

**Newhampton Church of England
Schools Federation**

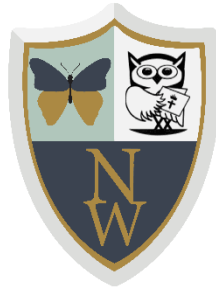
English Policy

Newtown Church of England Primary School
&
Welshampton Church of England Primary School

Written by Subject Ambassadors

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Values and Vision

Growing together in strength, love and wisdom, we shine.

“Let your light shine” Matthew 5:16

‘Let your light shine’ encapsulates the school’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who leave our schools feeling excited and ready for the future.

Principles of English Teaching at Newhampton Church of England Schools Federation

At Newhampton Church of England Schools Federation the overarching aim for English is to promote the high standards of language and literacy by equipping pupils with a strong command of the spoken word and to develop their love of literature through wide spread reading for enjoyment, drawing upon the wider curriculum. This, in turn, helps build a rich curriculum where **intent** and **implementation** leads to the **impact** and improved outcomes for children.

We achieve this by:

- Explicit modelling of the reading and writing process
- Providing extensive time for purposeful reading, writing and speaking & listening experiences
- Providing opportunities which promote discussion around a shared quality text
- Providing opportunities for all steps of the writing and Reading process to be taught

Underpinning all of this we need to:

- Create exciting stimulus for writing
- Give children real opportunities to write for genuine purpose and audience
- Expect children to apply their learning in all aspects of writing across the curriculum
- Create a stimulating learning environment that both supports and celebrates both reading and writing
- Demonstrating enthusiasm for reading and writing
- Share good practice
- Gain up-to-date CDP opportunities and research informed practice

Intent

At Newhampton Church of England Federation, the overarching aim for English is to promote the high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. Through immersing our pupils in the wonders of quality texts, we hope to instill a love for reading, a passion for discovery and a confidence to explore their imagination. This, in turn, helps build a rich curriculum where intent and implementation lead to the impact and improved outcomes for children.

As part of the English curriculum, children develop their skills in Speaking and Listening, Reading and Writing, which also includes Spelling and Handwriting. English is taught explicitly through daily lessons and is built upon throughout the wider curriculum. In addition, we have 30-minute daily reading sessions which focus on teaching the key reading skills linked to the content domain areas.

Implementation

Speaking and Listening

The Impact of Speaking and Listening gives us the skills we need to communicate with the world around us. Children are given a range of opportunities to develop these skills, in a safe and stimulating environment. The wide range of speaking and listening activities, which are woven throughout our curriculum, help to develop ideas, vocabulary and confidence, as the more we talk, the more we pick up on different words that other people use. These include: exploratory play, story time, hot-seating, collaborative learning, presenting reasoned arguments, debating and performance poetry.

Drama is used across all subjects to explore and engage children in their learning. This gives children the opportunity to embed vocabulary in shared activities. Children are also encouraged to develop their oracy skills outside of the curriculum. This is promoted through: Collective Worship, School council and other pupil voice activities.

Phonics

The ability to decode words, will be taught through the use of the synthetic phonics scheme 'Ready, Steady Phonics.' Children will be bench marked to assess which level of books they should be reading and to ensure that they progress appropriately.

Ready Steady Phonics is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7.

We begin the programme in Reception and will continue teaching Ready Steady Phonics to children beyond the age of 7 if they still need support in their reading. For more information please refer to our **Phonics at Newhampton** page.

Reading

At Newhampton Church of England Federation, we work hard to make sure that children have a love of books and literature and we're very proud that so many of our children enjoy reading. Each class, from Reception to Year 6, will study a different class text each half-term and this is supported by the Literacy Counts - Read to Write and Steps to Read English programmes. They are used throughout our English lessons and, where possible, linked to other curriculum areas.

Reading is at the core of many curriculum areas. Throughout school, children are presented with many opportunities during the school day to read or listen to stories being read aloud. Reading is a high priority in our book-led English curriculum. Through our choice of high-quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from reading. With this we aim to provide children with the understanding that reading provides opportunities to discover new knowledge, revisit prior knowledge and understand more about what they learn.

We ensure we have a wide range of texts displayed around our school, to correlate with our wider curriculum. We work hard to raise the profile of reading, sharing the importance of reading with our parents, carers and wider community. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language through the use of our vocabulary mats and working walls.

The school library and class libraries are important resources for children in all areas of the curriculum, which can be used to select books to read for pleasure, or in order to find out information. Classes use the library to teach library skills and to enjoy reading.

Home reading is very important at Newhampton. Children have access to a wide range of different books. In Reception and KS1, children's home reading books are linked to the Ready Steady Phonics lessons in school. In KS2, children's home reading books are linked to their reading ability.

Children's comprehension skills will be taught through high quality discussions with teachers and teaching assistants, individual and group reading times and whole class reading activities. We have a whole class reading approach and we have found that children have become motivated to read and discuss more challenging texts. This is supported through the Literacy Counts – Steps to Read English programme.

Steps to Read (Literacy Counts) is planning support for whole class Shared Reading through carefully crafted units of work. The units of work also help to provide curriculum knowledge for foundation subjects. They empower teachers to teach all aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts.

Steps to Read provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. The comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6. The primary aim of Steps to Read is to teach reading comprehensions skills and strategies explicitly.

Steps to Read:

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- Uses engaging texts to promote a life-long love of reading

Writing

We provide children with a range of opportunities for writing in all areas of the curriculum for a range of purposes and audiences, from different types of fiction to non-fiction. Writing is modelled by the class teacher and children take part in a writing lesson every day where they learn and develop age appropriate grammar and punctuation skills that can be applied to planning, writing and evaluating a final piece of writing. We believe it is important to evaluate, edit and re-draft at all stages of the writing process and teach children how to be independent in these self-checking skills. This is supported through the Literacy Counts – Read to Write English programme. Target Time is used to address misconceptions as a whole class, in small groups or as individuals.

Read to Write (Literacy Counts) provides high-quality teaching of writing through high-quality literature. From Reception to Year 6, the detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They also provide clear, sequential episodes of learning; contextualised spelling, grammar and punctuation; wider reading for the wider curriculum; curriculum enrichments for all year groups; model texts linked to writing outcomes and a wealth of supporting resources.

Read to Write empowers teachers to provide high-quality teaching of writing through high-quality literature. The detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum and they also signpost wider curriculum enrichments.

The units provide:

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- A wealth of resources
- Explicit links to the national curriculum
- Includes poetry, non-fiction and fiction that enhances knowledge learning across the curriculum

Read to Write is evidence-based teaching of writing. The units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group, supporting our school to build a rich curriculum.

Handwriting

At Newhampton Church of England Federation, we are very proud of our pupil's handwriting and take particular care in our cursive handwriting style. Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Pen Licenses are awarded to children as they meet the desired standard.

Impact

We regularly use a number of ways to measure and assess the impact of our intent and implementation. This helps to refine and adapt our planning further which, in turn, improves the quality of teaching and learning. We consistently review objectives from previous learning to ensure a clear progression in knowledge, skills and understanding. Leaders conduct book monitoring, learning walks and pupil voice to establish the impact, as well as the use of Termly NFER summative tests, End of Key Stage National Curriculum Assessments and ongoing formative assessments.

Progress and Achievement

Pupils are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used and children are given daily feedback based on previous work.

Assessment and Recording

At Newhampton assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of pupils' work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the pupils as soon as possible, and marking work will be guided by the school's Feedback Policy.

Roles and Responsibilities

The subject is led by the Federation Subject Ambassador staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Leadership of English

The English Subject Ambassador will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring the Scheme of Work has clear timetabled teaching time throughout the term;
- Moderate work samples with the pupils and/or teachers;
- Discussions with pupils;
- Conduct learning walks to observe the coverage and outdoor learning opportunities within geography;
- Provide guidance to colleagues and governors;
- Assist with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensure that the Schemes of Work allow for progression across school;
- Keep up to date with changes or new initiatives that would support the development of English at Newhampton Federation.

English Non-Negotiables

Classroom Environment	<ul style="list-style-type: none"> • Enticing reading areas which includes: a range of fiction, non-fiction and poetry, grouped and organised. EYFS books include fully decodable texts and rhyming books (forward facing) • English resources displayed in classroom include i.e., Phoneme Frieze, Sentence Accuracy Checkers and displayed, Complex/Simple Speed Sound, Common Exception Words (YR-Y2) / Word list (Y3-Y6), Handwriting letter formation • English tabletops are well organised, clearly labelled and accessible (i.e., Speed Sound chart (YR/ Y1), Sentence Accuracy Check YR-Y6), CEW/ Word List (YR-Y6) • All Teachers’ writing around the classroom (e.g., flip chart/white board) reflects the agreed handwriting approach • Modelled Writing takes place daily <p>On display and referred to are:</p> <ul style="list-style-type: none"> • Read to Write Working Wall include Example Texts, Modelled / Shared Writing, Writer’s Knowledge, Vocabulary Work, Sentence Accuracy and grammar work etc and relate to the type of writing taking place and associated teaching sequence logos • Examples of handwriting joins and formation from agreed scheme for year group expectations are displayed to reinforce national standards • Year group key terminology from grammar and reading is on display and referred to by teachers and children
Pupil Written	<ul style="list-style-type: none"> • Children write with a sharp pencil in all key stages using a correct pencil grip and posture • In Year 3 and above children can achieve their ‘Pen License’ when the teacher deems handwriting standards to be high enough. • When making simple additions, to their own writing, a purple pen is used • Rubbers are not used to erase evidence of the learning process and progress • Writing is precursive in Year 1 and a joined cursive style when they are ready from summer term Year 1 onwards • Writing is legible and in-line with the year group standard from selected scheme • Sentence Accuracy is completed <u>daily</u>, placed at the top of the page and indicated by the children (from Y1 onwards) by S/A in the margin
Feedback	<ul style="list-style-type: none"> • The feedback policy is adhered to with teachers providing feedback at the start of every lesson • Spelling Corrections will reflect the children growing subject skill and knowledge from their phonics and spelling lessons • No more than three spellings are indicated for correction within any one piece of work • Spellings are linked to appropriate year group standards statements and word list • Spellings and handwriting from previous year groups’ expectations will be prioritised • ‘Writer’s Knowledge’ component informs improvement feedback for children
Provision	<p>All children are provided with the following:</p> <ul style="list-style-type: none"> • EYFS / KS1 - daily phonics, daily Steps to Read and daily Read to Write • Y3 Y6 – daily Steps to Read and daily Read to Write