



*We aim high in our hearts and minds as we blossom in God's garden.
"For nothing is impossible with God" (Luke 1:37)*

Shocklach C of E Primary School English Policy

Date: March 2022

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As a Church of England School, our Christian vision is central to all we do. *We aim high in our hearts and minds as we blossom in God's garden. "For nothing is impossible with God" (Luke, 1:37).* We strive to bring the Gospel to bear in all aspects of school life and policy and this inspires us to live out our Christian values and celebrate life in all its fullness which Jesus offers.

We recognise that language is uniquely placed within our school curriculum, both as a subject in its own right and as a means of communication across other subjects. It is essential that opportunities are created to develop children's learning, through language, about language and as users of language.

Curriculum Content

Shocklach Oviatt C of E Primary School bases its teaching of English on the National Curriculum 2014 and the Foundation Stage Curriculum for early years. The curriculum content is therefore closely linked to the aforementioned.

Speaking and Listening

We aim to provide a caring environment where all children are encouraged to speak appropriately, in a confident manner and develop effective listening skills.

- We encourage speech for a range of purposes and audiences. This includes telling stories, both real and imagined, describing events, observations and experiences, taking messages and articulating feelings and emotions.
- Children will learn to explore, clarify and develop their ideas.
- Opportunities to develop speaking and listening skills take place through drama and role play, discussion and debate, interview, collective worship,

concerts and productions.

- Children are taught to adapt their style of speech and language to suit different audiences and purposes. They are encouraged to be active listeners and given opportunities to reflect on this experience.

Reading

We aim to teach the children to read with understanding, accuracy and fluency. They will then benefit from a reading experience that incorporates enjoyment, satisfaction, fun, enthusiasm and organisation. This encourages them to develop an interest in and a love of literature *and reading for pleasure*.

- All children are given full access to a comprehensive range of quality reading materials in accordance with the guidelines of the National Curriculum and the Foundation Stage Curriculum. A reading area, linked to the current theme, is available in each classroom and children are encouraged to use the school library.
- Every child is encouraged to take reading books home to share with parents. An individual reading diary is kept and each child's progress is monitored via both formal and informal methods.
- Reading skills are developed using a variety of approaches within whole class, group and individual learning and teaching activities.
- Guided reading takes place regularly in each class with some sessions taking place as a whole class activity. Teachers use on-going guided reading records from the 'Pathways to Read' methodology to assess children's progress against national curriculum programmes of study. We also use the Salford Sentence reading age test, PM benchmarking system and our 'Unlocking letters and sounds' systematic synthetic phonics program. Assessment is completed termly.
- Children may also read with the teacher, governors or learning support staff individually. Opportunities for reading aloud are encouraged throughout the school, e.g. reading own stories to the class.
- Care is taken to ensure that reading high quality texts aloud to the children is frequently undertaken. A range of poetry, prose and non-fiction is carefully selected to suit all children's needs and interests and reflects the

topics being studied. A wide range of books are available to ensure that our libraries are culturally diverse and represent a world in which children can see a variety of different characters and themes which reflect a diverse range of identities and experiences, such as skin colour, hair style, family and home life structures and avoid stereo types.

- A shared reading approach is organised, where buddies share books together.

Writing

We aim to provide an environment where all forms of writing are encouraged and valued as a means of communicating ideas, beliefs and feelings.

- The opportunity to write is given to all children. In this they are encouraged to use a range of style and form, both chronological and non-chronological, for a variety of purposes and audiences.
- Pupils are encouraged to use a wide-ranging vocabulary and an effective and appropriate style, whilst ensuring the grammatical organisation and structure of sentences is considered.
- Children are taught to use composition skills, develop ideas and communicate meaning to the reader. This is achieved through a variety of strategies including individual, group and class teaching.
- In order to develop an individual style, children are actively involved in drafting, revising, editing and publishing their writing. This process involves the teacher and other children working together to improve the essentials of fluency, meaning, clarity of expression, spelling and grammar.
- Classrooms are organised to provide a stimulating writing environment. Working walls supporting the current genre give children visual guidance alongside structured grammar displays which are age appropriate. The displaying and celebrating of children's own work is visible. This is supported by the provision of a range of writing and creative materials.
- The national curriculum programme of study is closely followed and is implemented through book based units of study throughout the school using

the 'Pathways to Write' units of work. This ensures a coherent link between reading and writing; valuing and promoting quality texts with the children.

Phonics and Spelling

Spelling is taught both as a discreet area and as part of the wider English curriculum. We recognise its significance as an aid to becoming an independent and confident writer. The teaching of spelling is firmly established in the early years in a positive manner through the daily teaching of phonics. We use 'Unlocking letters and Sounds' as our synthetic systematic phonics program from Nursery onwards. This is continued and reinforced throughout the school in a systematic way using the Literacy Company Pathways to Spell program.

All children attend a spelling or phonics lesson daily. Each child will be continually assessed to ensure that the group is meeting their needs.

We strive for children to develop a positive self-image of themselves as spellers. Numerous strategies are used to help children achieve this as they pass through the various developmental stages. Active investigative tasks encourage a natural interest and fascination with words. Many tasks are interactive encouraging the children to 'have a go', and view spelling in a positive way. Children are taught how to edit their work and improve spellings.

- A variety of strategies are used to help children master the conventions of spelling, such as: the look, cover, write, check approach; word investigations and have a go sheets.
- Children are taught how to use a dictionary and a thesaurus to check for spelling and meaning. This extends to the use of spell checkers and online dictionaries.
- Children need to see themselves as positive spellers. During the drafting process not every spelling mistake will be corrected.

Resources for spelling include:

Unlocking letters and sounds program for Nursery/Reception/ Year 1.

Pathways to spell program for y2-6,

National Curriculum Statutory word lists and class dictionaries and thesauri.

Handwriting and Presentation

We aim to teach children to achieve a clear, legible and cursive style, developing into their own fluent individual style.

- A high quality of presentation is encouraged in all written work in all subjects.
- Handwriting takes place as a discrete teaching session with the teacher modelling the letter patterns.

Library

Our library contains a wide range of reading material including fiction, non-fiction, poetry, newspapers, theatre and football programmes, magazines, leaflets and posters. Children are encouraged to select their own books. In addition, each class may use the Library for a range of reading related activities, including information retrieval and research. Staff use the Education library at Winsford to order topic related collections of books and artefacts and sets of guided reading books. Reading material is constantly reviewed and updated to cater for the needs of the individual and the requirements of the National Curriculum and the Foundation Stage Curriculum and to ensure it is relevant, current and representative of a culturally diverse world.

Computing

Computers are used within the teaching programme to enhance and further develop the children's knowledge, skills and understanding of different aspects of English. This ensures that pupils become digitally literate; able to use and express themselves and develop their ideas through information and communication technology, at a level suitable for the future workplace and as active participants in a digital world.

Planning

The National Curriculum and Foundation Stage curriculum form the basis of our planning throughout the school. The Pathways programme supports the planning and staff meet to discuss relevant aspects of the curriculum on a regular basis.

Every teacher regularly has access to CPD in English through our partnership with staff from The Literacy Company and the Local Authority.

The Literacy Company 'Pathways to write' book based units of study form the basis for our writing work but we enhance the curriculum to maximise use of our local area and the children's interests.

Differentiation

Teachers reinforce an expectation that all pupils are capable of achieving high standards in English. The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved through additional support and encouraging children's individual flair and fluency. Interventions focus on gaps in knowledge and developing a positive mind-set in order to ensure all children achieve.

Special Educational Needs

Quality first teaching is our first approach to the needs of any child. This provision is reviewed in termly Pupil progress meetings with the EHT. Under the guidance of the SENCO, children who have been identified as having special needs in the area of language development, are given structured programmes of work. Their class teacher and/or a teaching assistant carefully monitor their progress. Parents meet with class teachers regularly in order to discuss the progress made. Pupil SEND profiles are written for children for whom outside agency support has been sought.

Equal Opportunities

Through our Equal Opportunities Policy, our teaching of English provides opportunities for all pupils to develop their skills in literacy, regardless of gender, colour or race.

Assessment and record keeping

Formative assessment is achieved through the marking of children's work as well as listening to and interacting with the children during each lesson. This leads to an assessment of achievement of the expected levels for each year group which occur at the end of each term. The subject leader, along with SLT, monitors and evaluates progress throughout each Key Stage by regular book looks, learning walks and pupil interviews. Summative assessment is achieved through termly assessments (*SWST, PM Benchmarking, Salford Sentence level reading tests, writing using exemplification materials and materials from The Literacy Company*) and end of key stage SATs assessments.

Different genres of writing are assessed and moderated by staff as part of our continual professional development and to improve standards of teaching and learning

throughout the school. *Teachers attend moderation sessions with other CWAC schools.* Close liaison with Bishop Heber High School is maintained to ensure continuity and progression. Meetings with our cluster group primary schools offer a further collaborative opportunity to assess and level work, allowing for agreement of levels and comparisons of differing assessment systems.