



*Walking together with Jesus to Love, Learn
and Serve*

English Policy

Updated November 2021

English Subject Lead: Miss Barker

General Statement

Here at St Albert's, teachers understand the importance of teaching lively, engaging English lessons that involve a blend of approaches to develop children's learning.

During English lessons, the children of St Albert's are encouraged to think independently. Opportunities are provided for children to initiate their own learning and to use and apply the skills they have been taught in Speaking and Listening, Reading, Writing and Spelling, Punctuation and Grammar.

English Curriculum Intent

Why do we teach this? Why do we teach the way we do?

In St Albert's, we want our English curriculum to equip each pupil with the necessary skills and knowledge to allow them to communicate effectively, whilst also developing a vivid and creative imagination. We are also passionate about fostering a life-long love of reading for our children, both for pleasure, and in order for them to learn more.

We want our children to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Speak fluently and listen with attention and understanding
- Acquire a wide vocabulary, and have an interest in words and their meanings
- Show an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Develop their imagination, inventiveness and critical awareness through reading and writing.
- Write clearly, accurately and coherently, adapting their language and style in, and for, a range of contexts, purposes and audiences
- Plan, draft, revise and edit their work independently
- Use phonics and spelling rules to read and write accurately

- Have fluent and legible handwriting
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Be competent in Speaking and Listening, making formal presentations, demonstrating to others and participating in debate.

Implementation - How do we teach English?

Reading

We are passionate about fostering a life-long love of reading for our children. As a result, we approach the teaching of reading from all angles, so as to miss no opportunity to spark a child's interest.

Early Reading - Phonics

In October 2021, we changed our phonics programme from Read Write Inc. to follow Monster Phonics. This is a multisensory scheme, with songs, actions and colours associated with graphemes. There is an action for each Phase 2 and 3 grapheme that links to a specific monster, which we strongly believe excites and engages our pupils.

In St Albert's, children begin phonics in Nursery to develop their knowledge of rhyme, pattern and sounds. Children in Reception, through to Year 2, follow Monster Phonics, which is a **systematic synthetic phonics programme**.

Monster Phonics teaches children to read by enabling them to identify the individual graphemes (letter combinations) and blend sounds (phonemes) together to read the word. Sounds are categorised into ten colour groups, and each colour has a corresponding monster character.

The principle of Monster Phonics is based on daily, whole class teaching, however, we have adapted this to suit the needs of our school and our children. We want to make sure that the sessions are not too difficult for less able children, whilst ensuring the more able pupils are pushed accordingly.

Regular assessments at key points in the programme, help to track progress, and identify any gaps in knowledge. These are then targeted through carefully planned, Monster Phonics intervention sessions.

Phonics reading books in line with the programme are arranged in stages that mirror the progression of sounds learnt. Each child has a book that matches their phonic ability and the sounds they have been taught so far. Children also have access to Monster Phonics eBooks at home, accessed using a personal login.

Parents and pupils can also access the Monster Phonics site and use the same resources that we are using in class. Parent webinars take place throughout the year to help parents in supporting their children with phonics and reading at home.

Reading Curriculum

We work hard at St Albert's to make sure that our school environment is 'book focused.'

We are a text-based school, with high quality books at the core of our English lessons, as we believe that reading is the key to unlocking the whole curriculum. We follow 'The Power of Reading' and 'Literacy Counts' schemes as a basis for delivering our English planning.

From Year 1 upwards, our English sessions are split into a 'Read-It' week and a 'Write-It' week. During the 'Read-It' week, the children become fully immersed in both the text and genre of writing that they are studying.

Daily Guided Reading sessions focus on the skills of comprehension, first through unpicking vocabulary, then moving on to unlocking the meaning of whole texts.

Focused teaching of reading takes place in a number of ways:

- Shared story telling
- Shared reading
- Discrete vocabulary teaching

- Guided Reading Lessons
- Reading interventions to support those pupils who need to 'catch up'

Reading Books

Following the Oxford Reading Tree scheme, children move through the reading stages as they become more confident and competent readers. They are then able to select their own reading book from the school library.

Children in KSI and some children in LKS2 have a Phonics book, an Oxford Owl reading book, and a book of their choice to read with an adult.

All children and adults from Reception to Year 6 have a personal login for an online library platform, where they can access a wealth of eBooks for free.

Reading for Pleasure

We strongly believe that reading for pleasure opens new worlds for children, giving them the opportunity to use their imagination to explore new ideas, visit new places and meet new characters. As well as improving well-being and empathy, it also gives them an insight into the world and the views of others.

Here at St Albert's Primary School, we strongly promote the importance of Reading for Pleasure and we seek to foster a love of reading in all our children.

Writing

Our English Writing curriculum is consistently embedded across all key stages, allowing pupils to learn progressively and build on prior knowledge from EYFS to KS2.

At St Albert's, we offer pupils the opportunity to explore a wide range of stimulating, age-appropriate texts in order to foster a love of language and story.

Our writing process has been developed with the core aim of developing confident writers who are able to independently apply the skills of spelling, grammar and punctuation to effectively communicate for a wide range of purposes and audiences.

Our writing process (Year 2-Year 6) follows a prescriptive style which involves a six stage process:

Gather, Plan, Write, Edit, Revise and Publish (Final Piece)

The process is designed to allow pupils to immerse themselves as authors in a piece of writing. It is based upon the expectations of the National Curriculum, by allowing pupils to plan, draft and make revisions to their work until they have pride in their final piece.



EYFS and Year 1 follow the 'Talk 4 Writing' approach, which has proven to be successful and extremely popular with our children.

In addition to our writing processes, pupils are taught the transcription skills of writing: grammar, spelling, handwriting (and phonics in EYFS and KSI) discretely to ensure understanding of key concepts before they are applied in the context of writing for a purpose.

The skills of writing are not viewed as isolated to English lessons; instead, pupils are given the opportunity to transfer their skills to cross-curricular thematic work.

Writing opportunities include

- ECAW (Every Child a Writer) enrichment activities
- Modelled writing (teacher)
- Shared writing
- Guided writing
- Independent writing
- Writing different text types and narrative styles
- Writing in different curriculum areas
- Handwriting - direct teaching and practise
- Using ICT

Spelling

Daily teaching of systematic synthetic phonics in Reception and KS1, supports spelling. Pupils are taught a balanced program which develops understanding of the skills in segmenting phonemes for spelling and blending them for reading. In Year 1 and Year 2, in-depth phonics learning leads into the teaching and learning of spelling rules.

From Y3-Y6, children follow the 'Spelling Mastery' programme, although this has had to be reviewed and altered as a result of COVID-19. The principle of the Spelling Mastery approach is that pupils work in groups based on their ability. The programme inter-weaves the phonemic, morphemic and whole-word approaches to spelling, as well as focusing upon spelling relationships, patterns and rules. Links are also made in these sessions to the teaching of letter formation and handwriting.

Impact of the English Curriculum

Children are assessed formally throughout the year and formal assessments for Reading, Writing and SPAG are completed in the autumn, spring and summer terms. We use Primary Progress as a toolkit to monitor and assess pupils against the National Curriculum programmes of study and the relevant KPIs for each year group.

Assessing Reading

- Teacher assessment, plus:
- Phonics assessment at key points in the programme
- Year 1 - Phonics Screening test
- Year 2 - Year 6 - NFER (termly)
- Year 2 & Year 6 - end of KS assessments (SATs) (yearly)
- For SPLD children, the IDL programme is used
- Nessy
- Ed Shed

Assessing Writing

- Termly SPaG assessments (Rising Stars, past SATs papers and NFER).
- Ongoing assessment within lessons and verbal feedback.
- Comparative writing process (all classes from Y1-6)
- Data generated from Primary Progress is formally scrutinised each term, as part of the assessment cycle.
- Detailed marking of writing pieces that includes moving on comments and informs pupil's targets.

Speaking and Listening

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency.
- Participate in discussions and debate in a variety of contexts.
- Listen to the views, opinions and ideas of others with increased interest.
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary, recognising the audience.
- Respond to questions and opinions appropriately.
- Retell stories and poems which are known by heart.
- Ask questions with increasing relevance and insight.

Speaking and Listening Opportunities

- Partner talk, group talk, class discussions
- Drama sessions
- Information station (daily in all classes) where current affairs, headline news and issues of interest from around the world are discussed.
- Talking about their own experiences, recounting events.
- Participating in discussion and debate.
- Talk for writing, including termly enrichment activities (ECAW).
- Retelling stories and poems.
- Expressing opinions and justifying ideas.
- Listening to stories read aloud.
- Presenting ideas to different audiences.
- Responding to different kinds of texts.

- Talking to visitors in school.
- Listening to ideas and opinions of adults and peers.
- Role-play and other drama activities across the curriculum.
- Circle time and in PSHE lessons.

Use of ICT

ICT is widely used in lessons. All children have access to the school i-Pads to further enhance their learning of speaking and listening, reading, writing and handwriting. ICT is also used as a tool in the editing process, as an opportunity to enhance knowledge in this area.

SEN

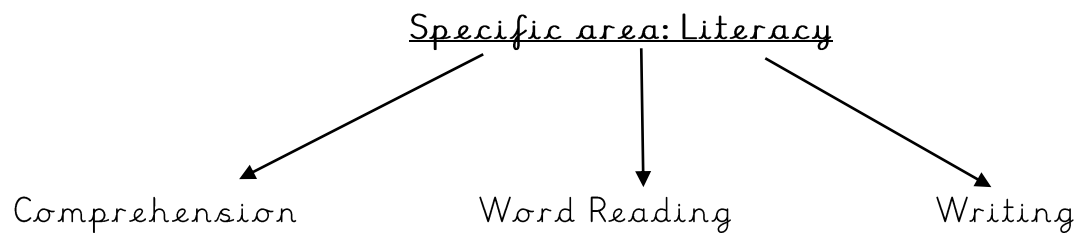
We ensure that the needs of the full range of pupils are met during English lessons, including those children with SEN and EAL. Children who require additional intervention are presented with sufficient opportunities to further embed concepts. Our English and SEND Lead, along with the class teacher, monitor the progress of SEN pupils in English.

Early Years Foundation Stage

In EYFS, the Early Years Framework is followed to ensure that all children in the EYFS have access to a broad, rich topic-based curriculum, both indoors and outdoors.

The three prime areas form the basis of the learning of English for our children, and these sit along the specific area of English itself. The prime areas are:

<p><u>Personal, Social and Emotional Development</u> Making relationships Self-confidence Self-awareness & managing feelings and behaviour. The focus here is on children learning how to work, play, co-operate with others and function in a group beyond the family.</p>	<p><u>Communication and Language:</u> Listening and attention; Understanding; and Speaking. This covers important aspects of language development, providing the foundations for literacy.</p>	<p><u>Physical Development:</u> Fine & Gross Motor Development and Keeping Healthy. Teaching concentrates on children developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments.</p>
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Phonics in EYFS plays a vital part in a child's reading journey. The ability to blend for reading and segment for spelling are skills that are promoted daily in our Foundation Stage.

Children are given an abundance of opportunities to:

- Speak and listen and represent ideas in their activities.
- Use communication, language and literacy in every part of the curriculum.
- Become immersed in an environment rich in print and possibilities for communication.

Greater Depth in English

Class teachers, along with support from the English and SEND Lead will:

- Focus on the skills needed to be greater depth in writing, sharing the objectives explicitly with those pupils who are capable of achieving this, and giving them ample opportunities to practise and apply these skills.
- Focus upon the skills required to be a greater depth reader, moving children from basic comprehension to deep, consistent application of more complex inference and deduction.

English Intervention

Class teachers will implement a variety of interventions for a number of reasons. The impact of these interventions will be monitored by English and SEND Leads.

Monitoring and Evaluation

Regular monitoring throughout the year, both formally and informally, following the monitoring cycle.

Leadership and Management

- The subject leader's role is to empower colleagues to teach English to a high standard.
- To monitor pupil progress and to act accordingly
- To track vulnerable pupils
- To support staff in the following ways:
- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Having a knowledge of the quality of the English provision across the school and using this to provide a coaching and mentoring role.
- Identifying and acting on development needs of staff members.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary resources