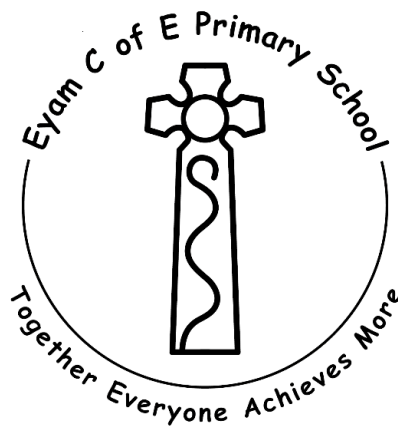


Eyam C of E Primary School

English Policy



'Let your light shine'

Agreed: Autumn 2022

Review Date: 2025

Review Due: January 2025

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because *Together Everyone Achieves More.*

This policy should be read in line with the following policies:

- Assessment
- Monitoring
- EYFS
- Marking and feedback
- Handwriting

Signed by _____ on behalf of the Governing Body Date _____

Definition

At Eyam CE Primary School, we believe that literacy and communication are fundamental life skills. Through speaking, listening, reading and writing, children learn to communicate effectively and participate fully as members of society; their intellectual, social and emotional and spiritual development is interwoven with these skills, as is their access to the world of education. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We enable our children to express themselves clearly, creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. We want children to enjoy and appreciate literature and its rich variety.

Rationale for teaching English:

All pupils should be able to:

- speak clearly and audibly, show awareness of their audience and adapt their speech to a wide range of circumstances
- listen actively, in order to understand and process what they hear
- use discussion in order to learn
- acquire and apply a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions
- become confident, independent, enthusiastic readers and develop an appreciation of literature
- write clearly, accurately and coherently, in a range of contexts

From September 2014, a New National Curriculum was put in place. It clearly states that teaching the English language is an essential, if not the most essential role of a primary school. We recognise that without effective communication, little achievement can be made in any area of the curriculum. We have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society.

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school - we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one-to-one support, small groups and cross-phase work to help with this. We agree with the statement of the National Curriculum,

that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13).

Rationale

Our school's curriculum encompasses all the planned activities that we do to promote learning, and personal growth and development. It includes both the formal requirements and also the various extra-curricular activities that the school organises in order to enrich the childrens' experience. In addition, it includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

As well as seeking the highest standards of attainment for all our children we also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

As a School we aim to:

- create successful, resilient learners who take responsibility for their own learning and are prepared to embark on future challenges with excitement and confidence
- ensure we provide innovative learning opportunities that develop the whole child, empowering pupils to explore and believe in themselves
- establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability, sexual orientation or **reassignment, religion or belief**
- help children understand Britain's cultural heritage
- prepare children for life, to be responsible citizens who are able to adapt and grow as technology and society changes
- teach children to have an awareness of their own spiritual development, and to distinguish right from wrong
- value the importance of an effective partnership with parents and the community to
- encourage each child to reach their full potential

How we teach the Literacy Curriculum at Eyam based on the National Curriculum

The Early Years Foundation Stage

We integrate English skills into every aspect of our work in the Early Years Foundation Stage: "Communication and Language" (listening and attention; understanding; speaking), early writing and fine motor skills are all fundamental to the children's development. We give all children the opportunity to:

- talk and communicate in a widening range of situations
- respond to adults and to each other
- listen carefully

- practise and extend their vocabulary and communication skills
- explore words and texts using a range of rich texts
- practise acting out and retelling familiar stories with drama and role play
- learn to read, say and write using a synthetic phonics programme
- develop early writing skills

Aspects of Talk Boost (a speech, language and communication tool) may be used to identify and help children who would benefit from a targeted intervention in this aspect of their development.

Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10). They should:

- use talk through playing imaginatively, acting out, imitating everyday life
- justify ideas with reasons
- ask questions to check understanding
- develop vocabulary and build knowledge
- negotiate
- evaluate and build on the ideas of others
- select the appropriate language for effective communication
- give well-structured descriptions and explanations
- speculate, hypothesise and explore ideas
- organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach the children to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature including participating effectively in group discussions helps them to obtain the oral skills they will need as they grow up.

Ways in which we support this include:

- talk before writing - verbal rehearsal of writing irrespective of ability and age
- children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- encourage talk-time at home
- poetry recital - entering Buxton Festival, making announcements in church
- school plays, presentations and performances
- talk partners
- book talk sessions
- drama/role play
- PSHE and circle time, including weekly Show and Tell sessions in KS1 which we call "Talk, Listen and Ask" Children are able to practise asking and answering questions.

Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of 'extreme importance since through it pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). Pupils are encouraged to access library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- word reading/decoding
- comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our provision for reading

- pupils learn to read easily and fluently through daily phonics in Key Stage 1 and into Lower Key Stage 2 if needed, by regularly reading to adults in school, with study skills lessons linked closely to comprehension and books to read at home
- the regular synthetic phonics sessions in KS1 follow the Twinkl programme
- pupils are encouraged to read widely, through our use of differing class texts and high quality attractive books in classrooms/ library
- pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and through book talk
- We teach comprehension through a system of a) **word detective lessons** - talking about and asking questions about new vocabulary and learning specific skills for reading new words in context. b) learning to be a **powerful reader** through a **book study lesson**. In the Infants we use a **tool box** of skills such as stop and check, re-read, chunk words, use your own treasure chest of memories, paint a picture in your head (see reading booklet, revised biannually). In KS2 we annotate the text with an agreed system of colours and symbols. We use **PROVE IT** to focus on core comprehension skills of predict, retrieve, overview/outline, visualise, explain author choice, infer and technical vocab.
- Small group reading sessions in KS1
- Key Stage Two (KS2) pupils, who are struggling with reading or making slow progress, are given accelerated reading support during daily interventions. Reading Eggs is used to reinforce not replace classroom phonics sessions on a 1:1 basis and can also be accessed at home. Nessy Phonics is an online reading programme which is used in KS2 for boosting phonics practise and confidence. We also benefit from regular reading support from volunteers and students
- Reading stamina is developed across KS2 through regular longer reading time and we encourage children to read at length at home.

- School has a Library where classes enjoy story sessions and also selecting and sharing non-fiction books. There are also picture books, some fiction, poetry, reference books and bibles. There is also a large selection of guided book sets which, whilst we have moved away from regular guided reading, we may use if they enhance our topic or reading focus. We have a selection of non-fiction books that link specifically to each school topic which can be found in the school library.

Writing:

The National Curriculum states that pupils should:

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct
- write in a neat legible joined handwriting style
- write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- write to support their understanding and consolidation of what they have heard, watched/listened to or read across the curriculum

The 2014 Curriculum divides writing skills into two dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our provision for writing

- we teach grammar during a specific skills session each week and where possible link this directly to writing
- we correct grammatical errors orally and in written work (where appropriate)
- we have a systematic approach: we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- we use high quality texts, modelling and shared/collaborative writing to demonstrate good practice as part of the learning process
- we use high quality texts for reading to and with the children
- we provide writing frames and or images to support the least confident
- we use a writing menu for ensuring children can include various genre and grammar techniques, thus producing a better quality piece of work
- we provide time for planning, editing and revising writing and have adopted peer assessment as a tool for self correction
- we mark extended pieces of work in-depth each half term using the Ros Wilson framework and set targets with and for the pupils
- we use success criteria checklists for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively
- we encourage joined handwriting to support spelling and speed

- Regular writing activities will take a range of forms, including:
 - planning
 - shared/guided (whole class or group) writing
 - modelled writing
 - paired writing
 - independent writing
 - drafting /redrafting/editing/proofreading
 - note taking
 - mind-mapping
 - cloze procedure
 - spelling activities
 - grammar/syntax practice

- we use drama and hot-seating to help pupils to think about another point of view
- there is graduated support for pupils with learning and motor difficulties
- we organise workshops and meetings with parents to help them support their child

Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- active
- progressive/systematic
- make links from known/root words
- develop understanding of shades of meaning
- include 'instruction verbs' used in examinations
- subject specific- accurate mathematical and scientific words / disciplinary vocabulary
- strategies to help children clarify meaning
- fun

We encourage our pupils to have a wide vocabulary in a number of ways, including:

- regular word detective lessons - talking and asking questions about new vocabulary and learning specific skills for reading new words in context. This includes using a dictionary and putting the words in sentences.
- a weekly spelling session to reinforce weekly phoneme pattern
- spelling lists/key words to take home and learn
- display of key words on the working walls
- strategies to learn new vocabulary - such as 'a word a day/bucket words' where children then practise learning to say, spell and use the word.
- using the correct vocabulary orally
- using dictionaries, thesaurus and similar programmes
- carrying out systematic testing and providing feedback to pupils
- targeted one to one/small group support, where appropriate

Spelling

We follow the statutory guidance and word lists contained in the National Curriculum appendix (2014), and use a range of resources to practise patterns and rules in class. As a school, we now use the Twinkl lists to ensure consistent coverage of the National Curriculum's non-negotiables. We also focus on the spelling of words from our topics and high-frequency words, as appropriate. Spelling lists are practised /learned at home and tested weekly. EYFS and Year One pupils concentrate on high-frequency words, and Year Two children begin to follow the structure of the Twinkl phonic scheme to take home weekly word lists.

Planning, Marking and Assessment:

Planning:

- long term overviews can be found on the long term plans produced at the start of a year, this ensures that different genre are focussed on during the year and where possible link to the topic in a meaningful way.
- medium term (half -termly) planning is produced as a sequence of learning showing the SPAG, writing and reading focus as well as planned opportunities for speaking, listening and drama.
- English is planned for separately to other subjects
- schemes of work for phonics and spelling are used to ensure developmental learning building on prior knowledge
- short term planning is flexible allowing for assessment for learning opportunities within each session/group of sessions
- pupils identified in pupil progress meetings who are falling behind will receive intervention through either quality-first teaching or small group interventions with a TA

Marking:

Marking is used as part of our formative assessment to inform planning as well help the children to improve their work. Work is marked using a two colour system. Green pen is used to pick up the good work children produce that meets the learning objectives and a next step to take learning forward. The children then self correct in 'perfect purple'. In this way, our improvement marking is often a 'doing' comment and we allow the children time in lessons to respond to comments. For extended pieces of writing their teacher gives them a moving on comment and the children can respond to it underneath. These should also link to individual writing targets which can be found at the back of books. We use a marking code and in addition highlight vocabulary and grammar (For further information see the school's marking policy).

Assessment:

Formative assessment for learning is an on-going, enabling process, being regarded as an essential part of teaching and learning. Teachers and learners work together to ensure:

- there is a shared understanding of the next steps: The effective use of success criteria is a fundamental component of our teaching

- children play an active role in their learning and develop the skills to be able to assess themselves and each other: peer assessment is vital as it demonstrates if children understand how to improve
- teachers provide effective feedback to children and adjust teaching to take account of the results of assessment. In literacy and mathematics pupils are set targets
- staff assess pupils' learning during and as part of every session, they adapt their practice accordingly

Summative assessments of reading and spelling are carried out in every class as part of a twice yearly assessment cycle. The results are analysed and inform reports to parents, target setting for children and a teacher's future planning. Y2-6 also take a weekly spelling test for the children/staff/parents to monitor regular progress. Childrens' progress in English is assessed using nationally prescribed tests with the Phonics Screening test taking place at the end of Year 1 as well as the end of Key Stage 1 and Key Stage 2 SATs. Writing is assessed regularly using the Ros Wilson scheme, this links directly back into the identification of next steps in learning as well as giving the teacher feedback on their teaching.

- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.
- End of KS writing is assessed using the NC descriptors- these are tracked.
- All staff attend moderation sessions within school and some staff attend external moderation sessions within the Cluster of schools.

(see our Marking, Handwriting and Learning through Assessment Policies.)

Writing targets are shared with parents. All subject areas are reported to Parents in our end of year report. Parents are able to make appointments during the year to see staff and discuss individual progress.

Equal Opportunities

All children and their families are valued equally at Eyam Primary School. Children are treated as individuals and have equal access to the curriculum. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. In order to accommodate an individual learning style, lessons incorporate a multi-sensory approach so that the various activities cater for all pupils in the spirit of inclusion. (see Equal Opportunities, SEND Policy).

Cross Curricular Themes

At Eyam we plan a cross-curricular whole school curriculum as much as is possible. The long-term plan indicates which topics are to be taught in each term, and how they are inter-related; literacy is taught through all other areas of the curriculum. Through our medium-term plans we give clear objectives and teaching strategies for each topic. We plan carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas. Topic theme

examples: the Rainforest, Greeks, Inspirational People, World Harvest, Chocolate, Victorians, West African Adventure, Romans on the Rampage, Pole to Pole.

Key Skills

We believe that these are the core skills, which enable maximum learning across the curriculum:

communication	improving one's own learning and performance
application of number	performance
information technology	problem-solving
working with others	

Subject Leaders

At Eyam the role of the subject leader is to

- provide a strategic lead and direction for the subject
- support and advise colleagues on issues related to the subject
- monitor pupils' progress in that subject area
- provide efficient resource management for the subject
- liaise with the Senior team and report to Governors if required.
- ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation, book scrutiny and monitoring
- ensure effective analysis and monitoring of planning is in place

It is the role of each subject leader to keep up to date with developments in their subject at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. The school gives subject leaders non-contact time so that they can monitor teaching and learning which includes work scrutiny. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum and sees that progression is planned into schemes of work.

IT

There are a wealth of games, tools, presentations and prompts available to use for teaching and many wonderful examples of texts, pictures, music, voice and video to enhance learning. Staff use these where appropriate but need to ensure that core skills are being enhanced and that children are responding to the learning objective.