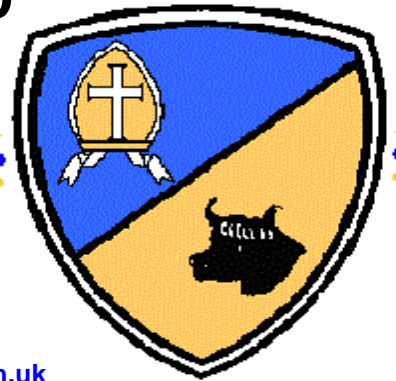


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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St Luke's is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

'Following in God's way, Learning day by day, Working with one another, Caring for each other'

ENGLISH POLICY

Date of Policy: 2025

Review Date: 2028

1 Aims and Objectives:

1.1 At St Luke's Church of England Primary School, we believe all pupils deserve the opportunity to become competent, confident, perceptive readers and writers who have access to a wide array of high-quality texts across a range of genres. We want every child to leave us with the ability and motivation to continue a lifelong love of varied reading and an understanding of how to express themselves effectively for any purpose, verbally and in writing.

- The teaching of phonics, spelling and handwriting will be planned, delivered and assessed according to the agreed progression in order to enable pupils to access and enjoy all areas of the St Luke's curriculum.
- All pupils will have access to a range of texts at a range of levels in an environment designed to inspire, encourage and enthuse.
- All pupils will have regular opportunities to 'escape' with a book as well as being read to at a level above the texts they might be able to fully access independently.
- All staff at St Luke's will model positive listening, speaking, reading and writing habits for pupils.
- Families and members of the local community will be motivated to model positive listening, speaking, reading and writing habits for pupils.
- Pupils will develop informed opinions about the texts they read and build a vocabulary designed to recommend, challenge and justify.
- Writing across the curriculum will be inspired by a range of high-quality texts and experiences.

1.2 The Intentions of our English teaching are:

- to help children enjoy writing and recognise its value;

- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing in order to self assess and improve writing;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate and assess their own and each other's contributions through a range of speaking and listening activities.
- to develop confident, independent readers, through an appropriate focus on word, sentence- and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;

2 Teaching and Learning Styles:

- 2.1** At St. Luke's CE School we use a variety of teaching and learning styles in our English lessons, as recommended by the National Curriculum. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson that has a high proportion of whole-class and group teaching. In some of these lessons children experience a whole-class shared reading or writing activity; a whole-class focused spelling, punctuation or grammar activity; a guided group or independent activity and a review of the progress and learning. They have the opportunity to experience a wide range of texts, and use a range of resources to support their work. Children use ICT in English lessons where it enhances their learning. We encourage children to use and apply their learning in other areas of the curriculum.
- 2.2** There are children of differing ability in all classes at St. Luke's School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, whilst taking account of their learning preference, whether it be Visual, Auditory or Kinaesthetic. We achieve this through a range of Adaptive Teaching strategies. We assess children's achievements in lessons and then use strategies in order to challenge or support as appropriate, using classroom assistants to enable work to be matched to the differing needs of the children.

3 English Curriculum Planning

- 3.1** English is a core subject in the National Curriculum. We ensure that we implement the statutory requirements of the programmes of study.
- 3.2** We carry out the curriculum planning in English in two phases (long-term and short-term). The long term planning is based on the requirements of the National Curriculum and progression throughout the whole school.
- 3.3** The long term curriculum progression maps give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The English subject Leader is responsible for keeping and reviewing these plans.

- 3.4** Class teachers complete weekly (short-term) overview for the teaching of English. This lists the intentions of the teaching and learning for each week through daily, specific learning objectives. It includes details of what each group of children will be learning. Class teachers complete and annotate an English teaching and learning planning diary on a daily basis, in which they record how the tasks/activities will be implemented and how this will be delivered each day and whether there is a need to reshape the tasks for individuals or groups based depending on the impact of each lesson. The class teacher keeps these individual plans in their planning file and the English Subject Leader uses these plans as part of the process of monitoring the coverage of the English curriculum. We aim to plan for writing opportunities that develop the skills and focus of our integrated curriculum topics. Teachers base their sessions on a class text or animated text which they organise into fortnightly 'chunks' of learning. The activities in week 1 are text/animation-based so that the children can be fully immersed into the text and understand the themes or characters. The children complete varied types of reading activities along with SPaG activities in this first week. Week 2 is the writing week, where children write a complete piece of writing over the course of the week. Children in Y2 and KS2 use editing skills to improve their work. Throughout the 2 weeks a bank of targets are created for the children to work towards including in their final draft. This final draft is written in their Big Write Book.
- 3.5** Classes regularly undertake a SPaG activity which is lively and fully inclusive. This can be in the English lesson or as a SODA activity. Children are encouraged to incorporate these skills into every piece of writing across the curriculum. Each classroom has a working wall and shows the particular skills learnt so that children can refer back to them.
- 3.6** EYFS and Key Stage One have a daily synthetic phonics lesson using Read, Write Inc. Children work at the phase appropriate for their phonics ability and understanding to help them make progress. They then apply this in their reading and writing.
- 3.7** Spelling is taught alongside phonics in Early Years and Key Stage One. Pupils Key Stage Two and, at an appropriate time, in Year Two, are taught spellings using strategies taken from Spelling Shed. The children also have regular access to the Spelling Frame computer programme in school. The children are encouraged to use this at home with weekly spelling lists set for them by class teachers.
- 3.8** Children are taught cursive handwriting. It needs to be taught and practised regularly to ensure standards in presentation are not lost. There are high expectations of handwriting in all subjects and not just English. Teachers & TAs must model cursive handwriting when writing in children's books and on the board. A certificate is awarded to one pupil in each class at the end of the week for progression or achievement in presentation across their work.

4 The Early Years Foundation Stage

- 4.1** We teach English in the Reception class as an integral part of the school's work. The format for the daily lesson is built up throughout the year so that by the summer term it is similar to that used in the rest of the school. As the Reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Years Foundation Stage which underpin the curriculum planning for children up to the age of five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and to use words and text in a range of situations.

5 Contribution of English to teaching in other curriculum areas

5.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

5.2 Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They are encouraged to explain and present their work to others and in their written answers. They communicate mathematically through the developing use of precise mathematical language.

5.3 Computing

The use of computing enables children to use and apply their developing skills in English in a variety of ways. Younger children use computing as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet when searching for information and a range of software to enhance learning. Classes use interactive whiteboards to enhance the teaching and learning. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

5.4 Personal, Social and Health Education (PSHE) and Citizenship

English contributes to the teaching of Personal, Social, and Health Education and Citizenship. We encourage children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. In their Science work they talk about things that improve their health and about rules for keeping them safe around the school. They discuss lifestyle choices and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

5.5 Spiritual, Moral, Social and Cultural Development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage, British Values and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

6 English and Inclusion

6.1 At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential within the Early Years Foundation stage and Key Stage One, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special educational needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

- 6.2** At our school we teach English to all children, whatever their ability. English forms part of the school teaching and learning policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations.
- 6.3** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.4** Following a graduated approach, teachers may consider it appropriate to provide additional support and interventions for some pupils through an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English.
- 6.5** We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
Teachers provide help with communication and English through:

- using texts that children can more easily read and understand;
- using visual and written materials in different formats;
- using computing, other technological aids and recorded materials;
- using alternative communication, such as signs and symbols.

6.6 Resources

There is a range of resources to support the teaching of English across the school. Within each class pupils have dictionaries and a variety of age-appropriate small apparatus is available throughout the whole school. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet in the classrooms, resource areas, laptops, I.C.T. suite and Ipads. Audio-visual aids are available from the central storage area. The library contains a range of books to support children's individual research. Pupils are able to access a variety of English resources through the use of the interactive whiteboard and software in each classroom.

7 Assessment for Learning:

- 7.1** We believe that formative assessment is fundamental to the success of our learning and teaching strategies. We want our children to be active participants in their assessment and to value the next steps in their learning. Teachers assess children's work as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. When appropriate, teachers also use 'Fix This' in their feedback to allow children to edit their work or complete a next step/challenge. Children are encouraged to make judgements about how they can improve their own work.
- 7.2** Assessment for Learning is an integral part of English teaching. Every lesson has a clear learning objective (Can I? question) as well as a differentiated list of success criteria. Children routinely refer to the success criteria throughout the lesson and at the end when

opportunities for both self and peer assessment are built in. The children are able to identify strengths and ways forward in order to become more independent learners. Children are also given opportunities to self assess. All self and peer assessment must then be carefully observed by the teacher and future teaching and learning adapted accordingly.

7.3 Teachers input data from the Learning Ladders booklets which equate to points progress within the age related expectations. They can then summarise the progress of each child before reporting it to the child's parents. The next teacher then uses these assessments as the planning basis for the new school year.

7.4 Children undertake the national tests at the end of Year 2 and Year 6, and formal assessments at the end of Years 3, 4 and 5. Children in reception are assessed through the Early Years Foundation Stage Profile (EYFS Profile) and Year 1 pupils undertake a reading test. Teachers also make half termly assessments of children's progress in writing using Big Write assessments – these are assessed using the criteria from the Learning Ladders.

8 Monitoring and review

8.1 Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of English subject leader. The work of the English subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader gives the headteacher a twice yearly summary report evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement. The leader has specially-allocated regular management time in which to review samples of the children's work, monitor books, interview children and to undertake lesson observations of English teaching and learning across the school. The named governor responsible for English meets regularly with the subject leader in order to review progress.



INVESTOR IN PEOPLE

