



**St. Wilfrid's
Church of England
Primary Academy**

Executive Headteacher: Mr S. Colothan



English Policy

Updated January 2022

'I can do all things through Christ who strengthens me.'

Phillipians 4:13

Our Christian Vision

'I can do all things through Christ who strengthens me.' **Philippians 4:13**

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



Our Mission Statement



We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

at St Wilfrid's we can

At St. Wilfrid's, we can do all things through Christ who gives us strength.

Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



Intent

Our 'literacy-rich' curriculum aims to motivate and inspire children, through a series of lessons that engage and challenge all learners and provides them with a high standard of language and literacy skills. English is embedded within all our lessons and we strive for a high level of English for all. We believe this is vital for achieving success at school and later in life. We aim to ensure that every child becomes primary literate and progresses in the areas of reading, writing, speaking and listening. We believe that the ability to read and write is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond.

Our curriculum is designed to equip pupils with a strong command of the spoken and written word, and to develop their love of literature, through widespread reading for enjoyment. It aims for all children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. We understand that a good grasp of English is the foundation of the entire curriculum and that children who are confident and adept readers and writers will be empowered to succeed in all other areas.

Our English curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in English lessons in order to prepare the children for life in Modern Britain.

Our Christian Values and Distinctiveness, alongside our School Mission Statement of 'Achieve, Believe and Care', are at the heart of our curriculum and all that we do at St. Wilfrid's.

Reading

Children at St. Wilfrid's, will learn to read fluently and demonstrate a good understanding and comprehension. Our children will engage with a range of genres and develop their understanding of fiction, non-fiction and poetry. Our aim is for 'all children to read well, quickly' and early reading is invested in, and prioritised. Our curriculum has been designed to ensure that children have opportunities to develop a love of reading. We want our children to gain a thirst for reading a range of genres and participating in discussions about the books; exploring the language used by different authors and the impact the written words have on the reader. Our curriculum has also been designed to ensure that our children not only read for pleasure, having had access to a wide range of text types, genres and authors, but to use books to research and gather new knowledge to extend their understanding.

When children leave St. Wilfrid's, we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read.

Writing

Our curriculum has been designed to ensure that our children enjoy writing and demonstrate passion and enthusiasm. Our aim is to ensure that pupils write clearly, accurately and coherently for a range of contexts; write in different styles and for different purposes and audiences; develop a wide vocabulary and a solid understanding of the grammar rules and terminology appropriate for their age group; apply spelling patterns correctly and use neat handwriting. We immerse the children in a rich, creative and carefully planned curriculum so that they are writing for real and engaging purposes.

Our curriculum has also been designed to ensure that children write with confidence, whilst developing their own individual flair and are able to express themselves creatively and to communicate effectively with others. We aim to expose our children to a wide range of high-quality vocabulary and use them within their own writing, both informally and formally, with understanding. We encourage children to take pride in the presentation of their writing, and develop a neat, joined, handwriting style by the time they leave our school and move to secondary school. We teach children spelling and grammar both discretely and as part of our analysis of texts and provide opportunities for them to apply these skills to their own writing.

We believe that all good writers refine and edit their writing over time, so in an age appropriate way, we want children to be able to identify their own areas for improvement in pieces of writing, so that they can edit their work effectively during and after the writing process. We want children to understand and learn the craft of writing so that they plan produce and publish something of which they are proud.

Speaking and Listening

At St. Wilfrid's, speaking and listening is developed from EYFS and beyond. We want our children to be able to express themselves with confidence, as we believe that it is central to their learning. We nurture children's speaking and listening skills through a variety of approaches. We develop these skills so that our children are capable of expressing their own ideas clearly and confidently, in a safe and supportive environment, in all aspects and areas of their school life. These skills are being encouraged in every area of our curriculum as good communication skills can enhance every type of learning. The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

Grammar and Punctuation

At St. Wilfrid's, we are determined that every child that leaves in Year 6 will have accessed and experienced detailed and precise teaching of all expected grammar objectives. If these are not achieved at the expected time, then these will be reviewed and covered in consequent year groups.

Implementation

In English, we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum. Our curriculum is well-planned and provides literacy-rich, cross-curricular opportunities. We ensure that we regularly review previous learning, as well as challenging our more able children.

At St. Wilfrid's, we have a daily discrete English lesson. However, English is the cornerstone of our entire curriculum. It is embedded within all our lessons and we strive for a high standard of English for all. Our 'literacy-rich' curriculum uses high-quality texts, immerses children in vocabulary-rich learning environments and ensures curriculum expectations and the progression of skills are met.

Our curriculum is delivered through highly effective 'quality first teaching'. Enrichment opportunities, including outdoor learning, inspirational visitors and exciting educational visits, provide our children with rich experiences and enhance teaching, learning and knowledge.

Our well-planned English curriculum ensures that children develop the skills, knowledge and vocabulary that will enable them to communicate effectively and creatively through spoken and written language. Through the breadth and depth that our curriculum offers, children are equipped with the skills to become lifelong learners and to enjoy and appreciate literature and its rich variety.

Impact

Our well-planned English curriculum ensures that children develop the skills, knowledge and vocabulary that will enable them to communicate effectively and creatively through spoken and written language.

Through the breadth and depth that our curriculum offers, children are equipped with the skills to become lifelong learners and to enjoy and appreciate literature and its rich variety. It leads them to become informed, enthusiastic and skilled readers and writers, who can engage with texts and the world around them, as reflective and independent thinkers.

The impact as our children journey through school from EYFS to Year 6 is clear: progress, sustained learning and transferrable skills. We are able to measure attainment using the Key Stage 1 and Key Stage 2 national assessments, along with the information provided by teacher assessments for writing, reading and Grammar, punctuation and spelling. 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.

Rationale

St Wilfrid's Church of England Primary Academy aims to provide all children with the opportunity and support to develop their full potential through a rich, broad and balanced education and through experiencing the love and security of belonging to a caring Christian community.

We aim for children to have a deep love of reading and a passion to explore a wide range of vocabulary and texts. Through enjoying a wide variety of texts, our children develop efficient skills which equip them for the next stage of their lives and give them the skills to access the best that the world around them can offer.

English at St. Wilfrid's will enable children to:

- 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 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.
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English Subject Leadership

Subject Leaders are responsible for raising attainment and improving the standards of teaching and learning in their subject. They ensure that a carefully planned, broad and balanced curriculum is implemented for English, champion the subject and demonstrate its importance to pupils and staff.

Subject Leaders demonstrate a good understanding of how English progresses over time and how it connects with the school's curriculum as a whole. English Leaders have high levels of subject pedagogical content knowledge for the age range that they are teaching, and an understanding of the critical endpoints that come before and after.

Subject Leaders at St. Wilfrid's Church of England Primary Academy, work alongside other schools within The Learning Together Trust. This provides opportunities to work collaboratively and creatively with colleagues across the key stages, thus moving the English curriculum forward, and further developing the subject. Subject Leaders lead by example, setting high standards in their own teaching and ensuring that high-quality teaching and learning of English takes place across the school, with the achievement and engagement of all pupils being their utmost priority.

English Subject Leaders will:

- raise the profile of English at St. Wilfrid's Primary Academy
- lead and manage the English effectively and have an 'expert' knowledge of the English curriculum overview, including all unit/topics across the whole school
- confidently articulate the English curriculum design and have a clear and ambitious vision for English (Intent, Implementation and Impact)
- monitor, evaluate and enhance the quality of teaching, learning and assessment in English
- ensure that there is clear progression in knowledge, skills and vocabulary in English, across school
- support, guide and motivate colleagues in their CPD, as well as build capacity across the school
- identify the subject's needs in the context of whole school priorities and produce an English School Development Plan annually, reviewing this termly
- audit English resources and identify resource needs and costings in English School Development Plans, managing allocated budgets effectively.
- provide strategic direction and development of English across the school.

- develop their own expertise through training and evidence-based research and investigate how implementations are embedding
- effectively communicate with the English link Governor, sharing and celebrating English
- review and update the English Policy, as necessary

Delivery of English within our Curriculum

Phonics

Within quality first teaching, 'Essential Letters and Sounds' (ELS), our DfE validated, complete systematic synthetic phonics programme, is effectively delivered daily to whole classes by class teachers in Reception and Key Stage 1. Daily whole class phonics lessons in these year groups follow a consistent teaching sequence, which includes review, teach, practise, apply and review. To enable children to 'keep up' rather than require 'catch up', ELS interventions are delivered to targeted children within phonics lessons and outside of lessons, by class teachers and our ELS champions. Half termly assessments are undertaken to identify gaps and monitor progress in Early Years, key Stage 1 and where appropriate to meet needs, Key Stage 2.

We use sequential and progressive decodable books to secure fluency and confidence in early reading. In Reception, Key Stage 1, and where appropriate Key Stage 2, children are provided with a phonetically decodable home reading book, which is linked to their phonics phase. Once children are secure in phonics, they are provided with a home reading book linked to their book-band reading stage.

Reading

Reading has an extremely high profile at our school and is integral to our 'literacy-rich' curriculum. Developing and instilling a love of reading is of paramount importance in our school. Our children are exposed to a diverse range of quality reading materials; they are provided with a wide range of opportunities to read across all subjects in the curriculum, and to develop positive attitudes and foster a love of reading.

Focus theme text

Each term, all year groups have a 'focus theme', which links English to the wider curriculum. Teachers use carefully selected, high-quality focus reading texts, relating to the History, Geography or Science focus themes, to deliver elements of the English curriculum. Within the wider curriculum, teachers ensure that there are opportunities planned for children to further develop their literacy skills, including regular cross-curricular writing and reading, ensuring that standards are consistent across the curriculum.

Shared

In KS1 and KS2, teachers read a range of texts with pupils focusing on comprehension and specific features and model the strategies for reading which the children are working on. This is an opportunity for teachers to demonstrate the act of being a fluent reader. In shared reading, the text chosen is at a level slightly higher than the majority of the class and teachers plan questions around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment.

Guided

In Reception and KS1, guided reading takes place weekly outside of the English lesson. Each child has a reading session, in a small group, supported by their teacher, where they are given the opportunity to explore books matched to their reading ability. Independent stimulating and meaningful activities linked to reading are planned for when they are not working directly with the class teacher. Guided Reading record sheets are used in Key Stage 1 to monitor and assess guided reading.

In KS2, guided reading is taught as a whole class, using focus reading texts which link to focus themes or supplementary high-quality texts or extracts. Specific reading skills for each year group are taught during guided reading sessions, using reading content domains. Teachers use a range of schemes to support the planning and teaching of reading, for example, Literacy Shed (VIPERS), Maddy Barnes (CLIMB) and Grammarsaurus. Teachers assess reading against age-related descriptors and children undertake half-termly summative assessments. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they are

able to make justified responses using evidence from the text. Children explore a range of texts in the wider curriculum, which are based around age appropriate texts linked to the topics being studied.

Independent Reading

Across school, children also engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. We actively encourage children to read a variety of books throughout the year, encouraging them to read a variety of authors and genres.

Within each classroom, there is a collection of 'Related Reading' books to supplement and enhance termly 'focus themes' and give children a range of rich reading experiences of related texts, including poetry, fiction and non-fiction, which they can delve into independently, allowing children to read around the topic, deepen their subject knowledge and immerse them in the theme being taught.

Each class also has a selection of 'Reflective Reads' which reflect our current society and celebrate equality and diversity. 'Reading for Pleasure' boxes have also been provided for each year group, which children can access throughout the day to enjoy, which are rotated between classes within year groups each term. In KS2, children are also actively encouraged to keep their own record of any other books that they read for pleasure, in their reading diaries.

Reading books

All children in school have a reading book, matched to their reading ability, to take home. There is an expectation that children read their home reading book to an adult at least four times a week. Reading diaries are carefully monitored by class teachers, and children who do not read regularly at home are identified as 'Priority Readers' for further support.

In Early Years and Key Stage 1, children are encouraged to select a 'sharing book' to take home to enjoy, alongside their decodable home reading book.

Children in KS2 have access to the library and have a weekly library session to change their reading and library books. The physical environment of the library is designed to stimulate our children. This motivates them to explore resources for their work in school and for personal study. A parent helper and small group of Y6 librarians help oversee the general management of the library, such as returning books to the correct area and ensuring general tidiness. A range of Reading schemes are used in school.

Children's reading experiences are widened through a range of whole school initiatives and opportunities, including our half-termly 'Reading Challenge', where children can feature on our 'Reading Wall of Fame', our diverse range of 'Authors of the Month', a published list of year group 'Recommended Reads', our termly 'Reading Round-Up', our 'Patron of Reading' and our much-loved 'Reading Rabbits'.

Writing

We aim for all children to be confident and enthusiastic writers. They are encouraged to develop resilience throughout the writing process ensuring that editing and redrafting is an integral part of the learning experience. Children are taught how writing is a form of communication and are encouraged to mark make on entry to school. Letter formation is developed alongside our DfE validated, complete systematic synthetic phonics programme 'Essential Letters and Sounds' (ELS).

Early Years and Foundation Stage

In EYFS, writing opportunities are an integral part of child led learning and are incorporated into continuous provision. Explicit writing skills are taught in teacher led guided and whole class writing sessions.

In the Early Years, we think it is initially important for pupils acquire a wide vocabulary and a secure understanding of grammar and sentence structures verbally. We encourage the children to speak in full sentences and ensure they understand the meaning of words, so that they are able to transfer these skills to writing as they progress

through their education. We want them to be able to spell new words by effectively applying spelling patterns and rules and to be able to carefully and skilfully select the appropriate language structures and vocabulary to reflect the purpose and audience.

Year 1 to 6

We ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. Aligned with the new national curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age group. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities ensuring that all children make good progress enabling them to achieve their full potential.

Before writing, children in Year 1 to 6, are given the opportunity to see a high-quality model of the genre of writing being taught. Children are encouraged to deconstruct the text and identify key features for specific genres of writing. Guided by the teacher, children identify, discuss and annotate grammar and language features, that have been used in the writing, before planning their own writing. Following this, children then generate their own vocabulary banks and create examples of sentences, which they can use in their own writing independently. Teachers model or complete a shared piece of writing as a class, to demonstrate the thinking process that goes on when writing.

Children then complete their own piece of independent writing in their draft books, before being given the opportunity to review and edit their draft independently and through peer assessment. As pupils become more proficient and confident, they are expected to become increasingly responsible for the correction and redrafting of their work. Increased attention is paid to spelling, grammar and punctuation, encouraging the use of dictionaries and thesauruses when appropriate. Finally, children are given the opportunity to publish their final piece of written work in their writing books or for display.

Pupils are taught to take pride in their work and to present their handwriting to a high standard. Good presentation of work is a high priority. Children are encouraged to maintain high standards of presentation at all times and across the curriculum.

Opportunities for the assessment of writing is planned half-termly and moderation exercises are undertaken within school and within the Learning Together Trust. Year 1 to 6, use the same format for assessing writing, which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

Grammar and punctuation

Grammar and punctuation is taught as part of the main English lesson, and specific skills are always modelled, through shared writing sessions. Grammar and punctuation are the make-up of a piece of writing. These skills begin in Early Years as children learn speak and then to write for meaning.

In KS1, children build on this, learning to write in complete sentences, understand different word classifications and develop sentences that link together, within a text.

In KS2, children hone and develop these skills further by learning how to vary sentence types and use different language, tense and punctuation for effect, eventually choosing to do so independently.

Spelling

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum.

From Year 1, weekly spellings are taught and an activity recorded in English books. Children are given a list of words each week to take home and learn, and then tested on in school each week.

In Key Stage 2, spelling is taught through daily English lessons along with discrete spelling sessions. Weekly spellings are progressive throughout the school and focus on the spelling strategies that are required for each year group. Spelling homework is also set each week, to allow children to learn spelling patterns and rules at home. These spellings are tested in school each week.

Speaking and Listening

Our children are provided with a wealth of opportunities to develop their speaking and listening skills. Children are encouraged to articulate themselves in a range of contexts, in all aspects of the curriculum and as a prerequisite to developing reading and writing skills. Pupils have a range of planned oracy experiences including: drama; the use of talk partners; planned discussion activities; paired and collaborative work; problem solving in mathematics; presentation of learning; parent share events; circle time; school council and other pupil voice activities.

Inclusion

At St. Wilfrid's Church of England Primary Academy, we teach English to all children, whatever their ability and individual needs. English forms part of our school curriculum policy, to provide a broad and balanced education to all children. We are very mindful of the learning needs of all of our children and those with Special Educational Needs are supported via effective planning, quality first teaching and assessment, differentiated activities as necessary, high expectations, suitable resources and recording formats. We consider the targets set for individual children in their Individual Education Plans (IEPs) and Education Health and Care plans (EHCPs).

Through our English teaching, we provide learning opportunities that enable all pupils to make good progress within each lesson.

We strive to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We believe that the curriculum should be accessible to all children. This is made possible through scaffolded support, small group work, use of Knowledge Organisers and word banks, or extra time to complete learning tasks.

Advice is sought from outside agencies as appropriate, to ensure an inclusive approach. If teaching staff require additional support to meet the needs of any child, they consult our SENDCo.

Equal Opportunities and Diversity

All children at St. Wilfrid's Church of England Primary Academy, are offered a broad and balanced curriculum, differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the curriculum unless specific physical needs or religious/cultural considerations make it inappropriate.

At St. Wilfrid's, we are committed to providing all children with a curriculum that provides equality of opportunity and freedom from discrimination. Staff ensure that all children are treated fairly, equally and with respect. We do not discriminate against any child. All staff challenge any incidents of prejudice or racism. We record any serious incidents on + CPOMS and draw them to the attention of the Executive Headteacher.

We plan English lessons and activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender, culture, race, special educational needs or disability, and language background. Teachers use a range of strategies to ensure inclusion, and to maintain a positive ethos where children demonstrate positive and respectful attitudes towards others. Care is taken when selecting resources to ensure that a range of perspectives and viewpoints are represented, including those of men and women from different racial, national and religious groups. Careful consideration is taken to avoid stereo-typing, and bias, towards race, gender, role or disability. Through the teaching of English, we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people.

We deal with any issues clearly and sensitively, if they arise.

Assessment and Recording

Assessment of pupil progress is ongoing and is recorded. Each half term, children complete assessment tasks. Children's achievements are highlighted and the gaps are noted to inform planning.

Children's Phonological understanding is assessed through a check each half term throughout Reception and Key Stage 1. This continues into Key Stage 2 if children have not yet reached Phase 6.

In the Early Years Foundation Stage, children's achievements in Literacy are assessed in line with the Foundation Stage Profile. As the children achieve the Early Learning Goals they progress onto National Curriculum targets and are assessed towards the achievement of these, 'Target Tracker' is used to record statements of achievement for individual children, and to identify next step learning targets.

Children at the end of Key Stages 1 and 2 are formally assessed using SATs.

Monitoring and Evaluation

Monitoring and evaluation will be carried out by the:

- Senior Leadership Team
- Head of School Improvement
- English Subject Leaders
- English Governor
- Class teachers

All teachers are responsible for monitoring standards in their class. English Subject Leaders, under the direction of the Senior Leadership Team, take the lead in this. Monitoring will take place according to current school cycle. Using whole school priorities, identified by the Senior Leadership Team, subject leaders are responsible for producing a School Development Plan for English, to allow for progression and development of the subject.

English Subject Leaders will also monitor children's work books and long term and medium-term plans, to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Subject leaders have curriculum release time and directed time, in which to fulfil their role.

English subject leaders are responsible for:

- monitoring the standard of work and the quality of teaching and learning in English and pupils' progress and standards
- supporting colleagues in the planning, teaching and assessment of English (through the use of 'book looks', pupil voice, lesson observations, discussion with teachers, subject audit, data analysis, and other monitoring activities that may be required), providing a strategic lead and direction for the subject in school
- monitoring and reviewing the implementation of policy and units of work
- ensuring there are rigorous assessment systems in place to enable teachers and pupils to monitor progress and attainment in English
- monitoring and analysing assessments, holding teachers to account
- liaising with the Executive Headteacher and Governors to feedback on the monitoring and impact of English across the school

Staff Support and Training

St. Wilfrid's Church of England Primary Academy believes that all staff should be involved in a continuing process of improvement. Our school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. CPD is intended to support teachers and to equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional environment.

This development takes place at a number of levels: individual, team, whole school and through wider networks. CPD supports and reflects the ethos, Christian Values and vision of the school.

The English subject leader's role is to provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Subject Leaders: Mrs. J. Broome, Mrs E. Prentki, Mrs. C. Crawford, Mrs. A. Mullen

Executive Headteacher: Mr. S. Colothan

Date: January 2022

