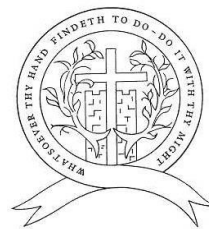


St Matthew's Church of England Primary School

English Policy

Policy written by Emily King
Governor link: Chair of Governors

Policy approved in May 2021
Policy to be reviewed in Summer 2023



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Whatever you do, do it with all your heart. Colossians 3:23

Our vision is to be a school where pupils have a positive approach to learning and where provision is consistently good or better. Our curriculum is relevant and creative and reflects our diversity. We aim for all pupils to leave St Matthew's well equipped for the future, demonstrating Christian values and showing self-confidence.

Aims

This policy aims to:

- Ensure a consistent and progressive approach to English lessons.
- Encourage creative and inspiring lessons, promoting and nurturing a love of literacy.
- Promote inclusion in English.

We aim to encourage pupils to:

- Listen attentively in a range of situations.
- Speak appropriately to a variety of audiences.
- Learn and retain new vocabulary.
- Read a range of different genres, applying skills of decoding and comprehension.
- Write purposefully, utilizing skills of planning, drafting and editing, as well as applying spelling and grammar rules learnt.
- Present writing using a joined font.

Expectations

English is taught discretely within classes at least 4 times per week within Key Stage 1 and 2. Learning objectives are taken from the National Curriculum to ensure entire coverage of the curriculum. Teachers should adapt plans from *Power of Reading* to teach these objectives in a creative and purposeful manner, linked to quality texts. Pupils in EYFS learn English skills through continuous provision or teacher led activities.

Speaking and Listening

Pupils have frequent opportunities to refine their speaking and listening skills in school, for example within:

- Oracy assemblies
- English lessons (debates, discussions)
- Special events and performances
- SALT sessions for specific needs

Reading

The teaching and learning of reading skills is of utmost importance as this knowledge gained will be used as a skill for life. Pupils will learn to:

- Use phonics skills successfully to decode unfamiliar words.
- Understand a variety of texts by using comprehension skills, such as literal questioning, inference and deduction.
- Read using a range of cues and strategies.
- Read fluently and with expression.
- Take pleasure from reading and read at home to parents / carers.

Reading skills (including decoding and comprehension) are taught through a variety of formats, such as individual reading, shared reading, whole class discussion, Accelerated Reader, written comprehension lessons, phonics lessons/ interventions and Power of Reading lessons. The phonics leader and English leader organise and monitor differentiated phonics groups throughout Key Stage 1, and intervention groups within Key Stage 2 as required. Phonics sessions in school use the Success for All phonics scheme. See 'Phonics Overview' document for more information. Phonics knowledge is assessed regularly in EYFS and KS1 using *Phonics Tracker* and *FFT's Reading Assessment Programme*.

Writing

Writing lessons are mostly planned using the Power of Reading scheme and linked to a high quality text. The National Curriculum learning objectives should be tracked to ensure coverage of the statutory content. A variety of strategies may be used when teaching writing, such as dramatic techniques, shared writing, modelled writing and talk for writing. When possible, writing should be purposeful, cross curricular or linked to a current topic, and pupils should have experience of writing a variety of text types and genres.

It is of utmost importance that pupils are rigorously taught correct letter formation from the very beginning of their time in school. By the end of Key Stage 2, pupils should have an efficient, legible and joined handwriting style. Handwriting lessons may be discrete or in English lessons. When possible, staff should model a joined handwriting style and encourage pupils to apply their neatest presentation at all times. Pupils are taught six different handwriting joins, and are supported to apply these when writing independently across all subjects. Collins Happy Handwriting resources are used to support teaching throughout KS1. Pupils who find fine motor skills challenging may receive additional Wave 3 support or have access to additional resources. See 'Handwriting Progression' for year group expectations.

Spelling, Punctuation and Grammar

All pupils receive regular SPaG teaching within English lessons. Often, punctuation and grammar teaching is linked to a current text that is being studied and pupils have subsequent opportunities to apply their new knowledge within composition. Learning objectives relate to the National Curriculum

and objectives from Target Tracker but Power of Reading planning can be adapted to support the teaching of these.

Pupils have frequent opportunities to learn rules for spelling within English lessons or in dedicated phonics time. Pupils have weekly spellings to learn at home which are based on the requirements of the National Curriculum. Teachers are expected to display useful words or spelling rules in their classrooms as directed by the English Leader.

Inclusion

As with all subject areas, it is vital that English lessons are inclusive of all abilities and needs. This is achieved by:

- Carefully adapted teaching and selections of resources.
- Differentiating lessons when required.
- Adapting planning to support all stages of development.
- More able pupils being challenged with creative, purposeful tasks with *depth* of learning being encouraged.
- Liaison between class teachers and SENDCo to ensure that all pupils can access learning to the best of their ability.

Assessment

Marking and feedback aims to be purposeful, useful and supports further progress. Assessment is monitored and recorded using summative test papers and Target Tracker, amongst other strategies. See 'Assessment Policy' for detailed information.