



# **St John's Church of England Academy**

**Belonging Believing Becoming**



# **English Policy**

**Date of Review: July 2021**

**Date of Next Review: July 2022**

**Responsible Group: School Policy**

Belonging

Perseverance

Respect

Forgiveness

Truth

Aspiration



## English Policy

**‘Write to be understood, speak to be heard, read to grow.’ Lawrence Clark Powell**

### **Introduction**

The purpose of the curriculum at St John’s Church of England Academy is to prepare our children for life in the 21st Century.

Our Curriculum is focussed on ensuring that all our children have the best chance to achieve our Christian Vision of **‘Belonging, Believing, Becoming’**, which is rooted in **Mark 4:30-32**, **‘The Parable of the Mustard Seed’** and **The Diocese of Gloucester Academies Trust** and **The Church of England’s vision to ‘Live Life in all its fullness’** rooted in **John 10:10**.

St John’s Church of England Academy is an inclusive school where all people are valued and nurtured to become the best version of themselves and responsible members of God’s family. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling children to embrace the world around them and encourage adherence with British values.

### **Subject Intent**

At St John’s Church of England Academy we believe that sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life. Our curriculum provides purposeful opportunities for reading, writing and discussion, broadening pupils’ vocabulary through the delivery of Read into Writing materials and our Curriculum Enquiries.

Through adherence to this policy, St John’s Church of England Academy recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil’s progress, both inside and outside of the school environment. Teachers understand how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life

### **Curriculum Drivers**

Through the delivery of our curriculum, we want our children to be ready for life beyond St John’s. We aspire for them to be:

- **Articulate**
- **Aspirational**
- **Curious**
- **Appreciative**

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## **Aims**

- To provide a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- To ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- To ensure that all pupils know how to plan, practise and evaluate their work and that all pupils understand all elements of English, as per the National Curriculum.

## **Legal Framework**

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'English programmes of study: Key Stages 1 and 2'
- DfE (2021) 'Statutory Framework for the Early Years Foundation Stage'
- Equalities Act 2010

## **Roles and responsibilities**

### **The Headteacher is responsible for:**

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

### **The subject leader is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with subject leaders from local Primary and Secondary Schools.

**The classroom teacher is responsible for:**

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with St John's Church of England Academy's Policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

**The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:**

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

**The Curriculum****Early Years Provision**

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the Early Years Foundation Stage'. All Areas of Learning and Development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the Prime Areas, are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children will also be supported in four specific areas, through which the three prime areas are strengthened and applied. The Specific Areas are:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Children in the EYFS will be encouraged to speak in whole sentences and to develop their vocabulary through being immersed in a language-rich environment with quality interactions from adults. Following Letters and Sounds Phonics, the children will focus on Phase 1 Listening and Phonic skills before beginning to learn the grapheme – phoneme correspondence in line with the Phonics Miles Stones Document. This will ensure all children learn to read and those needing extra support are identified quickly and given the targeted support to 'catch up' and 'keep up'. Children in the EYFS are encouraged to mark- make when they initially start school and will be taught letter shapes and handwriting formation alongside the Systematic Synthetic Phonics Programme. Opportunities for

writing will be both child initiated and adult led throughout the year, with EYfS staff modelling and facilitating writing for a purpose and through purposeful play.

### **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

#### **ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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## **ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## **ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## **The National Curriculum**

All pupils within KS1 and KS2 are taught English in line with the requirements of the English national curriculum.

### **Years 1-6**

#### **Spoken Language:**

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

### **Year 1**

#### **Reading – Word Reading:**

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, for example, I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s).

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- Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

### **Reading – Comprehension:**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
  - Being encouraged to link what they read, or hear read, to their own experiences.
  - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
  - Recognising and joining in with predictable phrases.
  - Learning to appreciate rhymes and poems, and to recite some by heart.
  - Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correct inaccurate reading.
  - Discussing the significance of the title and events.
  - Making inferences on the basis of what is being said and done.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

### **Writing – Transcription:**

- Spell:
  - Words containing each of the 40+ phonemes already taught.
  - Common exception words.
  - The days of the week.
- Name the letters of the alphabet:
  - Naming the letters of the alphabet in order.
  - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
  - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
  - Using the prefix un-.
  - Using -ing, -ed, -er and -est where no changes are needed in the spelling of root words, for example helping, helper, eating, quicker and quickest.
- Apply simple spelling rules and guidance, as listed in [English Appendix 1](#), as seen in the national curriculum.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### **Handwriting and Presentation:**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in a correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.

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- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practice these.

### **Writing – Composition:**

- Write sentences by:
  - Saying out loud what they are going to write about.
  - Composing a sentence orally before writing it.
  - Sequencing sentences to form short narratives.
  - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Writing – Vocabulary, Grammar and Punctuation:**

- Develop their understanding of the concepts of English by:
  - Leaving spaces between words.
  - Joining words and joining clauses using.
  - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
  - Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.
  - Learning the grammar for Year 1.
- Use the grammatical terminology in English whilst discussing their writing.

## **Year 2**

### **Reading – Word Reading:**

- Continue to apply phonetic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read these books to build up their fluency and confidence in word reading.

### **Reading – Comprehension:**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond that at which they can read independently.
  - Discussing the sequence of events in books and how items of information are related.
  - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
  - Being introduced to non-fiction books that are structured in different ways.
  - Recognising simple recurring literary language in stories and poetry.
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

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- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both books that they can already read accurately and fluently and those they listen to by:
  - Drawing on what they already know, or background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correct inaccurate reading.
  - Making inferences on what is being said and done.
  - Answering and asking questions.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### **Writing - Transcription:**

Pupils should be taught to spell by:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) for example, the girl's book.
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### **Handwriting and Presentation:**

Pupils should be taught to:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

### **Writing – Comprehension:**

- Develop positive attitudes towards and stamina for writing by:
  - Writing narratives about personal experiences and those of others (real and fictional).
  - Writing about real events.
  - Writing poetry.
  - Writing for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:

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- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proofreading to check for errors in spelling, grammar and punctuation, for example end of sentences punctuated correctly.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

### **Writing – Vocabulary, Grammar and Punctuation**

- Develop their understanding of the concepts by:
  - Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
  - Learn how to use:
    - Sentences with different forms: statement, question, exclamation, command.
    - Expand upon phrases to describe and specify, for example, the blue butterfly.
    - The present and past tenses correctly and consistently including the progressive form.
    - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
    - The grammar for year 2.
    - Some features of the written Standard English.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

### **Years 3 and 4**

#### **Reading – Word Reading:**

- Apply their growing knowledge to root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### **Reading – Comprehension:**

- Develop positive attitudes to reading and understanding of what they read by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Using dictionaries to check the meaning of words that they have read.
  - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
  - Identifying themes and conventions in a wide range of books.
  - Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
  - Discussing words and phrases that capture the reader's interests and imagination.
  - Recognising some different forms of poetry, for example free verse, narrative poetry.
- Understanding what they read, in books they can read independently, by:
  - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
  - Asking questions to improve their understanding of a text.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Identifying main ideas drawn from more than one paragraph and summarising these.

- Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

#### **Writing - Transcription:**

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix1).
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

#### **Handwriting and Presentation:**

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

#### **Writing – Composition:**

- Plan their writing by:
  - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
  - Discussing and recording ideas.
- Draft and write by:
  - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
  - Organising paragraphs around a theme.
  - In narratives, creating settings, characters and plot.
  - In non-narrative material, using simple organisational devices, for example headings and sub-headings.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and other's writing and suggest improvements.
  - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

#### **Writing – Vocabulary, Grammar and Punctuation:**

- Develop their understanding of the concepts by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
  - Using the present perfect form of verbs in contrast to the past tense.
  - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
  - Using conjunctions, adverbs and prepositions to express time and cause.
  - Using fronted adverbials.
  - Learning the grammar for years 3 and 4 in English Appendix 2.

- Indicate grammatical and other features by:
  - Using commas after fronted adverbials.
  - Indicating possession by using the possessive apostrophe with plural nouns.
  - Using and punctuating direct speech.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

## Years 5 and 6

### Reading – Word Reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

### Reading – Comprehension:

- Maintain positive attitudes towards reading and understanding by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
  - Recommending books that they have read to their peers, giving reasons for their choices.
  - Identifying and discussing themes and conventions in and across a wide range of writing.
  - Making comparisons within and across books.
  - Learning a wider range of poetry by heart.
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
  - Asking questions to improve their understanding.
  - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

### Writing – Transcription:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, for example, knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.

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- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus in order to expand vocabulary.

### **Handwriting and Presentation:**

- Write legibly, fluently and with increasing speed by:
  - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
  - Choosing the writing implement that is best suited for a task.

### **Writing – Composition:**

- Plan their writing by:
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
  - Noting and developing initial ideas, drawing on reading and research where necessary.
  - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
  - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
  - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
  - Précising longer passages.
  - Using a wide range of devices to build cohesion within and across paragraphs.
  - Using further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing.
  - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
  - Ensuring the consistent and correct use of tense throughout a piece of writing.
  - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
  - Proof-read for spelling and punctuation errors.
  - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### **Writing – Vocabulary, Grammar and Punctuation:**

- Develop their understanding of the concepts by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
  - Using passive verbs to affect the presentation of information in a sentence.
  - Using the perfect form of verbs to mark relationships of time and cause.
  - Using expanded noun phrases to convey complicated information concisely.
  - Using modal verbs or adverbs to indicate degrees of possibility.
  - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
  - Learning the grammar for Years 5 and 6.

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- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing.
  - Using hyphens to avoid ambiguity.
  - Using brackets, dashes or commas to indicate parenthesis.
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
  - Using a colon to introduce a list.
  - Punctuating bullet points consistently.
  - Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.

### **Cross-curricular links**

The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance to the national curriculum. English skills make up the basis for all other future skills.

#### **Mathematics:**

- In regards to mathematics, English skills contribute greatly. EYFS students encounter patterns, spaces and shapes in English lessons.
- Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms.
- Children in KS1 come across stories that involve rhymes that include counting and sequencing.

#### **Science:**

- Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.
- Technical and scientific vocabulary will be taught with the children being encouraged to use this language orally and spell correctly in their writing.

#### **Humanitarian subjects:**

- Humanitarian subjects include History, Geography and Religious Education. These subjects require a technical and subject-specific jargon. English skills will be utilised here when learning the new jargon to use orally and spell correctly in their writing.
- Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

#### **Drama:**

- English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.
- Regular drama activities are built into the Read into Writing Scheme as a way of immersing children in the text and language of the genre.

#### **Computing**

- Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

## **Teaching and Learning**

- The English curriculum is delivered through both direct teaching and Enquiry Learning.
- Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils where necessary.
- Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.
- Pupils will be encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work.
- Pupils will be given sufficient time to discuss, plan and edit their work.
- In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills.
- To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:
  - Spelling lists and key words to take home and practise.
  - Using displays of key words linked to topics and subjects.
  - Practising using the correct vocabulary orally.
  - Dedicating lessons focussed on word patterns and choices.
  - Encouraging the use of dictionaries and thesauruses.
  - Reading a variety of examples of texts to explore new vocabulary.
  - Providing one-to-one support, where necessary.
- Classroom teachers will encourage the development of speaking and listening through activities within each English lesson.
- Speaking and listening will be commented on where appropriate in pupils' books
- Systems such as 'collaborative group work' structures are to be used to ensure active participation in group and class discussions.
- Pupils will be provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.
- The classroom teacher, in collaboration with the subject leader, will ensure that every pupils' needs are met by:
  - Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity, according to the ability of the pupils.
  - Utilising TAs to ensure that all pupils are satisfactorily supported.
- In order to best meet the needs of our disadvantaged children and children with Special Educational Needs and Disabilities, we ensure that every child has their barriers to learning identified and discussed. Quality First Teaching is our main driver to try to close the gap and appropriate interventions are considered, planned and reviewed termly.

## **Planning**

- Planning of the English curriculum is focussed on:
  - Teaching pupils to read easily, fluently and with good understanding.
  - Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
  - Pupils will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
  - Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
  - Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.

Belonging

Perseverance

Respect

Forgiveness

Truth

Aspiration

- Pupils will be given opportunities to write in a range of genres and for a range of purposes including fiction, non-fiction and poetry texts.
- The school creates long-term, medium-term, and short-term plans for delivery of the writing curriculum – these are using the Read into Writing scheme and amended by class teachers to meet the needs of the pupils in their class
- The subject leader is responsible for reviewing and updating Key text and Reading for Pleasure overviews and communicating those to teachers.
- Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils’ needs and identifying the methods in which topics could be taught.
- All relevant staff members are briefed on the school’s planning procedures as part of their staff training.
- Teachers will use the key learning content in the DfE’s statutory guidance ‘English Programmes of Study’.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning will be used to outline the units to be taught within each year group.
- Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- Medium-term plans will identify learning objectives, main learning activities and differentiation between units of work.
- Medium-term plans will be shared with the subject leader to ensure there is a progression between years.
- Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- Schemes of works for Phonics (Letters and Sounds), Grammar and Spelling( Babcock No Nonsense Spelling) are used when developing lesson plans to ensure developmental learning, building on pupils’ prior knowledge.
- All English activities are built so that they build upon a pupil’s prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- Teachers will plan homework that will take a variety of formats, including reading and spelling.



## Implementation

<b>Area of English</b>	<b>What</b>	<b>When</b>
Phonics	Letters and Sounds following Milestone Document created by school	Daily in Reception, Year 1 and Year 2
Phonics Intervention	Small phonics groups to meet needs – planned from Letters and Sounds/ Phonics Play  Phonics X Phonics  Dancing Bears/ Apples and Pears	Needs led – TA group or 1:1
Individual Reading	Home/School Readers matched to pupil's Phonics Phase, Coloured Band or Free-Reader range All children	Pupils heard on rotation by adult Targeted readers/ bottom 20% focus Expect reading at home – Reading Record engagement
Whole Class Reading	Cracking Comprehension Years 1 – 6 Fiction, Non-Fiction, Poetry rotation	4 x a week  TA group – using Cracking Comprehension text/year group appropriate to reading stage
Stop, Drop and Read (Reading for Pleasure)	Mapped out across school – texts allocated to each year group, each term  Expands on Read into Writing texts, linked and key authors and Pie Corbett Reading Spine	Daily in all year groups minimum expectation  Teacher reading to class
Reading Intervention	Dancing Bears/ Apples and Pears  Project X Code  Toe-by-Toe	Needs led – TA group or 1:1
Writing	Read into Writing	Daily session – minimum 4 x a week
Spelling	Babcock No Nonsense Spelling	5 x sessions a week (minimum 4)
Spelling Intervention	Targeted Phonic Spelling interventions – teacher planned  Word Hornet	Needs led – TA group or 1:1
Writing on Track	Targeted grammar sessions planned by class teacher to address specific needs of the class/ groups of pupils	2 x sessions a week (separate from writing lessons)
Handwriting	Teacher planned in line with National Curriculum year group expectations	Minimum 3 x a week
Handwriting Intervention	Fizzy (gross and fine motor focus)  Write from the Start  Hands Off  Small handwriting group to meet needs	Needs led- TA group

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## **Assessment and Reporting**

- Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.
- An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- The progress and development of pupils within the EYFS is assessed against the Early Learning Goals outlined in the 'Statutory framework for the Early Years Foundation Stage'.
- In the summer term Year 1 pupils will complete the Phonics Screening Check to assess their decoding skills (resit for children in Year 2 if not passed in Year 1).
- Reading SATs will be completed by pupils in Year 2 and Year 6 in the summer term.
- Grammar, Punctuation and Spelling SATs will be completed by Year 6 pupils in the summer term.
- Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

### **Assessment will be undertaken in various forms, including the following:**

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objective
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.

In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.

Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum.

Standardised tests are used at key points within the year, to measure each pupil's attainment in all areas of English. These results will be compared with an 'average' for all pupils of that age.

Parents will be provided with a written report about their child's progress during the summer term every year.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

### **Equipment and Resource**

- English resources are kept in the appropriate year group.
- The subject leader is responsible for ensuring that all resources and equipment are sufficiently maintained.
- The subject leader is responsible for maintaining an inventory of resources.
- Class teachers can discuss the need for new resources with the subject leader.
- Class teachers to check they have the resources needed for a unit of work in a reasonable time before starting the learning.

### **Equal opportunities**

- All pupils will have equal access to the English curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- We aim to provide more academically able pupils with the opportunity to extend their scientific thinking through extension activities such as problem solving, investigative work and research of a scientific nature.

### **Impact**

The impact and measure of our English curriculum is to ensure that children at St John's Church of England Academy are equipped with the skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

### **Monitoring and review**

- This policy will be reviewed on an annual basis by the subject leader, in collaboration with the headteacher.
- The subject leader will monitor teaching and learning in English at St John's Church of England Academy, ensuring that the content of the national curriculum is covered.
- Any changes made to this policy will be communicated to all teaching staff.