



English Policy

SEPTEMBER 2023

ALISON ALLEN



Roots to
grow



Wings to
fly



St Cuthbert's C of E Junior School

English Policy

Policy History	Date
First draft	February 2017
Presented to staff	
Presented to Governors	February 2017
Review due	Reviewed Spring 2019 by SLT
Reviewed by SLT	February 2019
Reviewed and updated	February 2023
Reviewed and updated	September 2023

At St Cuthbert's our aims in teaching English are that all children are able to:

- communicate effectively and confidently in standard English.
- listen to the spoken word attentively with understanding, enjoyment and empathy.
- read a range of written materials fluently, critically and with understanding, for pleasure and to become better informed about the world around them.
- write effectively for a range of purposes and audiences using spelling, grammar and punctuation effectively and confidently.

St Cuthbert's C of E Junior School helps to develop confident and enquiring children who have a desire to learn in order that they can embrace life's challenges and achieve their dreams. Our Christian values are central to all we do. We recognise the uniqueness and achievement of every member of our school family.

We believe that: HAPPY CHILDREN LEARN

Rationale for English Policy

At St Cuthbert's we believe that the teaching and learning of English, through the mediums of reading, writing and speaking and listening, is the major contributing factor to the development of a child's understanding of the world. Since English is integral to the learning process throughout the curriculum, we recognise there is always huge potential for developing a child's language. At our school we aim to encourage, support and challenge our children to be able to confidently apply all they are learning in English across the curriculum; to make purposeful choices whether reading, writing or in discussion and to actively use their creativity and imagination.



**Roots to
grow**



**Wings to
fly**



St Cuthbert's C of E Junior School

Reading

Rationale

Pupils become successful readers by learning to use a range of strategies to decode the text, but learn to love reading by being encouraged to engage with the characters and discuss underlying themes. At St Cuthbert's we encourage our children to really 'think' about different styles and genres of texts and to be able to confidently share their thoughts and opinions. We encourage our children to make informed choices about what they read and help them to foster a lifelong love of reading.

Aims

At St Cuthbert's our aims in teaching reading are that all children:

- become effective, independent readers through the structured teaching of initial reading skills; developing these reading skills by accessing books graded according to the level of challenge.
- experience a reading culture which promotes the enjoyment of books; celebrating traditional stories as well as classic literature.
- use a full range of reading strategies to identify and extract relevant information from specific lines of enquiry.
- foster and develop personal and critical responses to a range of texts.
- can read texts in a variety of ways and with increasing sophistication.
- are able to make informed and sensitive personal responses to a text.

Reading entitlement

Whole class reading

We believe that it is important children are introduced to a wide range of authors and genres to help them to develop a love of reading and to equip them to make informed choices over books they would independently like to read. There is a daily reading time when teachers and children read a class book together. A wide range of texts are read across the year which include fiction, non-fiction and poetry.

Independent reading and Accelerated Reader

Under the teacher's guidance, children choose texts appropriate to their ability, both to read at home and in school. Progress is monitored through 'Accelerated reader' quizzes and Star tests. Teachers review children's progress weekly to identify those who require closer monitoring, ensuring they continue to make good progress.



Roots to
grow



Wings to
fly



St Cuthbert's C of E Junior School

Teachers may decide to implement a reading intervention program and will discuss this with the child and parents should this prove appropriate.

ERIC Friday

This is a session primarily to encourage a love of reading. Pupils and teachers read their own choice of texts from those available in class or from home. Class teachers model reading in this session as well, ensuring a variety of reading material is also chosen as an example to include books, magazines, fiction, non-fiction and poetry.

Whole class Guided Reading.

This takes place 4 x weekly, using a text with prepared questions. The focus in this session is to discuss vocabulary and content domains orally, as well as the modelling of questions for independent written responses. A wide variety of themes are covered to engage the children and inspire them to broaden their reading repertoire.

Interventions – Phonics

For children identified as needing additional phonics support, daily sessions are delivered by teaching assistants to help accelerate reading progress. Teachers closely monitor these groups, encouraging children to consolidate their word recognition and fluency. These children will have the relevant phonics book to take home as well as a free reader of their choice from their level. There will also be opportunities set aside for these children to read to an adult more frequently.

English as an additional language

Children for whom English is not their first language receive focussed support from a specialist EAL teacher. These learning sessions focus on all aspects of English language teaching, but particularly reading fluency and comprehension.

More able readers.

More able readers are taught within the main classroom and set individual questions and challenges. They are encouraged to read texts which will broaden and deepen their understanding and their ability to make comparisons and draw conclusions.



**Roots to
grow**



**Wings to
fly**



St Cuthbert's C of E Junior School

Writing

Rationale

At St Cuthbert's we recognise that children have different levels of confidence when writing. As a school we believe writing is an expression of English, which is key to a child's progress across all curriculum areas. We encourage our children to become confident writers by modelling and sharing a range of texts with them. St Cuthbert's introduced 'Talk for Writing', a writing model developed by Pie Corbett, in January 2016 and all teachers follow this for both fiction and non-fiction texts. Drama is encouraged to enable children to take part in immersive learning, as well as a range of multi-media resources.

Aims

At St Cuthbert's our aims in teaching writing are that children:

- have the opportunity to write in a variety of forms and for a variety of different purposes.
- can recognise the importance of drafting and redrafting a piece of writing to craft a composition they can be proud of.
- know that writing can be collaborative and to value the responses of their peers.
- use a variety of strategies and resources to ensure spelling, grammar and punctuation are used accurately and appropriately.
- are encouraged to develop consistent and carefully joined handwriting based on cursive script.

Teaching and learning

Talk for Writing

At St Cuthbert's we teach writing through the 'Talk for Writing' approach. Writing in English is taught throughout the year, as set out on the curriculum map.

In Years 3 and 4, each half-term children work on a process of learning (imitating), innovating (writing independently working closely with the teacher's writing model) and inventing a story or text type of their own. This process takes up to three weeks and within this time the children are also encouraged to action any marking daily and to use enrichment resources to improve and reflect upon their work. At St Cuthbert's we value both peer and individual editing and during this process there will be times of collaborative or whole class discussion, as well as paired work and quiet,



Roots to
grow



Wings to
fly



St Cuthbert's C of E Junior School

independent writing time. Children are expected to action the teacher's marking daily and to respond to any targets set. At the end of each writing unit the children produce an independent piece, which is used both to set individual writing targets and as a celebration of progress.

In Years 5 and 6, the children continue for the most part to follow the 'Talk for Writing' model. However teachers will also supplement this with other stimuli which relates more directly to the topic or genre, where they feel this is more appropriate.

Within this process and throughout the year, the children are also encouraged to explore issues for debate, as well as narrative and performance poetry and play-scripts.

Handwriting, grammar and punctuation are taught both discretely and as an integrated part of 'Talk for Writing' lessons. It is our aim that key skills, once taught, are quickly embedded within a 'real writing' context.

Outside of English lessons, we encourage our children to use these key skills across all other areas of the curriculum and we expect the same high standard of presentation and content to be evidenced across all other subject areas.

We encourage our children to use ICT where appropriate, to create, edit and publish different types of writing for different purposes.

Spelling

All children are taught both the spelling rules and patterns consistent with the guidance in the new National Curriculum. Year group word lists are made available to children on their tables, as well as other key spelling resources and dictionaries. Every class also has copies of 'dyslexic' dictionaries to support children who find phonetic spelling difficult.

Spellings are sent home on a weekly basis to be written into sentences. These comprise of: words from the year group spelling list; words from the relevant spelling pattern and individual words which have been highlighted by the teacher's marking. These words are reviewed and quizzed on weekly.

Pupils with individual needs.

At St Cuthbert's we recognise some children need extra support when writing. Often children will be in a focussed writing group, supported by either the class teacher or a teaching assistant. Sometimes children may choose to sit outside the classroom in a quieter learning environment, if this helps them to concentrate when writing independently. Children are also encouraged to word process their writing and to use a spellchecker if this is appropriate. Occasionally, an adult may scribe parts of a text for a child who finds the writing process difficult. It is our aim that all children should become confident, independent writers by the time they leave the school in Year 6.



Roots to
grow



Wings to
fly



St Cuthbert's C of E Junior School

More able writers.

It is our experience that there are children within each class who already have a love of writing. These children will be encouraged not only to meet the challenges set by their class teacher, but also to set their own levels of challenge from their individual targets. High standards will be expected, not only with the content and language choices, but also with the level and accuracy of grammatical structures and higher level punctuation employed to deliver specific meaning.



Roots to
grow



Wings to
fly



St Cuthbert's C of E Junior School

Speaking and Listening.

Rationale

At St Cuthbert's we believe speaking and listening are inextricably linked with reading and writing. Language, learning and social interaction are so closely related that they lie at the heart of teaching and learning in the primary classroom. We encourage all of our children to begin any writing task by sharing their ideas and listening to the ideas of others. We recognise the importance of being able to recall and deliver an oral retelling, whether this is in a 'Talk for Writing' lesson or in another subject area. The ability to be able to link ideas, to reflect upon them and to be able to share these with others, is the key to success in all areas of learning.

Aims

At St Cuthbert's our aims in promoting active speaking and listening are that all children will:

- be able to listen to, evaluate and respect the opinions of others.
- speak expressively and confidently about a range of topics through class discussion and debate.
- engage in drama, role play and performance to develop confidence when addressing an audience.
- take part in discussion during shared and guided reading and writing sessions.
- increase their familiarity with the technical vocabulary needed in all areas of the curriculum, to enable them to explain their thinking and support the development of their reasoning.
- feel safe to be able to speak about their thoughts and feelings.



**Roots to
grow**



**Wings to
fly**



St Cuthbert's C of E Junior School

Roles and Responsibilities

The English Leader will oversee the implementation of the English policy and schemes of work assisted by the SEND leader and the Head Teacher. The English Leader keeps up to date with current developments and opportunities within this subject by reading and attending courses. Liaison is maintained with Key Stage 1 and key Stage 3 through St Cuthbert's Academy and The Blue School.

Monitoring and Evaluation

Schemes of Work will identify learning objectives, resources, range of experiences, learning styles and assessment opportunities (teacher assessment and pupil self-assessment). Weekly and daily plans will be developed from the schemes of work. Pupil attainment needs to be carefully assessed, so that those children who have not achieved 'Age Related Expectation' by the end of KS1 are closely monitored and supported. Monitoring and evaluation will take place on three levels, some of which will overlap:

- Individual pupil evaluation – through teacher marking and target setting. Children reflect on how aims and objectives have been met.
- Class level – the teacher's own evaluation of pupil progress, using agreed assessment procedures to measure the impact of teaching and learning on individual progress.
- Whole school level – The Head teacher and English Leader will be responsible for monitoring the implementation and efficiency of the English policy, schemes of work and adequacy of resources throughout the school. Policies and schemes of work may be reviewed and updated in the light of such evaluation. Through regular whole school moderation of assessment, standards which meet the new assessment criteria will be agreed. All staff should liaise with the English team to contribute additions and agree any changes which will feed into the School Development Plan.