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English Policy

Curriculum Statement

This policy document is a statement of the schools aims, principles and strategies for the teaching and learning of English Skills within the Federation of Sutterton Fourfields and Swineshead St. Mary's Church of England Primary Schools. Within our Federation we wish to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Aims

- Read easily, fluently and with good understanding, using a range of appropriate decoding strategies.
- Develop the habit of reading widely and often; for both pleasure and information
- To acquire a wide vocabulary, an understanding of grammar and have a secure knowledge of the language rules for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage by accessing and valuing a range of texts drawn from both classic and modern literature from a range of world cultures.
- Write clearly accurately and coherently, adapting 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 across the wider curriculum
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Statutory Requirements

In the Foundation Stage children should be given opportunities to:

- Speak and listen and represent ideas in their activities;

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PE20 3EN Tel: 01205 820356

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- Use communication, language and English in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

In Year One, children will build on work for the Early Years Foundation. Pupils will continue to learn new grapheme-phoneme correspondences and how to blend them into words for reading. They will read books in line with their phonics knowledge, but listen to a wider range of higher-quality books to develop a love of reading and broaden their vocabulary. In their writing, they will develop the physical skills needed to form letters correctly and organise their ideas.

During Year Two, teachers should continue to establish pupils' accurate and speedy word-reading skills. Children should be sharing and discussing a wide range of whole books, poems, plays, stories and information books to increase their vocabulary, comprehension and knowledge across the wider curriculum. In writing, children should have good handwriting habits and compose sentences orally and in writing.

Across Lower Key Stage 2, children should be able to read books accurately at speed and focus on understanding rather than decoding. Teaching should be more focused on vocabulary, structure and fluency and children will enjoy a wide range of reading materials and justify their views about what they have read. When writing, pupils should be developing their effectiveness as an author through using exciting vocabulary and varied sentence structures. In addition to this, they will have good sentence punctuation. Pupils should understand how speech and writing differ and spelling rules should be taught and applied. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

During Upper Key Stage 2, children should be reading effortlessly and prepare readings with the appropriate intonation to show their understanding. They should be reading a wide range of material inside and outside school for pleasure and information furthermore they should discuss in depth what they have read. When writing, grammar and punctuation should be accurate as well as the spelling of rules that they have been taught. Children will be making choices that reflect their understanding of the audience and purpose for their writing by selecting appropriate vocabulary, grammar and text and sentence structure. Sentences will also be carefully controlled and crafted for effect and purpose. In Years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performances and debate.

Regular reports are made to the Standards Committee and, where appropriate, the Full Governing Body on the progress of English provision.

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Provision of Teaching and Learning in:

Reading

In the National Curriculum, reading is split into the two dimensions of word reading and comprehension.

Children will be taught the foundations of reading through Letters and Sounds on entry to the school, children will access a range of phonic phases according to their development until they are secure and fluent readers. Whilst there will be daily phonic teaching, the fundamental skills of comprehension and understanding of texts will be taught through guided reading sessions led at least weekly by the class teacher. In addition to this reading skills will be developed and enhanced as children are encouraged to apply their decoding and blending skills when accessing a range of texts across the curriculum.

Throughout our curriculum we provide opportunities for shared reading, guided reading and independent reading.

Shared reading

Children will be regularly exposed to shared reading. In these sessions the teacher will take responsibility for the reading and exploration of the text using it to model good reading behaviour, and to make explicit the strategies needed to be an effective reader. It is the teacher's responsibility to make sure that children are read to by adults and that stories, non-fiction, poems, plays or novels are shared as a class and that children have regular and frequent access to the library. Children may take part in shared reading together, there may be occasions where children are encouraged to share a book with peers younger than themselves or at a different stage in their reading.

Guided reading

Children participate in guided reading sessions led by teachers and teaching assistants; this may be planned as a carousel system so that each group have the opportunity to work with the class teacher at least once a week.

Across our federation we use a range of Guided Reading schemes including the Scholastic Connectors scheme. It is also expected that the children use a range of different books, images and films during guided reading sessions to expose the children to a wide range of different genres and authors.

Individual Reading

The Federation uses The Oxford Reading Tree as the core reading scheme. Individual readers are listened to with a frequency according to their need and a home school reading book is provided for them to continue their reading development at home. Books from alternative schemes are retained and used to add variety and depth to the child's development of reading skills and the understanding of text. Children are heard to read by a range of adults including the teacher, teaching assistants and helping adults in the

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school. Records are kept of each individual child's reading development.

Children below age related expectations will be heard more frequently than this, ideally each day.

To develop the love of reading, children are also encouraged to read books from their classrooms or the library and should be taught to make careful selections.

Children's progress in reading will be tracked termly and recorded appropriately on OTrack; PM Benchmark, AQA reading assessment tests and Reading Age Tests will be completed to provide further evidence of children's attainment, at least twice a year.

Writing

Early writing is taught through daily phonics and guided writing sessions for groups of children. Daily English lessons will follow the statutory guidelines of National Curriculum to ensure adequate coverage of text types and writing styles are provided for. Spelling, vocabulary, grammar and punctuation will also be taught as part of the English lesson and in KS2 children are in receipt of additional SPAG (spelling punctuation and grammar) lessons as intervention.

Planning

English is planned weekly using an agreed planning format. Reference to Cornerstones Topic themed planning will be made and notes are made on the Mid Term Planning (The Big Picture), demonstrating how cross-curricular links can be made through a range of genres.

These plans demonstrate coverage in:

- English Lessons;
- Spelling;
- Grammar;
- Handwriting;
- Creative Writing;
- Homework.

Short Terms plans should outline the learning objective and success criteria, an outline of teaching, differentiation, group or independent activities, some assessment for learning questions and potential use of mid-lesson and end of lesson plenaries. The use of teaching assistants where available should be evident on planning. After lessons, evaluations should be made on planning in order to inform future planning. Before planning, teachers should refer to their assessments and previous evaluations regarding specific children or groups in order to plan objectives that will support the children to meet their next steps. In addition to

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this, the use of ICT, and use of outdoor learning should be identified when appropriate.

Spelling or phonics should be taught daily.

Guided reading is planned on a separate document outlining the learning objective, reading assessment area, book and planned questions. Each guided reading group taught should have a separate plan, so observations can be made after each teaching session.

Parents are informed on a termly basis as to what their child will be learning in English via a class newsletter.

Spoken Language

Spoken language is an important and integral part of our English work and it underpins the development of reading and writing. We aim to provide a range of challenging opportunities for all in our community - children and adults alike - to participate knowing that their contributions are always valued.

The objectives for Spoken Language will be taught and practiced throughout the whole curriculum in every Key Stage. Pupils should develop the following:

- A capacity to explain their understanding of books and other reading, and to prepare their ideas before they write;
- Making their thinking clear to themselves and others which provides teachers with an opportunity to probe and remedy any misconceptions;
- Conventions for discussion and debate;
- Practice of drama – responding to a range of roles
- Opportunities to improvise, devise, and script drama for a range of audiences;
- Rehearse, refine, share and respond thoughtfully to drama and theatre performances.

We develop these skills through our lessons across the curriculum, class assemblies, participation in the School Council, Collective Worship, Carol Concerts, School productions, and possibly through competitions. During lessons, there are opportunities for paired and group talk as well as presentations and debates, as and when age appropriate.

Teachers should plan to give the children time to learn, practise and apply their spoken language skills, particularly to recite poetry, plays or complete debates. Assessments should be completed and updated regularly and this should also be used as a guide for teachers as to what is expected from pupils at the end of each year.

Spelling

The teaching and learning of spelling is ability related not age related. However, as a guide in FS2 and KS1 phonics is taught using the framework outlined in the Letters and Sounds

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Document (2007) and in KS2 spelling strategies are progressively taught using the National Curriculum (2014).

- FS2: children have daily phonics lessons that last between 15 and 25 minutes. In addition to this phonics is threaded through many of the 6 areas of learning.
- KS1: Children have a daily phonics lesson that lasts between 15 and 25 minutes,
- KS2: Children have daily spelling / grammar lessons lasting between 15-25 minutes. Those children still requiring phonics should access the necessary lessons daily.

As required, the school has a phonics leader named in the School Development Plan who will work with the Literacy Leader. Please see the Phonics Policy for further information.

Grammar

Grammar should be taught either as short discrete sessions or set within a context weekly. The skills and terminology that the children need to be able to use are set out clearly in the National Curriculum (2014). It is expected that children should be able to use the terminology confidently and also find, re-place or add the terms mentioned. It is the teacher's responsibility to make sure that they understand the meaning of the terms as listed in the Glossary of the National Curriculum (2014). Assessments should be made from using the children's writing and also formal assessments of Grammar, Vocabulary and Spelling.

Writing

We believe that all pupils should have the opportunity to master different genres and work towards becoming independent writers, who are able to express themselves creatively.

Opportunities are organised and provided through the following:

- Emergent writing
- Shared writing
- Guided Writing
- Collaborative Writing
- Independent Writing
- Extended Writing

Children should be completing at least three pieces of extended writing a week throughout the curriculum in Key Stage 1 and Key Stage 2.

Process of Writing

Children should be taught the process of writing and be given time to complete this in lessons across the curriculum. Children need to learn to complete research and evaluations of different genres of writing to understand what to include in their own writing relating to

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language and structural features. Time should be allocated to discuss the genres in depth, unpicking the elements belonging to that text type and planning by collating ideas, vocabulary and word or punctuation banks. We want to give children time to rehearse their ideas verbally before they begin writing either through discussion, filming or role play and then continuously re-read and evaluate their writing in order to find errors or recognise where improvements could be made. After evaluation, children should be given the opportunity to edit and re-write their writing before completing a final published piece.

Extended/Creative Writing

Children will participate in a creative writing lesson at the end of each unit. In this session children either write an extended piece working on a specific target relating to their individual needs or complete a piece of writing to showcase their understanding of a particular genre which can be used as end assessment pieces by the class teacher. During these creative writing sessions, the class teacher will work with a group (on rotation) to either correct misconceptions, review targets or suggest ways forward.

Handwriting

Handwriting is taught using a progression of skills from FS2 through to Year 6 using the KBER cursive handwriting scheme. The developmental progression can be found in Appendix 2.

Children will make the transition from pencil to pen when it is agreed between teacher and pupil that they are ready for this using a marking ladder. This transition is ability, not age related. The handwriting marking ladder guides pupils and teachers as what steps they need to progress to ultimately be able to present their work in pen. (See Appendix 3)

All children are expected to have around 40 minutes of handwriting teaching and learning each week, some of which must be recorded in a book, some which could be carried out using KBER practice sheets or equivalent. It is expected that some of this time is led by the teacher, however not all of it. The remainder of this time can be achieved through spelling activities, morning work or as an activity while a group is with the teacher during guided reading.

Cross Curricular English Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum including extended pieces of writing, presentations, role-play and debates.

The use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. Children will have regular access to the laptops and iPads in order to develop their learning either independently or set by the class teacher. The classroom and school environment will demonstrate the use of ICT through the English curriculum by displaying photos.

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The use of Visual Literacy

Visual Literacy is the use of DVDs, film, music, props, pictures and picture books. It should be used to teach English as it has many benefits such as supporting visual learners and engaging boys. There are many ways to use visual literacy effectively to teach grammar skills, develop vocabulary, atmosphere, speaking and listening skills or as a stimulus for English or subjects across the curriculum.

Assessment, Recording and Reporting

Assessing without Levels

Teachers have at their disposal, AWL targets for writing. These can be used with children to focus marking and show children the steps they need to make to improve their own work. It is required that these AWL targets are available to the children and used when teaching specific genres. These are also used to enable children to self and peer-assess their own work and therefore make improvements more independently.

Phonics Assessment

All children from Reception to Year 2 will have their phonics progress tracked termly, the Phonics leader is responsible for ensuring this data is collated, shared with SLT and analysed. Any children requiring additional phonics intervention will be identified at least termly, and appropriate 'catch up' interventions will be put in place as agreed by class teacher, phonics lead and inclusion manager.

Children in Year 1 will be formally assessed by the statutory Phonics screening test that takes place at the end of June each year. Children will be prepared for this and for those children not accessing the test, parents will be informed and suitable interventions will be put in place.

Reporting to Parents

As a federation we will report to parents in various ways. At least twice a year we will hold formal Parent and Teacher meetings. Parents will have the opportunity to discuss the progress of their child at this meeting.

Parents will also receive a written end of year report about their child's progress and attainment.

Statutory Assessment Testing for Year 2 and Year 6

Children in Year 6 will be assessed in Reading and Spelling, Grammar and Punctuation by way of a formal written test in May. Their writing will be assessed through teacher assessment. All results will be reported to parents in the end of year report, sent home in July.

Children in Year 2 will be assessed in Reading and Writing by Teacher Assessment, but they will also now be formally assessed in Grammar, Spelling and Punctuation by a written

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test to be taken in May. This test will comprise of 3 papers and all children will be expected to sit these at the end of KS1.

Baseline assessment

iTrack input and analysis 5 x a year

Pupil progress meetings termly

Standards committee Governors

Reading Ages December and June

Equal Opportunities

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time with the Federation.

Out of Hours Learning - Home School Links

Learning is reinforced and consolidated through regular homework tasks. These seek to re-enforce, revise and develop children's understanding of learning introduced through work in school.

It is anticipated that children are supported regularly at home to develop and consolidate reading and writing skills. As appropriate High Frequency Word cards are provided for children to practice reading at home; in addition children may be sent home a piece of writing to complete. In addition to word lists, children are expected to read as frequently as possible at home and we provide each child with a suitable book.

Spellings are given weekly for all children from Year 1 to Year 6. These are taken from either the high / medium frequency word lists and / or linked to a spelling pattern from the National Curriculum Spelling List, which is being learnt in school. These are to be taken home and practiced for a test the following week.

Monitoring, Review and Development

School performance in the teaching and learning of English is being constantly monitored and reviewed by the following means,

- Monitoring of planning
- Classroom observation and drop ins
- Scrutiny of children's work
- Work sampling and moderation across Federation and within school
- Pupil progress meetings with staff
- Pupil Interviews with children

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- Parental Questionnaires, feedback at Parent consultation meetings
- Analysis of pupil attainment and achievement, both individually, as a cohort and as a class (iTrack)

Opportunities for improvement in provision are identified in the School Improvement and Development Plan.

Signed:

Claire Collett
Executive Headteacher

Ros Blowers
Chair of Governors

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