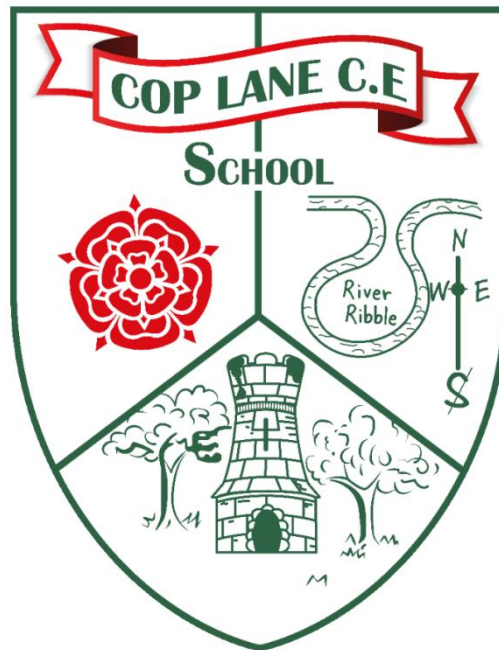


Cop Lane C.E Primary School



English Policy

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

Vision

“Literacy is the road to human progress and the mean through which every man, woman and child can realise his or her full potential.” Kofi Annan

We want our children at Cop Lane to discover their potential through developing their speaking, reading and writing skills in order to achieve their dreams and aspirations. We want them to be able to converse effectively with anyone they encounter in life and to know that they can continue to enjoy reading, in whatever form they choose, throughout their life.

Purpose of study

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

Aims

Intent

At Cop Lane CE Primary School it is our intent to nurture and develop the whole child. We strive for all of our children to be Primary Literate Pupils. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

1. read easily, fluently and with good understanding
2. develop the habit of reading widely and often, for both pleasure and information, knowing that reading is a wonderful relaxation tool and enhances mental health, as well as developing knowledge. We aim for them to be able to identify a number of authors and a genre/genres they enjoy reading
3. acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. appreciate our rich and varied literary heritage

5. write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
6. use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
7. are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

At Cop Lane the English curriculum is taught using a variety of resources to engage children and enhance learning, the most important of these being high quality, challenging texts that link with other curriculum areas. The curriculum is constantly evolving to illustrate this and the Subject Leader and school staff constantly look for new texts to support the curriculum and development of skills. We prioritise time daily to read to children to further develop their love of reading and model reading for pleasure and enjoyment, developing vocabulary and feeding pupils' imagination, opening up a treasure-house of wonder and joy for curious young minds. Links are made to other areas of the curriculum through cross-curricular writing, performance poetry, debate, reading and the use of computing to write, publish and communicate in a variety of ways.

Impact

The impact of the engaging, rich, literate curriculum is evident in the oracy skills, passion for reading and range of writing that children of all ages produce across the school.

Curriculum

At Cop Lane Church of England Primary School, we follow the statutory guidance for the teaching of English, as set out in the National Curriculum 2014. We aim to develop the English skills children will need to equip them for everyday life in an ever changing society. We strive to create an engaging, language rich environment, where children can learn and develop skills in a purposeful manner, making strong links with other curriculum areas where appropriate.

Statutory requirements for the teaching and learning of English are laid out in the Primary National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021)

EYFS

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.

Statutory Guidance for the Early Years Foundation Stage 2021.

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).

Statutory Guidance for the Early Years Foundation Stage 2021.

Children in Reception work within the Early Years Foundation Stage Framework to develop their language and literacy skills, with an aim to meeting the Early Learning Goals at the end of the Reception year. The children experience activities to develop their knowledge, understanding and skills through the seven areas of learning, including the prime area of Communication and Language and the supporting area of Literacy. The Communication and Language element encourages children to listen,

respond and engage in activities with others and to express themselves effectively. Literacy encompasses reading and writing using their phonic knowledge to decode words and reading and writing simple sentences. Children in Reception follow a structured, synthetic phonics programme, 'Supersonic Phonic Friends', taught using multi-sensory, engaging activities and resources, both discretely and within continuous provision activities independently and supported by staff members. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. We encourage reading for pleasure and our reading books for the Reception children includes a variety of phonically regular books from a number of different publishers, matched to their developing phonic knowledge and understanding.

KS1

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

In Key Stage One children experience a range of text genres aimed at broadening their knowledge of text types and engaging them in literature. Children are taught skills in speaking and listening, reading and writing encompassing phonic knowledge, drama, spelling, grammar, comprehension, composition and handwriting. Children in Key Stage One, and Key Stage Two if necessary, follow a structured, synthetic phonics programme, 'Supersonic Phonic Friends'. They are taught using multi-sensory, engaging activities and resources, both discretely and within continuous provision activities if appropriate for the year group, working independently and supported by adults. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. We encourage reading for pleasure and teach reading through a variety of phonically decodable and then colour banded books, mainly from Oxford Reading Tree and Big Cat Collins, but we have also invested in 'real books' that are colour banded, developing to higher level challenging books. Children benefit from weekly planned guided reading sessions throughout school, using books that are closely matched to phonic development in the earlier years, and also to themes in class wherever possible.

KS2

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. Children experience a range of text genres aimed at broadening their knowledge of text types and engaging them in literature. Children are taught skills in speaking and listening, reading and writing encompassing phonic knowledge, drama, spelling, grammar, comprehension, composition and handwriting.

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

They should be reading widely and frequently, outside as well as in school, for pleasure and information.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.

In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Differentiation (including more able)

We aim to provide the best teaching for all children so that they all reach their potential in English according to their individual abilities. We identify pupils or groups of pupils that may need additional support and take steps to improve their attainment or deepen their learning. Programmes are used to assist children in achieving their potential where appropriate, including Super Six within the Supersonic Phonic Friends, Fast Track Phonics, Fast Forward Grammar, Fast Forward Spelling and IDL. Staff also use a pre-teach approach to aid children, precision teaching for identified children or use timely intervention to support marking and feedback within lessons. More able children are identified and suitable learning challenges provided in line with greater depth challenges to assist them to achieve and gain a deeper understanding of their learning.

At Cop Lane we agree that a more able child is any child who is attaining beyond their 'age related expectations'. This means they are achieving at a higher standard within their own year group expectations. Higher attaining pupils will be predominately supported by their class teachers and given activities that allow them to gain further 'mastery' of their learning by applying it in different ways.

Some pupils who are more able in English may generally demonstrate levels of literacy or oral skills that are notably advanced for their age group. Other pupils may have unusual abilities in specific areas eg poetry, drama, or their knowledge of grammar, while being unexceptional in the rest of their English work. In these cases,

it may be hard to relate pupils' ability to age related descriptions. It is important to take a whole-school view to ensure that higher ability in English is also demonstrated in different areas of the curriculum.

Assessment and recording

The Lancashire tracker provides summative termly assessment data from class teachers and this will outline whether children are developing, expecting, exceeding or are showing deeper learning in line with the national curriculum expectations for reading and writing. This data is then accessible to the English Subject Leader (ESL) who can target support and assess good practice. Teachers will also use formative assessment during lessons to inform future planning and differentiation.

At the end of EYFS, children are assessed in relation to the Early Learning Goals. In Y1, children take a statutory Phonics Check to test their decoding skills. In Years 2 and 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar.

Staff in EYFS and KS1 use a phonic tracker to record progress half termly and this is monitored by the ESL. If children are still working on developing their phonic understanding in KS2, these staff also plan and assess phonics in the same way.

Staff from Years 1-6 record baseline, mid year and end of year spelling assessments against the words for the appropriate year group. This is again monitored by the ESL for intervention and parental support where necessary.

**This policy was adopted by the Governing Body in June 2023.
It will be reviewed again annually and formally reviewed in 2026.
(NB recommendation – on a three-yearly cycle)
Signed: Mrs G Barnes**

Reviewed April 2023.