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English Policy

At South Stoke Primary School we believe that literacy and communication are key life skills that need to be encouraged and developed through a well-rounded curriculum. Through the English curriculum we will help children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language as well as equip them with the skills they require to be lifelong learners. We want children to enjoy and appreciate literature. Literacy is at the heart of all children's learning. Literacy enables children to communicate with others effectively for a wide range of purposes as well as to examine their own and others' experiences, ideas and feelings giving these meaning. Because English and literacy are central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps children's learning to be coherent and progressive.

Purpose

- To promote a shared love and understanding of literacy
- To teach pupils to write and speak fluently so that they can communicate their ideas and emotions effectively
- To communicate effectively with others
- To help develop children culturally, emotionally, intellectually, socially and spiritually
- To speak, read and write fluently and confidently

Intention

We intend to fulfil the aims of the National Curriculum for English (2014) by encouraging children to:

- Read easily, fluently and with good understanding and comprehension
- Develop good reading habits and to read widely and often for a range of purposes including for pleasure
- Acquire and use a wide and developing vocabulary
- Have a good understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate the rich and varied heritage of literature
- Write clearly, accurately and coherently and to adapt their language and style in and for a range of contexts, purposes and audiences
- Use discussion to improve their knowledge and understanding and elaborate and explain clearing their understanding and ideas
- Develop their speaking and listening skills so that they are able to make formal presentations, demonstrate their skills and knowledge to others and to participate in debates.

We will also encourage children to:

- Be effective, competent communicators and good listeners
- Express theirs and others opinions, articulate their feelings appropriately and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- Develop an interest in words and their meanings and to develop a growing vocabulary in both spoken and written forms
- Enjoy and engage with and understand a range of text types and genres
- Be able to write in a variety of styles and forms showing awareness of audience and purpose
- Develop imagination, inventiveness and critical awareness in all areas of literacy

- Use grammar and punctuation accurately
- Understand spelling conventions
- Produce effective and well-presented written work.

Spiritual, Moral, Social and Cultural Development (SMSC) Links

English contributes to the teaching of SMSC by encouraging children to take part in class and groups discussions on topical issues. Older children can research and debate topical problems and events. They discuss lifestyle choices, and meet and talk to visitors who they meet through the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views. We encourage and develop the skills needed for children to voice their own opinions.

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

Expectations

By the time children leave South Stoke Primary School we expect them to communicate through speaking and listening, reading and writing with confidence, fluency and understanding in a range of situations. We want every child to gain pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of each Key Stage we expect the majority of children to know, apply, and understand the matters, skills and processes specified in the relevant programmes of study as set out in the National Curriculum (2014).

Time Allocation

There are currently no statutory requirements for the time allocated to each curriculum area. However at Key Stage 1 we expected children to spend around 5 - 7 hours a week on English based activities and lessons including specific English lessons, phonics, handwriting and spelling sessions as well as individual and guided reading sessions. At Key Stage 2 children are expected to spend around the same time on English based activities and lessons but the content and time spent on each area will depend on the age and skills of individual children, for example as children get older less emphasis will be placed on phonic skills and more onto spelling etc. In addition to specific English lessons it is expected that cross-curricular links will be made to other curriculum areas and that this will contribute to children's effective learning in speaking, listening, reading and writing. This is reinforced through our approaches and delivery of a creative curriculum based around topic based teaching.

Implementation

Planning

The National Curriculum (2014) forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning for all children and plan for different working groups. Teachers employ a range of teaching strategies to progress and develop literacy skills.

Teachers use the National Curriculum (2014) as a starting point for creating their medium term English plans. These medium term plans cover all aspects of the English curriculum. These medium term plans are used as a basis for short term planning and these are adapted according to the needs and progress of the children. Clear objectives are set for each session and shared with the children. Teachers adapt their teaching according to the needs of the pupils and in a variety of ways. Teachers use intervention programmes for targeted support for those children who require further support.

Literacy and English skills are developed and encouraged across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements English teaching and learning.

Additional adults are used to support the teaching of English. They work under the guidance of the class teacher with small groups of children or individuals.

Inclusion

All Key stage 1 and 2 children receive quality first English teaching on a daily basis and activities are differentiated accordingly. In addition, where identified children are considered to require targeted support to enable them to work towards age appropriate objectives intervention programs will be implemented. Teachers and teaching assistants plan intervention programs together and monitor the progress of these children and the effectiveness of these interventions.

Children that are more able are planned for and taught through planned differentiated activities and support given where appropriate to challenge, extend and broaden their skills and knowledge as appropriate.

The needs of children with English as an additional language (EAL) will be met through planning differentiated activities and support given where appropriate. This is supported by and implemented in line with our equal opportunities and EAL policies.

Impact

Assessment, Recording and Reporting

Assessments are made in line with the school's assessment policy.

Termly moderation meetings with a strong focus on progression skills in reading and writing.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that children know what they need to do to achieve the next steps. Individual targets are set accordingly. Marking of English work is in line with the schools marking policy.

Children are informed of their own next steps for learning and supported to make progress towards them. Children are also encouraged to be involved in setting their own targets and to review their progress towards these through self, peer and teacher assessment.

Teachers keep records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of individual children.

Parents are kept informed of their child(ren)'s progress through regular parent's evenings and reports. Parents are also encouraged to discuss their children's progress and any concerns they have directly with their child(ren)'s teacher at any point throughout the school year.

Children at the end of each Key Stage complete the assessments set out by the government and these results are communicated to the children and their parents in accordance with statutory guidelines. Year 1 children complete the Phonics Assessment in the summer term and results are communicated to parents and in accordance with statutory guidelines.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Training needs are identified as a result of whole school monitoring and performance management. At times these may be reflected in the school improvement plan.

Additional adults who are involved with intervention programmes will receive appropriate training as required.

Role of English Co-Ordinator

- To lead, manage and develop English throughout the school
- To take responsibility for the development and implementation of the whole school policy for English
- To monitor standards of achievement across the school in English
- To monitor the progress made towards achieving targets and use this information to plan

- To collaborate with staff on short, medium and long term planning to develop English
- To plan and monitor coverage, continuity and progression in English across the school.
- To establish and implement clear policies and practises for assessing, recording and reporting on pupil achievement in line with school policy
- To evaluate the teaching and learning of English in school through monitoring activities

Current English Co-Ordinator: Amanda Rogers

Monitoring and Evaluation

The Head Teacher, English Co-Ordinator and Assessment Co-Ordinator monitor English across the school; when appropriate an action plan may be constructed as part of the school improvement plan and this will form the basis of any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling, etc.

Review: This policy will be reviewed Autumn 2023 or according to the school improvement plan or in light of changes to legal requirements or curriculum changes

Spoken Language

Intent

We aim for children to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Children will have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences
- Participating in discussions and debates
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role play and other drama activities across the curriculum
- Use dramatic techniques including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Implementation

Teachers provide a wide range of contexts for spoken language throughout the school day and across the curriculum. Teachers and all other adults in school should model speaking clearly. This includes clear dictation, using imaginative and challenging language and the correct use of Standard English. Listening is modelled as is the appropriate use of non-verbal communication, and respecting the views of others. Teachers are sensitive in encouraging the participation of retiring or reticent children. Spoken language outcomes are planned for in all areas of the curriculum. Learning takes place in a variety of situations and settings. For example these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as guide for a visitor to school or responding to a text in shared or guided reading. Spoken language is a focus across the curriculum and across the school day.

Impact

Children in EYFS are continually observed and assessed against the Early Years Profile for Communication and Language. Data is collected at the end of the year to help complete the Early Years Profile. This is submitted to the LA.

Teachers in KS1 & 2 assess children's abilities and progress in spoken language regularly through formative assessment. Teachers use these assessments to decide whether a child is performing at an age expected standard or even achieving mastery levels with spoken language.

Spoken Language progression document:

https://www.southstokeschool.org/files/ugd/faa641_aadba4d4ddb4a128967117925ae432c.pdf

Reading

The national curriculum for English aims/intends to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

- Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.
- Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.
- It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Intent

At South Stoke Primary School we intend to:

- Ensure all children have access to a high-quality English curriculum that is both challenging and enjoyable
- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity

- Provide children with a variety of high-quality reading materials and opportunities that will enable them to develop as lifelong readers with a love of reading
- Enhance all children's vocabulary and use of standard English both in the written form and orally
- Use reading skills as an integral part of learning throughout the curriculum
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- Develop different strategies for approaching reading and be able to use a full range of strategies
- Ensure all children are confident and independent readers
- Inspire inquisitive readers who ask questions about texts and share their opinions
- Equip all children with the reading skills needed to successfully research areas of interest
- Support children and parents in taking reading into their homes.

Entitlement

Children will have access to a wide range of reading opportunities that include:

- Guided reading
- Shared reading
- Regular independent reading
- Home/school reading
- Hearing books read aloud
- Selecting their own choice of texts
- Reading in other curriculum areas

Most of the programme of study for Reading will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, listening to whole class stories and research linked to other subjects.

Implementation

Teachers promote and value reading as an enjoyable activity and a valuable life skill. Teachers plan for a range of comprehension activities that allow children to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific teaching strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learnt about reading; the focus of the reading is concerned with extending strategies/objectives taught in shared reading.

Teachers plan for independent reading activities during English lessons as well as across the curriculum. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practise and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Children select texts under the guidance of the teacher and other adults for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual children on a regular basis. Where children are working below age appropriate objectives will undertake some form of reading intervention.

Teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to children. Classroom displays should be language rich and at times should promote specific authors and books.

Reading at home is regarded as an important part of reading development and is actively encouraged through book prizes. Parents and children are encouraged to read and comment on what has been read in reading records.

All EYFS/Key stage One teachers are responsible for hearing children read at least once per week and TA's hear children weekly where possible as well. This should ensure that all children are heard read by an adult at least twice per week although this may be more frequent depending on need. At Key Stage Two children will be heard by an adult dependent on their individual needs. This may be less frequent than at Key Stage One.

At South Stoke Primary School we are creative in our approach to implementing a high quality English curriculum.

Our implementation is developed through secure understanding of the curriculum and subject area.

Planning for reading

1. Long term: National Curriculum and EYFS Frameworks
2. Medium term: Year group 'Age Related Expectation' (ARE) making sure coverage includes poetry, fiction & non-fiction text are covered preferably each term, but evenly across the academic year.
3. Short term: Year group 'Age Related Expectation' (ARE) sheets at Key Stage One, Reading tests and Comprehension activities at Key Stage Two

Teaching of reading

'Quality first teaching' linked to teaching standards:

All teachers:

1. Know where their children are, through the use of concise summative assessment, including past SATs, prior learning assessments including phonic screening scores & reading age scores.
2. Understand where their children need to be, through a secure understanding of year group expectations and/or pre key stage expectations also incisive, ongoing, formative assessment e.g. over the shoulder marking, differentiated questioning and the expectation of differentiated responses to questions asked.
3. Know how they are going to get them there, through:
 - The use of a wide range of strategies to promote independence, mastery and a love of reading, including clarification, summary & prediction (aspects of Reciprocal reading & whole class guided reading using carefully chosen texts)
 - KS1 & KS2 receive teacher led, guided reading sessions where appropriate,
 - EYFS & KS1 daily phonic sessions based on Twinkl phonics a validated phonics scheme.
 - KS1 children reading at phonic level read books containing the sounds they are confident and familiar with. KS1 children then move on to banded books to practise their blending and segmenting.
 - KS2 children secure in their age-related expectations for reading follow the banded system, which includes a variety of fiction, non-fiction and poetry.
 - Children are rewarded for reading at home for pleasure within the school's book prize scheme.

To enhance learning teachers will:

1. Effectively deploy adults, specifically during guided reading & phonics.
2. Plan for progression during and between sessions.
3. Use high quality questioning and teacher prompts
4. Demand high level responses
5. Model Standard English
6. Use a range of subject specific vocabulary in context to extend children's vocabulary
7. Model high expectation in order to scaffold learning and prompt independent learning

Impact

Assessment of reading-

1. Summative/reported - standardisation (YR - Y6) - Year 1 & 2 Phonic Screening
 - * Pre year group/Key stage assessments made of SEND children - based on their own individual needs

2. Summative / diagnostic - comprehension assessments, termly phonic screening in EYFS & KS1.
3. Formative / ongoing - * See Marking, Assessment & Feedback policy
4. Reception: Home reader, moving to Phonic books (as appropriate)
- KS1: - Phonic reader (as appropriate) & free choice/colour banded (as appropriate)
- Lower Key Stage 2: Books which are relevant to their ages, understanding and abilities
- Upper Key Stage 2: Books which are relevant to their ages, understanding and abilities

Reading Impact shown in ...

1. Attainment records
2. Progress records
3. reading age scores
4. test results
5. Benchmarking against age related expectations (ARE)
6. Linked to Performance Management targets
7. Guided reading records.

The impact is also demonstrated through pupil's outcomes and these are monitored termly and evaluated to improve each pupil's progress.

Reading progression document:

https://www.southstokeschool.org/_files/ugd/faa641_be9ded1911514cb4ac5c2acf6f812953.pdf

Writing

Intent

We intend that all children will:

- Write in different contexts and for different purposes and audiences
- Be increasingly aware of the conventions of writing including grammar, punctuation and spelling
- Plan, draft and edit their writing to suit the purpose
- Use ICT as a medium for presenting work and manipulating text
- Form letters correctly, leading to a fluent joined and legible handwriting style giving increasing regard to presentation

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- Shared writing
- Guided writing
- Independent writing
- Writing different text types and narrative styles
- Writing across the curriculum
- Handwriting practice
- Collaborative writing
- Writing related to own experiences and enjoyment
- Writing from a variety of stimuli
- Planning, drafting, editing and presenting
- Using ICT

Implementation

Teachers promote writing and look for ways to inspire and motivate children so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to children so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The writing process breaks down into a number of steps that will need to be taught and practised regularly:

- 1) Planning
- 2) Drafting and writing
- 3) Evaluating and editing

- 4) Proof reading
- 5) Reading aloud and sharing

Subject specific texts that link to work being undertaken in other areas of the curriculum should also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word, sentence and text levels. Activities are differentiated in a variety of ways including writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage talk for writing. Extended writing opportunities are regularly planned to ensure children have the opportunity to show their skills; these are used to support assessment of writing.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as children are ready they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip (which is encouraged by the use of triangular pencils throughout EYFS and Key Stage One and for those children in Key Stage Two that require further support with their handwriting,) and develop a legible and joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered to develop all children's handwriting skills. It is expected that all members of staff model legible handwriting at all times within school. By the end of Key Stage One it is expected that all children will be able to form legible letters. By the end of Key Stage Two it is expected that all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

Impact

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning.

Children complete independent writing pieces within a unit of work, which are assessed against given writing criteria. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed in order to ensure that judgements are accurate. Children are assessed against ARE. Children who are not on track are identified for intervention/target teaching.

At the end of the EYFS teachers use the Foundation stage profile and exemplification materials to report Teacher assessments to LA. At the end of KS1 and KS2 teachers use the Teacher Assessment Framework and assessment for learning strategies to report Teacher assessment.

Writing Progression document:

https://www.southstokeschool.org/files/ugd/faa641_90c9f824ea8f4315ba26acb82df9f51c.pdf

Spelling and Phonics

Intent

We intend that all children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words

Entitlement

Pupils have access to a range of phonic opportunities that include at FS and KS1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonic knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonic opportunities that include at KS2:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological skills in real life contexts
- Applying skills in cross curricular contexts

Implementation

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. Teachers plan discrete phonic and spelling teaching using the National curriculum (2014) as a starting point and following our phonics scheme. All teachers use multi-sensory phonics materials based on Twinkl phonics for spelling and the national curriculum as a basis for their planning for the teaching of spelling. Learning takes place in a variety of situations. The majority of children are expected to spell exception words, high frequency words and the word lists set out in the National Curriculum (2014) for their particular year group.

Spelling Homework

Key Stage One - ten spellings per week linked to Twinkl phonics; including exception words, high frequency words and those stated in the national curriculum

Key Stage Two

Children are grouped based on ability and given 10 spellings per week.

Spellings may be based on the end of year spelling expectations set out in the National Curriculum (2014).

Impact

Through the teaching of systematic phonics, our aim is for children to become confident spellers by the end of Key Stage 1 in line with National Curriculum Expectations and their phonic knowledge. We expect most children to reach age related expectations and achieve the expected standard in the optional SPaG SAT's at the end of Key Stage One as well as the SPaG SAT at the end of Key Stage Two. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.