



## English Policy

### Christian Values

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian ethos and core values of Respect, Responsibility and Love.

### Aim

At St Leonard's School we believe that Literacy and communication are key life skills. Through the English curriculum we help children develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. We also assist children in enjoying and appreciating literature and its rich variety.

### Principles

Teaching pupils to use spoken and written language competently and confidently will recognise the importance of:

- Teaching pupils how to craft language for particular effects, through understanding of how texts are created in relation to genre, purpose and audience.
- Providing inter-active opportunities for pupils to practise using language in relevant 'real-life' contexts
- Providing opportunities for pupils to communicate independent views and opinions, respond imaginatively and express feelings through spoken and written language
- Enabling pupils to make critical responses about the language which they read, view and hear in a variety of media
- An integrated approach to reading, writing, speaking and listening
- The need to develop language skills in **all** curriculum subjects
- Recognizing the language experiences of pupils at home and in the wider community
- Increasing pupils' understanding of how language is used in the world beyond school

### Learning and Teaching

The planning of the curriculum should be fundamentally based on either The Statutory Framework for the Early Years and Foundation Stage or The National Curriculum in England 2014.

## **Speaking and Listening**

We believe that *spoken language underpins the development of reading and writing and plays an important part within not only the English Curriculum, but all curriculum areas. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing.*<sup>1</sup>

We provide children with a variety of experiences to allow them to:

- Communicate effectively, speaking with 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 audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight
- Adopt, create and sustain a variety of roles and respond to others in role during drama activities

## **Reading**

Reading is taught using the two dimensions, as outlined in the 2014 National Curriculum; word reading and comprehension (both listening and reading).

We aim to provide children with the skills to decode unfamiliar words and recognise familiar words. We will also aim develop pupils comprehension skills through high quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Children have many opportunities on a weekly basis to read in a variety of contexts and situations, these may include: guided reading, shared reading, teacher led reading, 1:1 reading with an adult and individual reading.

## **Writing**

Writing is taught using the two dimensions, as outlined in the 2014 National Curriculum; transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition children will be taught to plan, revise and evaluate their writing.

We aim to engage our children in writing by using a variety of different stimuli; these may be visual, oral and aural. Writing must be purposeful and have an audience. Pupils will be taught to write fluently. They will be able to form, articulate and communicate ideas and organise them coherently for a reader. We teach a variety of genres both fiction and non-fiction. An Analysis of the genre's features begin each unit of work, through a variety of texts. Grammar is taught

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<sup>1</sup> The National Curriculum of England 2014

discreetly and then applied into written work. Several small writing tasks may be used to support children's writing and then a "big write" will conclude each unit of work.

### **Phonics**

Phonics is taught using a synthetic phonics programme called Letters and Sounds. It is an approach to teaching phonics in which individual letters or letter sounds are blended to form groups of letters or sounds, and those groups are then blended to form complete words. Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning.

Children have time to practice and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words' - words with spellings that are unusual or that children have not yet been taught.

Children in Early Years follow the progression of letters used in Letters and Sounds but with the **Jolly Phonics** programme's actions.

### **Handwriting**

Children are taught handwriting skills throughout the school, wherever possible it is taught alongside appropriate spelling strings and patterns. The following is a guideline to the stages of development in handwriting:

- Mark making
- Letter like forms
- Letters formed correctly
- Joined handwriting

The stage of development will vary for each individual child. Once a child is fluent, they will receive a pen licence which will allow them use a pen in all written activities, he/she will then be encouraged to develop an individual style. This style must show fluency and consistency, e.g. ascenders and descenders should be of the same length.

## Organisation

<b>Nursery</b>	Daily stories and speaking and listening activities Weekly phonics sessions Mark making tables accessible daily
<b>Reception</b>	Daily phonics sessions Daily story and speaking and listening activity Writing Table (inside and outside) available for child led activities daily Adult supported writing activity weekly Individual reading weekly Guided Reading fortnightly
<b>Year 1</b>	Daily phonics sessions 3 sessions of Literacy weekly 1 session of Guided/individual reading weekly 1 session of spelling, punctuation and grammar weekly 3 sessions of handwriting weekly
<b>Year 2</b>	Daily phonics sessions 4 sessions of Literacy weekly 1 session of Guided reading weekly 1 session of spelling, punctuation and grammar weekly 3 sessions of handwriting weekly
<b>Year 3</b>	2 spelling sessions weekly 3 sessions of Literacy weekly 1 session of grammar weekly 1 session of Guided Reading weekly Handwriting every morning as an early activity.
<b>Year 4</b>	2 spelling sessions weekly 3 sessions of Literacy weekly 1 session of grammar weekly 1 session of Guided Reading weekly Handwriting every morning as an early activity
<b>Year 5</b>	1 spelling sessions weekly 4 sessions of Literacy weekly 1 session of grammar weekly 1 session of Guided Reading weekly Handwriting sessions as necessary
<b>Year 6</b>	1 spelling sessions weekly 3 sessions of Literacy weekly (including one extended writing session) 1 session of grammar weekly 1 session of Guided Reading weekly Handwriting sessions as necessary

## **SEND/Equal Opportunities**

We aim to include SEND children fully in all Literacy sessions, with adult support as necessary. The work is differentiated and, where relevant, related to their profile. Specific areas of difficulty will be highlighted and children may be involved in intervention groups to support their knowledge and understanding.

More able pupils will be identified and provision will be made for their needs within the classroom.

## **Assessment and Monitoring**

Children in the Early Years are assessed on a daily/weekly basis. These assessments are used to show progress towards reaching the Early Learning Goals (ELG). Progress towards meeting the ELGs are reported at the end of every term in Pupil Progress Meetings.

Children from Year 1 to Year 6 will complete PIRA Progress Tests in Reading three times a year (December, March and June) and will be assessed in writing every term. The results of these will dictate support needed to raise achievement. The results from these tests and teachers own assessments will form the basis of pupil progress meetings which occur at the end of each term.

Children in Year 2 and 6 will sit SAT tests in reading each year in Term 5, writing will be teacher assessed.

## **Homework**

Homework expectations for the different key stages can be found on the school website.

## **Leadership and Management**

The role of an English Leader is to:

- Develop and update the English policy
- Take responsibility for the purchase of resources to support Literacy sessions
- Give support to colleagues, including advice on training courses
- Provide or organise training for TAs
- Keep up to date with developments in English and attend relevant courses. To feedback to staff
- Monitor English within school, in line with the SIP
- Monitor medium term and weekly planning
- Scrutinise English books on a termly basis and give feedback to staff
- Analyse data from termly progress assessments and SATs results

**Date of Next Review** \_\_\_\_\_

**Signed** \_\_\_\_\_