

Christ Church C.E. Moreton Primary School



English Policy

Written: December 2023

Review date: December 2024

Our Mission Statement

Our mission is to love all children who are part of our community helping them develop respect, tolerance, self-confidence and to become the best they can be.

We will support our children to develop their God given gifts to the full and encourage a life-long passion for learning which will successfully lead them into secondary school and beyond.

As a church school at the heart of Moreton community, our work is underpinned by the Christian values of *friendship, humility, forgiveness, compassion, justice and service* which Jesus helps us to achieve.

We are a welcoming, caring and inclusive school committed to working in partnership with parents, governors, Christ Church and Chester Diocese Academy Trust.

We strive to provide a rich and varied curriculum which reflects God's concern for the whole child; promoting spiritual, moral, cultural, physical and emotional wellbeing alongside academic excellence and independence.

As a school community, we all work together to provide the very best for our pupils and families; firmly believing that:

Together we can do all things through Christ who strengthens us

Our School Vision

Contributions from parents, pupils, staff and school Governors have determined the priorities for our school vision

A consistent school vision shared by all based on the following:

Love must be completely sincere. Hate what is evil, hold on to what is good. Love one another warmly as Christians, and be eager to show respect for one another. Work hard and do not be lazy. Serve the Lord with a heart full of devotion. Let your hope keep you joyful, be patient in your troubles, and pray at all times." Romans 12:9-12

Introduction

English a core subject in the National Curriculum. It is the most cross curricular and complex of all subjects covered in the primary school.

English is everything children do with language whenever they speak, listen, read or write.

English is about each child's growing capacity to respond to the words of others, through conversation and discussion, formal presentation and texts of all kinds.

From Foundation 1 to Year 6, pupils require a wide range of opportunities to enable them to become confident, effective and enthusiastic users in both the spoken and written word.

Intent

At Christ Church, each year band carefully selects a range of high-quality texts to meet the needs of our children. These are integral to the delivery of our English curriculum so that it is well-sequenced, coherent and allows every child to succeed.

To ensure reciprocity between reading, writing, speaking and listening, the class text is fundamental. This exposes our learners to a range of accredited authors whose style inspires a love of literature and a desire to want to become accomplished and life-long readers and writers.

Teaching allows for collaboration and inclusivity, whilst instilling confidence and competence. Children are given opportunities to read for pleasure as well as for information, by reading widely and often. Through discussion, presentation and formal writing our children will be able to participate and explain themselves clearly.

Children are encouraged to take pride in their written work; writing for real life purposes and audiences, whilst adapting their language and style appropriately. Children aspire to present written work to a high quality using Standard English that can be applied in different contexts and across the curriculum.

Implementation

At the heart of our English curriculum, are a range of texts, which are high quality, age-appropriate, cross-curricular and relevant to our children. These have been carefully matched not only to our themes, but also to the children in the different cohorts. Fluidity and progression is at the core, ensuring that there is complete coverage of National Curriculum objectives, whilst secure teacher subject knowledge allows flexibility of texts dependent on children's interests and ability.

All children in our school, receive a daily English lesson. In Foundation Stage and Year 1 children have daily phonics sessions following Little Wandle Letters & Sounds Revised. In Year 2-6, we follow

SCODE a clear, systematic scheme, which provides children with life-long strategies. This logical approach builds on phonics learning from EYFS/Year 1.

Reading sessions throughout the school are delivered daily, using a range of teaching approaches including Team Read and individual. Children are given the opportunity to discuss texts. They record their understanding of the different reading domains through responses to VIPERS and question stems questions. We appreciate the support of our families in encouraging their child to read often at home and interact with them regarding their text. All children in the school have access to a reading practice book and a Team Read to share with an adult. Furthermore Accelerated Reader allows children from year 3-6 to choose a book within their readability (ZPD) and interest range. Children take a book quiz when they have finished reading the text so that their understanding can be assessed. Termly progress assessments are taken with a Star quiz so that ZPD ranges are updated and so that staff can monitor and review progress.

Our children adopt a print style up to the end of Key Stage One. Upon transition to Key Stage Two, children begin to learn a cursive handwriting style. When this is consistent and legible, children will receive a pen licence and a pen to celebrate their success.

To encourage and promote enjoyment in reading and writing, events take place often and throughout the year. These include author visits, library visits, World Book Day, parent open lessons and workshops and assemblies.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Our children will develop good lifelong reading habits eg reading for pleasure and reading for information. They will read audibly, accurately and coherently adapting their voice to suit a range of purposes, audience and text types. Children will talk positively about their English learning. All teachers will be competent and confident in all areas of English teaching and will be able to provide and receive feedback within peer teams. Teachers will understand English progression across the school. This will assist Christ Church in maintaining good end-of-key stage outcomes, aiming to stay in line with Wirral, and striving to be in line with national figures.

We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

EYFS Educational Programme

Communication and Language

At Christ Church CE Primary School, we are fully aware that 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. Opportunities for quality conversations with adults and peers throughout the day in a language-rich environment is crucial. As practitioners, we comment on what children are interested in or doing, and echo back what they say with new vocabulary added. Through this, children's language will effectively build. 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, storytelling 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.

Reading

Reading for pleasure

At Christ Church, we recognise that reading is a core tool for life and we aim to foster a love for reading in our children. We have identified the need for children to be heard reading and to be read to on a daily basis and throughout the curriculum.

Through reading, pupils are introduced to new vocabulary that can then be used in their own writing and speech. All class teachers read to their class at least three times a week.

Approaches to the teaching of reading

Early reading

Reading is taught through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. The teaching of phonics begins in Nursery/Reception and follows the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code and they master phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read.

Whole Class Reading

Reading is an essential component of the daily literacy programme. It allows for a high degree of interaction and is a great way for teachers to help pupils to increase their understanding of themselves

as text users. It is an effective approach, which can be used with both large groups and small groups to develop pupils' strategies and their knowledge of how written texts work.

Whole Class reading conveys messages about the joys of reading. It also provides a supportive instructional setting in which teachers can systematically and purposefully:

- develop positive attitudes towards reading;
- model fluent, expressive reading;
- deliberately teach specific strategies for reading;
- teach specific vocabulary and identify particular word features;
- build students' understanding of text forms and structures;
- encourage thoughtful and personal responses, including critical responses, to text;
- develop a sense of community in the classroom;
- expose pupils to a wide range of texts.

Writing

The programmes of study for writing at key stages 1 and 2 are:

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

The teaching at Christ Church CE Primary School develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, draft, revise, edit, evaluate their writing before composing their final published piece. They are encouraged to write with the reader in mind and for a real-life purpose wherever possible.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words and etymology (origin of words). Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. The school follows the handwriting scheme Letter Join.

Spoken Language

We believe that speaking and listening skills are an intrinsic part of the writing process. A pupil needs to be able to say a sentence before they can write it. To help develop this skill, teachers are expected to plan oral rehearsal into their weekly planning so that children have the opportunity to think and say their sentences before they begin writing.

Use of Computing within the English curriculum

Pupils should be given opportunities to apply and develop their computing skills to support their learning in English by:

- finding out and selecting information needed from a variety of sources
- questioning the accuracy, bias and plausibility of information accessed
- using computing tools to amend, refine and evaluate the accuracy and quality of their work
- sharing and exchanging information directly and through electronic media

Planning

At Christ Church CE Primary School an agreed format for long and medium planning occurs thus ensuring progression and continuity. Adaptive teaching is used in lessons to ensure that pupils are sufficiently supported and challenged.

Learning walls and displays

To maintain parity of approach across the school, learning walls are evident to support pupil's independent learning. They show the progression of pupils thinking; these are up-dated as the class teacher sees applicable. These display context, writer's toolkit, key words, pupil/teacher work and WAGOLLS. Vocabulary displays are located in all classrooms and link directly to the word of the week; sounds being taught as part of the Little Wandle scheme and codes linked to spelling in KS2. Displays for other areas of the curriculum also display encountered, tier three vocabulary

Support and Monitoring

SLT and English Leaders assess colleagues' long and medium-term plans during monitoring visits. As part of this process, lesson drop ins, learning walks, pupil voice and book scrutiny also takes place. Regular Governor visits is custom throughout the academic year. These include meeting with SLT and subject leaders to discuss subject development and standards. Furthermore, Governors accompany school leaders on learning walks, interview pupils and review pupil's work.

Assessment and Recording

1. KSI/2 SATS
2. Phonics Screening
3. Assessments linked to Little Wandle and Scode
4. Termly 'warmish' writing assessment
5. Single word spelling tests (SWST)
6. Word lists from National Curriculum
7. Star reader assessment
8. PPI (Pupil Progress Interviews)
9. Termly Target Tracker
10. Non-Negotiables
11. Checkpoints
12. Retrieval practice

Parents

There are good home/school support at Christ Church. Parents were invited to see how English is taught to their children and a variety of workshops take place. Online videos provided parents with support when hearing their child read.

Homework

- daily reading out loud to a grown up is encouraged for all pupils.
- English homework linked to spelling, grammar, punctuation and reading comprehension

See School's Homework Policy.

Policy Updated December 2023

Date for Review January 2025