



At St Andrew's, children will be taught to become reflective about beliefs and values, and use their imagination and creativity to develop curiosity in their learning. They will be helped to develop and apply an understanding of right and wrong both in and out of school and be encouraged to take part in activities to develop their social skills. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.

English Policy

Rationale

Language and literacy is fundamental to the overall development of the child and their access to the curriculum. We want all of our children to become confident and successful in their future lives. To give all children the best opportunities for effective learning and development in Communication, Language and Literacy development, all teaching staff will base their teaching around the EYFS principles set out in the EYFS framework:

- **A unique child:** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive relationships:** Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling environments:** The environment plays a key role in supporting and extending children's development and learning.
- **Learning and development:** Children learn and develop in different ways and at different rates and all areas of learning and development are equally important and interconnected.

Aims

To recognise the foundations laid by the home and build upon these to produce: *clear, fluent and confident **speakers**, attentive, open-minded and enquiring **listeners**, well-informed, enthusiastic and expressive **readers** and imaginative, neat and accurate **writers**.*

Pupils will be given opportunities to interrelate the requirements of the English Curriculum within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills because we want all of our children to achieve and be able to:

- be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes to understand the sound and spelling system and use this to read and spell accurately;
- read and write confidently with a growing fluency and understanding;
- have an interest in words and their meaning and a growing vocabulary;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- have fluent and legible handwriting;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write simple non-fiction texts;
- begin to plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- through drama, reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Structure

EYFS (Reception) Communication and Language (with opportunities to explore reading and writing) underpins children's future learning. The practice in the Foundation Stage (Reception) will follow the DfES curriculum guidance Development Matters and will work towards the Early Learning Goals aiming to meet the goals by the end of the Reception year.

In Reception the daily routine will include planned and spontaneous activities that include:

- *a wealth of opportunities to develop and experience Speaking and Listening;*

- *experiences that develop gross and fine motor skills through play and handwriting activities;*
- *sharing and enjoying a range of rhymes, songs, stories and books;*
- *immersion in a print rich environment with opportunities for oral language and written communication,*
- *focus activities that teach children early communication language and literacy skills;*
- *reading in groups (guided reading);*
- *big book activities with a shared reading and writing focus each week;*
- *flashcard words and reading books to take home.*

Key Stage 1

At the beginning of Y1, the assessments from EYFS will enable the planned work to follow a smooth transition. The teaching of English in KS1 will include:

- *Engaging and purposeful writing linked to the Cornerstones topics;*
- *High quality daily phonic lesson in the teaching sequence: revisit and review, teach, practice, apply, assess;*
- *explicitly taught and planned sessions, meeting the requirements of the National Curriculum through a balance of genres including non-fiction, fiction and poetry units;*
- *Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process;*
- *word level work with explicit teaching of phonics and spelling, corrections and teaching of phonics and spelling patterns within words in everyday teaching and marking;*
- *sentence level work led by quality texts to develop grammatical awareness and punctuation skills;*
- *text level work using a range of genres will develop comprehension and composition skills and the understanding of print;*
- *letter formation and handwriting taught and modelled following the Penpals scheme (twice a week);*
- *an immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.*

Assessment

Writing is marked against the 'End of Year Expectations' for each year group each term. In Reception, and in Year 2 work is compared to exemplification material provided by the DfE. Staff compare samples of children's writing at different stages throughout the year and discuss judgements made and next steps. In KS1 children complete termly Spelling, Punctuation and Grammar tests which are in line with the requirements of the National Curriculum 2013. In KS1 individual targets are set and discussed with children so that they are clear how they can make progress across the next term.

Reading progress is recorded during the guided reading sessions on record sheets, notes are made on individual reading records and in take home reading logs, use of KS1 tests and through use of the PM Benchmarking kit. Y1 children complete the Y1 Phonics Screening Test in May each year. All of these assessments are used to inform planning and to target teaching to the needs of the children as well as to track progress. Formal assessments across the school are monitored regularly by the Headteacher by monitoring levels on class tracking sheets. The English Coordinator monitors this data, to check they are meaningful, relevant, show progress. The school also moderates with the East Calderdale Learning Cluster.

Daily marking of children's writing is completed by the teacher providing a positive comment that is specifically linked to the Learning Objective, and a target, where necessary in order to move children on in their writing. In Y2 children take their End of Year Tests in May and are tested in SPAG (Spelling Punctuation and Grammar) and reading. This is then based on Teacher-Assessment from a combination of their test score and class work. Most children take the test with the exception of those children working Pre- Key Stage.

Consultation and Review

The policy will be reviewed every two years by the Headteacher in consultation the Subject Leader.

Policy written: May 2016 by the Subject Leader– Stephanie Hainsworth

Consultation with staff: October 2016.