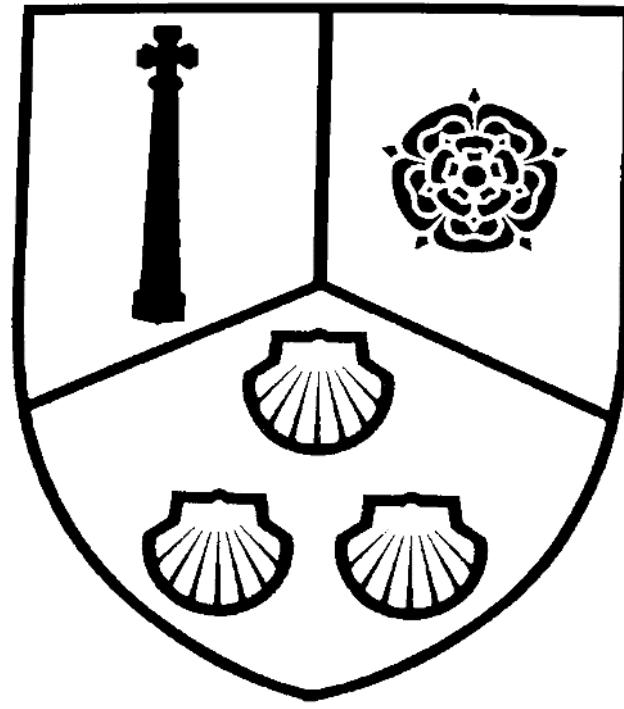


LEYLAND ST. JAMES' CE (AIDED) PRIMARY SCHOOL

English Policy



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

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.

Ambition

“To encourage literature is a duty which every good citizen owes to his country.”

— George Washington

At Leyland St James CE School we believe that English is:

- What children “do” with language whenever they speak, listen, read or write;
- About grasping the code, learning to recognise and use the language structures and patterns of spoken and written English (HOLs - promoting the use of powerful language) with increasing confidence and competence;
- About each child’s increasing awareness of what language is and how it works;
- Most importantly, about each child’s growing ability to construct and convey meaning in speech and writing & to read with fluency & understanding;

As defined by the National Curriculum English: -

“... should develop pupils’ abilities to communicate effectively in speech and writing and to listen with understanding.

It should also enable them to be enthusiastic, responsive and knowledgeable readers.”

Leyland St James CE Primary School serves a mixed community (in terms of deprivation). Within our context, our intake includes a disproportionate amount of complex needs children with PMLD (Profound Mixed Learning Difficulties). These children make up at least 10% of our annual intake which means from the very start of school, in the Early Years, we have a strong focus on the *Little Wandle Letters and Sounds Revised* keep up programme to make phonics accessible to all learners, regardless of their needs. The routine and simplicity of the synthetic systematic phonic programme plays to the strength of the children as it is matched to their individual stage of development.

This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

English Curriculum Policy and Practice

The COVID-19 pandemic of 2020 to 2021 placed great stress on the learning and development of all children. Despite the increasing sophistication of school's remote learning practices, the inability to establish full time face to face learning relationships, the children's unease about their own successes as learners and their lack of overlearning in terms of resilience means most of our learners need to re-establish effective behaviours for learning. In all our learning, this will be done, first and foremost by re-establishing learning relationships and re-engaging children as successful learners across a board range of learning areas. Key to this practice will be the over-learning of HPL resilience, the re-establishment of 'soft' routines, access to play, exploration and investigation and the establishment of memories to enable automaticity of knowledge to support children as successful learners.

At Leyland St Jams CE Primary School it is our intent to nurture and develop the whole child. The mission statement sets out our rationale for life and work in school with reference to;

- The high quality of education and opportunities we offer our pupils,
- The commitment, concern and care shown to the whole community involved with the school through a strong sense of Christian values,
- The high expectations we have of all in whatever task we undertake.

Intent:

- Provide an English curriculum which is linked to our school's distinctly Anglican vision,
- Provide an English curriculum that highlights Christian Values and engages children in learning that helps them to be respectful towards others, including having empathy towards groups of people over time.
- Provide an inclusive English curriculum where all children's needs are appreciated and respected,
- Ensure that every child, regardless of background, need or complexity, has access to the English curriculum and achieve highly because of this.
- Provide an English curriculum where high achievement is the preserve of the many not the few.
- To ensure that the English learning provided fully utilising appropriate VAAs and ACPs.
- Widen children's subject knowledge and challenge their ability to make connections across different areas of English,
- Provide a English curriculum that values diversity

Securing the basics:

On entry into Reception, we will ensure that children secure a good baseline of English skills and knowledge by enabling them to:

- participate in whole-class or small-group talk as preparation for writing
- compose and write independently, when they had the necessary skills
- rehearse out loud what they were going to write
- compose a sentence orally before writing it down
- sequence sentences to form short narratives
- re-read what they had written to check it made sense
- read aloud what they had written.

Oracy:

At Leyland St James we have adopted the use of Higher Order Language skills in order to promote the use of powerful language. They are used to support planning for talk in a range of subjects and lessons across the curriculum. They identify the language structures needed to acquire and manipulate learning and exemplify progression through the year groups.

These higher learning Language skills include:

- The Language of Argument - Agreeing and disagreeing
- The Language of Comparison -Comparing and contrasting
- The Language of Deduction -Making an assumption based on prior knowledge
- The Language of Description -Describing
- The Language of Evaluation -Evaluating
- The Language of Explanation - Explaining
- The Language of Explanation - in a mathematical context
- The Language of Hypothesis - a suggestion that tries to explain something, based on evidence
- The Language of Opinion
- The Language of Prediction - Predicting
- The Language of Retelling - Events and story telling
- The Language of Sequencing

Aims

Our aims at Leyland St James CE Primary School are:

- 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,
- To have consistently high expectations which encourage each child to achieve their maximum potential, regardless of faith, gender, race or ethnicity,
- 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,
- 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.

English Language and Executive function skills:

The school aims to:

Ensure children are proficient in executive function skills pertinent to the development of oracy, writing, grammar, punctuation and spelling as a base line for learning e.g ... see EF document for pre language skills.

At Leyland St James CE School we recognise the central importance of English as a medium for thought, learning and expression across the curriculum and also as a subject in its own right. We believe that children need to develop their use of language in order to learn, and to play a full and active role as individuals within society. We see the need to acquire and develop language skills as a major part of the school curriculum.

English is therefore given a high priority in the school and Literacy is taught daily in every class using the guidance from the new National Curriculum 2014.

A daily phonics session is carried out in the Infant classes.

Aims

In terms of Speaking and Listening, our intention is to help children to: -

- Adapt their speech to a widening range of circumstances and demands;
- Listen, understand and respond appropriately to others;
- Formulate, clarify and express their ideas clearly - using HOLs

- Learn to use vocabulary and grammar of Standard English.
- Use talk for writing as a way of developing ideas and supporting and developing their writing.

Please refer to our reading policy.

Our intention, in terms of Reading, is to teach children to: -

- Read accurately, fluently and with both understanding and enjoyment;
- Respond sensitively and critically to a wide range of texts;
- Use reference materials with confidence for a range of purposes.

In terms of Writing, our intention is to teach children to: -

Balance effective compositional skills (planning & developing ideas and communicating meaning in a lively, appropriate style) with good presentation skills, learning to punctuate accurately, spell correctly and write in a legible hand;

- Write with growing confidence and precision in a widening variety of forms for different purposes;
- Discuss & evaluate writing.

Our intention in terms of Grammar, punctuation and spelling is to teach children:-

- Use grammatical knowledge and technical understanding within writing - practise gained within daily GPS lessons during English lessons
- Apply spelling rules within weekly spelling tests/ know exceptions through use of No Nonsense Spelling

HPL and English Language

As a High Performance Learning school, staff are responsible for embedding the 20 generic characteristics that students need to develop if they are to be high performers. The ACPs are presented under the following themes: Linking, Realising, Meta-thinking, Analysing and Creating. Research suggests exposure to the language and skill sets of these themes will enhance the performance of children in education and offer wider learner dispositions needed for cognitive and lifetime success. Children are encouraged to use the ACP approaches to develop their language and understanding within all aspects of English. Children will be encouraged to develop new skills; have confidence in their own ability and excel within the ACP domains to perform to the very best of their ability. It is the teaching staff's responsibility to offer the very best opportunities to enhance, promote and embed these skills.

Linking (ACP)	Meta Thinking (ACP)	Realising (ACP)	Hard Working (VAA)
<ul style="list-style-type: none"> • Generalisation • Connection finding • Abstraction • Imagination • Big Picture Thinking 	<ul style="list-style-type: none"> • Strategy Planning • Meta-Cognition • Self-Regulation • Intellectual Confidence 	<ul style="list-style-type: none"> • Automaticity • Speed and accuracy 	<ul style="list-style-type: none"> • Practice • Perseverance • Resilience

Cross-curricular Links

In the course of their work, inside and outside English lessons, children will also be involved in drama and the study of other media. These elements of English will extend children's ability to communicate and to understand the communications of others. Information Technology will help to extend children's access to information and enable them to organise and present their thoughts more effectively.

As a staff, we recognise the inter-relatedness of language: the role, for example, that Speaking and Listening play in the development of effective writing and reading; the importance of wide and critical reading in the development of young writers. Children are therefore encouraged to use their skills in one area of language to improve their understanding of another.

We also recognise that children's command of language improves with use and with the ability to reflect on use. Accordingly, children are given opportunities not only to practise Speaking and Listening, but also increasingly to reflect on their own and others use of language, taking into consideration their language structures.

In our quest to plan our curriculum around class novels, there will be many opportunities for children to take part in cross curricular writing tasks.

Teachers' Planning for English

Teachers' planning is based on the National Curriculum 2014 as well as around the class novels provided for each year group and on our assessment of the language needs of our pupils.

Termly Planning sheets are used by staff to ensure that curriculum objectives

are covered and weekly planning sheets are written showing all English work, including national curriculum objectives, HOLs and HPL opportunities. English is regarded as a means of expression and as a subject in its own right. Pupils will therefore speak and listen, read and write in their own work across the curriculum.

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.

I.C.T. supports the teaching of English through the internet and a variety of programmes, which reinforce reading, writing, general writing skills, spelling and grammar.

Pupil Grouping for English

All pupils have one hour of dedicated teaching time for English each day - sometimes the timetable allows for a double session.

Teaching strategies include:

- Whole class shared text work
- Whole class word/sentence level work
- Independent group activities
- Partner discussion activities
- Mini plenary sessions throughout their learning
- Most guided reading & handwriting takes place outside the English lesson.

Each year group uses a combination of whole class and differentiated group teaching, precision teaching and interventions, which helps us to meet the needs of all learners.

Interventions

A wide variety of intervention groups are provided throughout the school to fill gaps in the children's knowledge, as well as to challenge the high achievers. They are delivered by a mixture of teachers and teaching assistants and include:

NELI

Little wandle letters and sounds keep up programme
words first

bounce back phonics
precision teaching
hornet
paired reading
overlearning (Y6)
guided reading/ writing tailored to specific group needs
daily readers

The Role of Assessment

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.

Formal records kept to monitor the progress in Literacy include:

- EYFS records
- phonics tracking data
- Teacher Assessments/SATs (Year2)
- Assessment tests (Years 3,4 and 5)
- SATs (Year 6)
- Pupil Reading Records kept by each class teacher.
- A reading record book for home readers is taken home daily.
- Star Test data at the end of each term
- Examples of unaided writing will be kept at the beginning and end of each year to help to monitor progress with writing, handwriting and presentation skills.

Parent's evenings will be held twice a year, when children's progress will be discussed. Specific targets will be highlighted for each child termly. A written report is prepared for parents at the end of the Summer Term, which will include comments about each pupil's achievements in English.

Ends of Key Stage SATs/Teacher assessments are taken at the end of Year 2 and Year 6 and the results of these will be reported to the parents alongside evidence of teacher's assessment.

Marking

(see Feedback Policy)

The role of the English Subject Leader

The role of the subject leader is crucial in helping school raise standards and support teachers by:

Completing audits

Monitoring planning

Pupil voice

Observing/monitoring teaching and learning

Undertaking book sampling

Organising and planning Literacy resources

Analysing data

Completing targets and action plans

Developing appropriate documentation

Equal Opportunities

Our aim as a staff is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways which are appropriate to their needs. Consequently, we will make use of a suitable range of learning activities, teaching strategies, educational materials and technological aids to meet the needs of the individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. (See Equal Opportunities Policy)

English as a Foreign Language

If a pupil attends school speaking English as a second language, support will be sought from the appropriate outside agencies.

The Role of Parents

At Leyland St James CE School we see parents as important partners in the process of developing children's language skills.

- They provide valuable support at home in helping children to become readers.
- They offer a useful audience for children in their development as speakers and listeners, readers and writers, as they move through the school.

We therefore encourage parents to play a full part in their children's education by

- Explaining and illustrating the latest developments in the teaching of Literacy.
- Asking parents to support their child in home reading.

- Asking parents to support their child with Homework tasks.
- Sharing with them the individual targets set for their child to help them develop their literacy skills.
- Welcoming offers of help from parents to help out in school by assisting in class during the English Lessons, listening to and supporting individual readers, supporting reading groups, supporting less confident writers etc.

Curriculum Map - English						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Labels, lists, Captions Instructions	Fantasy setting stories Poems on a theme	Traditional Tales Animal Classic Stories	Non-fiction texts Non- Chronological Reports	Recounts Stories by the same author	Repetitive pattern stories Poems for learning by heart
Year 2	Non- chronological Reports Stories with a familiar setting Poems on a theme	Instructions Stories by the same author	Animal adventure stories Persuasion	Non- chronological reports Stories with a twist	Recount letters Explanations Riddles	Stories on a theme Classic Poems
Year 3	Stories as a theme Discussion	Fables Poems with a structure	Non- chronological reports Explanations	Firework Maker's daughter - novel as a theme Recount- diaries	Class Novel; BFG Learning through a Novel Biographies (Roald Dahl) Fairy Tales	The Enchanted Wood Mystery Stories Poetry
Year 4	Writing magazine article Short writing opportunities	Explanation Text Narrative writing Poetry	Romans on the Rampage Playscripts	Non- chronological reports Persuasion	Mousehole Cat Information Booklets	Debates
Year 5	Recount Stories with historical settings Poems with a structure	Science Fiction Information Booklets	Legends (Beowulf) Newspaper Report Narrative Poetry	Novel as a theme (Hugo) Biography	Stories from other cultures (Journey to Jo'burg) Persuasion/ debate (deforestation)	Myths from around the world Poetry with figurative language
Year 6	Chronological Reports Persuasive writing Diary/Alternative Perspectives	Recounts Modern Classic Fiction Diary Writing	Significant Authors Performance Poetry Explanation Texts	Information Texts Blogs and Reports SATS	Villainous Characters Narrative Poems Creative story writing and alternative endings.	Modern Classic Fiction Poetic Style

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Legislation and guidance This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education’s Governance Handbook.

This policy was written by Mrs N Stewart June 2021
Approved at the governing body meeting on