Leyland St James CE Primary School, we teach English to all children, whatever their ability and individual needs. English forms part of our school curriculum policy, to provide a broad and balanced education to all children. We are very mindful of the learning needs of all of our children and those with Special Educational Needs are supported via effective planning, quality first teaching and assessment, differentiated activities as necessary, high expectations, suitable resources and recording formats. We consider the targets set for individual children in their Individual Education Plans (IEPs) and Education Health and Care plans (EHCPs).

Through our English teaching, we provide learning opportunities that enable all pupils to make good progress within each lesson.

We strive to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We believe that the curriculum should be accessible to all children. This is made possible through scaffolded support, small group work, use of Knowledge Organisers and word banks, or extra time to complete learning tasks.

Advice is sought from outside agencies as appropriate, to ensure an inclusive approach. If teaching staff require additional support to meet the needs of any child, they consult our SENDCo.

### **Equal Opportunities and Diversity**

All children at Leyland St James CE Primary School, are offered a broad and balanced curriculum, differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the curriculum unless specific physical needs or religious/cultural considerations make it inappropriate.

At St. James', we are committed to providing all children with a curriculum that provides equality of opportunity and freedom from discrimination. Staff ensure that all children are treated fairly, equally



and with respect. We do not discriminate against any child. All staff challenge any incidents of prejudice or racism. We record any serious incidents on CPOMS and draw them to the attention of the Headteacher.

We plan English lessons and activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender, culture, race, special educational needs or disability, and language background. Teachers use a range of strategies to ensure inclusion, and to maintain a positive ethos where children demonstrate positive and respectful attitudes towards others. Care is taken when selecting resources to ensure that a range of perspectives and viewpoints are represented, including those of men and women from different racial, national and religious groups. Careful consideration is taken to avoid stereo-typing, and bias, towards race, gender, role or disability. Through the teaching of English, we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people.

We deal with any issues clearly and sensitively, if they arise.

### **Assessment and Recording**

Assessment of pupil progress is ongoing and is recorded. Each half term, children complete assessment tasks. Children's achievements are highlighted and the gaps are noted to inform planning.

Children's Phonological understanding is assessed through a check each half term throughout Reception and Key Stage 1. This continues into Key Stage 2 if children have not yet reached Phase 6.

In the Early Years Foundation Stage, children's achievements in Literacy are assessed in line with the Foundation Stage Profile. As the children achieve the Early Learning Goals they progress onto National Curriculum targets and are assessed towards the achievement of these, 'Target Tracker' is used to record statements of achievement for individual children, and to identify next step learning targets.

Children at the end of Key Stages 1 and 2 are formally assessed using SATs.

### **Monitoring and Evaluation**

Monitoring and evaluation will be carried out by the:

- Senior Leadership Team
- Head of School Improvement
- English Subject Leaders
- English Governor
- Class teachers

All teachers are responsible for monitoring standards in their class. English Subject Leaders, under the direction of the Senior Leadership Team, take the lead in this. Monitoring will take place according to current school cycle. Using whole school priorities, identified by the Senior Leadership Team, subject leaders are responsible for producing an Action Plan for English, to allow for progression and development of the subject.

English Subject Leaders will also monitor children's work books and long term and medium-term plans, to ensure that the Programmes of Study are being effectively taught and match the needs and

abilities of the pupils. Subject leaders have curriculum release time and directed time, in which to fulfil their role.

English subject leaders are responsible for:

- monitoring the standard of work and the quality of teaching and learning in English and pupils' progress and standards
- supporting colleagues in the planning, teaching and assessment of English (through the use of 'book looks', pupil voice, lesson observations, discussion with teachers, subject audit, data analysis, and other monitoring activities that may be required), providing a strategic lead and direction for the subject in school
- monitoring and reviewing the implementation of policy and units of work
- ensuring there are rigorous assessment systems in place to enable teachers and pupils to monitor progress and attainment in English
- monitoring and analysing assessments, holding teachers to account
- liaising with the Headteacher and Governors to feedback on the monitoring and impact of English across the school

### **Staff Support and Training**

Leyland St James CE Primary School believes that all staff should be involved in a continuing process of improvement. Our school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. CPD is intended to support teachers and to equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional environment.

This development takes place at a number of levels: individual, team and whole school. CPD supports and reflects the ethos, Christian Values and vision of the school.

The English subject leader's role is to provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

**Subject Leaders:** Mrs N Stewart, Mrs S Blundell

**Headteacher:** Mrs K Chadwick

**Date:** November 2022