



St Michael's Primary School
English Policy

High standards of English skills are essential for progress across the curriculum and to prepare pupils effectively for adult life. All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening and to ensure that pupils become competent users of language, accessing the curriculum effectively to achieve their potential.

St Michael's Primary:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact on future learning and on the ambitions of our pupils.
- Provides a balanced and broad curriculum which allows children to develop all the skills of literacy in varying contexts.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum and that they receive regular and appropriate CPD to support them with this.
- Ensures that all pupils plan, practise and evaluate in relation to the requirements of the national curriculum.
- Makes every effort to challenge all children accordingly and when children are identified as falling behind age expectations, the school acts with clear direction and every effort is made to ensure they catch up quickly.

Across the School we have a common approach to the teaching of English which is underpinned by Talk for Writing. This supports our pupils to explore the thinking and creative processes involved in being both a reader and a writer. We share a firm belief in deepening language understanding and aim to motivate children and teachers as readers and writers, refining skills so that children make accelerated progress and standards are raised. Shared reading and writing is regarded as essential to the teaching of English. The process of shared writing has a systematic focus on securing the basics of handwriting, phonics, spelling and grammar in relation to what children need to make progress in the text type being taught. It is also expected that the amount children read and are read to is increased and that children are provided with daily opportunities to write.

Teaching and Learning:

The English curriculum is delivered daily in Early Years Foundation Stage, Key Stage One and Key Stage Two. A clear teaching sequence is adhered to across the phases, which provides a continuity across the school. It is expected that children take part in daily writing in some form.

The principles of a clear teaching sequence involve:

Imitation: Oral language patterns spoken, read and processed to become part of children's generative language competence.

Innovation: Adapting known texts in a variety of ways to create new versions. Initially, modelled by the class teacher with focused feedback, followed by opportunities for Independent Innovations where learning is used and applied.

Independent Application: Ability to draw on a growing repertoire of text structures, writer's toolkits, language experiences and ideas to write independently and creatively.

Reading and writing, as well as the skills associated with both, are taught explicitly and as such all pupils are clear about what is expected of them and are well equipped and supported to be successful. Discrete teaching of reading and writing skills such as spelling and handwriting is planned for and regular. In EYFS and KS1, pupils enjoy daily phonics teaching and likewise, in KS2, pupils are taught spelling rules and patterns through the process of daily practice. The Letters and Sounds programme is followed for the teaching of phonics.

All staff are clear about year group expectations and are very familiar with their specific programmes of study. Schemes of work for phonics, spelling and grammar are used when planning to ensure developmental learning, building on pupils' prior knowledge. Long term planning is used to provide an overview of year group curriculum content. Medium term plans, establish sequence and progression through a unit of work. Staff are encouraged to be reflective and adapt as necessary in the short term to ensure maximum progress is made for all pupils.

Assessment and Reporting:

Pupils will be assessed and their progression is recorded in line with the school's *Assessment Policy*. Assessment in English will be undertaken in various forms, including:

- Talking to pupils and asking questions.
- Discussing work and sharing feedback on how to improve in relation to their individual targets.
- Marking of work against the objectives shared with pupils in the lesson.
- Pupils self evaluation of the work and evidence of self editing. •
Classroom tests and assessment papers.

All pupils will be tracked termly. Staff have a responsibility to identify and address any particular concerns they have, regarding the progress of individual pupils, in a timely and effective manner.

Homework:

Homework will be set in line with our *Homework Policy*. Home/School reading expectations are clearly shared with parents. It is expected that spelling homework reflects current work in class and that a 'teach it' rather than 'test it' model is adhered to.