ENGLISH POLICY
ST PETER'S CE PRIMARY SCHOOL

Equality Statement

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy, that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

School Curriculum Intent

At St Peter's, every child will live, love and learn in an environment founded upon moral and Christian values; they will leave the school with the skills to be lifelong learners and rounded citizens and with the ability to make a positive contribution to their future society.

All that we do is founded upon a clear set of shared values, from which our motto is derived:
Together We Believe, Aspire And Achieve

Subject Curriculum Intent

At St Peter's we aim to inspire our children to develop a 'love' of reading. Reading is at the forefront of our curriculum. Our aim is that every child at St Peter's will leave as a fluent, confident reader. We want our children to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites.

We want our children to write with confidence, accuracy and creatively for a variety of purposes and audiences whilst developing their own individual flair. We want them to

be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary across all subjects so that they are able to decipher new words and then use them when in conversation with both their peers and adults. We also aim for our children to apply all of these English skills to all areas of the curriculum and build on crucial prior knowledge as they move through the school.

Threads of the subject

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims 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.

What a child experiences in this subject going through St Peter's

All pupils at St Peter's will fulfil their potential regardless of their ability, background, gender or ethnicity and will have a confidence in English that they will need to thrive in high school and the wider world. Through reading, pupils will have developed culturally, emotionally, intellectually, socially and spiritually. Our pupils will have developed a love of reading and will read easily, fluently and with good understanding, having developed the habit of reading widely and often, for both pleasure and information across a wide variety of text types and genres. Pupils will write confidently for purpose and audience, using the correct level of formality. They will have a very good understanding of the conventions of grammar and use the best vocabulary available to them.

Rationale

Children learn most effectively through their own first hand experiences. It is through sharing experiences and making them known to others that the four language modes of speaking, listening, reading and writing will be developed. All children will be encouraged to develop their own knowledge and understanding of language. Each child's progress in language will be continually monitored and used to provide information for assessment and recording purposes. The approach to the teaching of English will be through The National Curriculum, The Lancashire Grid for Learning (LGfL) and Early Years Foundation Stage (EYFS).

Speaking and Listening

The oral language of each child will be recognised, valued and developed. In fostering the oral language development of each child, there will be a variety of opportunities to listen and speak. Such opportunities will encourage the development of speaking and listening skills and will enable children to work interactively in a group. From an early age role play, drama, rhymes and poetry will provide contexts within which children can listen and begin to appreciate the music and meaning of words. Children will be encouraged to use Standard English in oracy and opportunities will be created to enable them to recognise the contribution of context, purpose and audience. Planning will contain S & L objectives taken from The National Curriculum and The Lancashire Grid for Learning . We are now a EKLAN accredited school with specialist EKLAN trained staff members that are trained to work with our children.

Reading

Children will have access to the range of reading as detailed in The National Curriculum. In Nursery, Reception and Year One, children will read ELS (Essential Letters and Sounds) decodable books that are aligned to their phonics knowledge (Year 2 children will access decodable books if they need extra consolidation and reading support.)

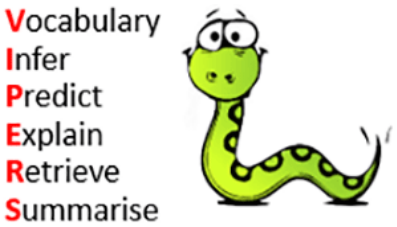
We have a whole-school book banding system for the rest of the school (please refer to English file.) Our scheme allows children to access a wide-range of texts. This also includes our whole-school access to Reading Buddy which is an online access to a range of coaching ebooks. Opportunities to discuss, explain, justify, predict, sequence and summarise elements of story are essential elements in the reading programme for each child, alongside developing research skills from non-fiction texts. Children across the school will have one-to-one reading sessions and will be encouraged to read at home at least four times a week, having their reading progress and understanding of the text monitored on a weekly basis (each child has their own reading record which is updated throughout the week to monitor progress in relation to our book banding system.)

All children will be taught reading comprehension skills through guided reading and will have a story or novel read to them each day (see more below for our whole-school aprroach to guided reading.) *NB: Oxford Owl Ebooks were used to support children's reading at home during lockdown, throughout parts of 2020/21, which was a real success. They continue to form part of our Blended Learning Strategy.*

Guided Reading:

EYFS	**Nursery:** Building the foundations • 15 min daily, talk about activity & daily nursery rhymes • Nursery rhymes to be sent home for parents • Spring Term: Wordless books group reading activity • Summer Term: Send reading books home and phonics phase 2 begins for all children
	Reception: Reading Carousel (x5 days) **Autumn 1** • Daily 1 x Ind reader group T • Daily 1 x Ind reader group TA *Wk 1 Ind readers T/Wk 2 Guided group reading with T **Autumn 2 (Whole class reading carousel)** Reading Carousel as follows: 1. Daily 1x Ind reader group T/guided reading wk 2 2. Daily 1 x Ind reader group TA 3. Free reading session (reading area or at table with a range of fiction/non-fiction books to choose from) 4. Big book reading in pairs on carpet 5. Phonics activity/game
KS1	**Year One:** Reading Carousel (x4 days) 1. Guided Text/DIAL – Orally Answer Q's with T 2. Ind Readers with TA 3. Free Reading session – selection of books to read 4. Phonics activity 5. Reading area (This may change dependent on cohort of children)
	Year Two: Reading Carousel (x4 days) Mon – VIPERS/Comp Ninja/Reading Area Tue – VIPERS/Comp Ninja/Reading Area Wed – VIPERS/Comp Ninja/Reading Area Thurs – VIPERS/Comp Ninja/Reading Area Fri – Library/Reading Area/Reading Buddy
Lower KS2/Upper KS2	**Year 3,4,5 and 6**: Whole Class Guided Reading (x4 days) Mon – VIPERS/Comp Ninja Tue – VIPERS/Comp Ninja Wed – VIPERS/Comp Ninja Thurs – VIPERS/Comp Ninja

VIPERS for the teaching of Guided Reading.



VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

EGPS

All pupils who have made age expected progress in phonics at the end of Year 1, will follow the Spelling Shed spelling programme. The programme gives pupils the opportunity to develop their skills and performance in spelling against the National Curriculum's Statutory, Non Statutory and Common Exception Words. Year 2 pupils will follow the programme four days a week for twenty minutes, whilst KS2 pupils will follow the program two to three times a week for fifteen minutes. In addition to the program, children take home weekly spelling sheets to learn at home with their weekly spelling test on a Friday.

Grammar and punctuation will be both exercised discretely within regular English lesson activities. Pupils are given frequent and regular opportunities to edit and improve their spelling, punctuation and grammar using both their jotters (editing books) and their use of green pen in both core and foundation subjects.

Writing

Children will have the opportunity to write for different audiences, purposes and contexts. Teachers used the suggested genres from the Lancashire Grid for Learning from Year One to Year 6 to ensure effective coverage across school. To encourage a greater awareness of writing, children will work in a print rich environment. Through shared writing, children will see how written language develops and consequently will see adults as models for writing. All staff across school are now trained in the 'Word Aware' strategies for improving children's vocabulary. Weekly Word Aware activites are implementated in class and children are encouraged to use rich vocabulary within their writing. One child each week is awared with a Word Whizz certificate.

From Nursery, children will be encouraged to develop handwriting and spelling skills. Continuous provision for the EYFS children provided excellent opportunies for writing both indoors and outdoors. Activites for devleloping both fine and gross motor skills are planned into weekly activites by the staff.

Children across school will engage in regular editing opportunities until it becomes embedded. Teachers will model how to effectively improve sentences and extended pieces of writing through editing. From Year 2 onwards, the children use 'jotters' to draft their ideas and edit them before writing their final piece in their English books. In developing writing for different purposes and contexts, they will be encouraged to use Standard English where appropriate.

Planning

Planning is undertaken at 3 levels:
Long Term planning is based on the yearly teaching program set out in the National Curriculum, The Lancashire Grid for Learning and the Early Years Foundation Stage Curriculum. Teachers use the suggested genres from the The Lancashire Grid for learning to ensure effective progression and a range of gernres covered throughout the year.

Medium Term planning is carried out half termly. Teachers select their objectives from The National Curriculum and The Lancashire Grid for Learning (using the progression of genres document.) A balance of reading and writing objectives are selected over the half term and genres will be chosen in conjunction with the class novel or story. This approach should create lots of opportunities for cross-curricular links, contributing to a holistic and thematical approach to learning. Medium Term Planning will be shared with parents at the beginning of each half term when Home Learning Challenges are sent home.

At the beginning of each term, targets will be set for groups of children to develop their reading and writing, such targets need to be short, measurable, achievable and realistic. Targets should be planned based on teachers' depth of learning judgements and through use of the Key Learning Indicatitors of Performance (KLIPS)

Short Term planning is carried out weekly. Planning will contain objectives linked to The National Curriculum, The Lancashire Grid for Learning and the EYFS Early Years Foundation Stage. Appropriate differentiated activities will be planned accordingly. Book Sweeps by lead coordinators ensure coverage and high expectations across the curriulcum.

Cross-Curricular Links

Every effort is made to incorporate the skills learnt in English into all areas of the curriculum and links across the curriculum are made to enhance the provision and purpose of a genre for the children.

Organisation

In Key Stages 1 and 2, English is taught in a set hour each day and the children are often ability grouped within each class. However, to encourage opportunities for deeper learning, activities are regularly planned for different mixed ability groups to generate deeper levels of vocabulary and understanding on open ended, discussion based tasks.

Support from teaching assistants and volunteer helpers is timetabled and teachers ensure that planning is shared with them to enhance learning.

Display

We recognise the important role that display has on the teaching and learning of English by providing a print-rich environment in school. Each classroom has key words displayed for the

children to use. Posters providing reminders or reinforcement of aspects of teaching and learning eg. age appropriate word classes, phonemes, letter presentation need to be displayed when appropriate.

All Nursery, Reception and Key Stage 1 classes should have the alphabet displayed. Key Stage 1 and 2 classes should all have English 'Working Walls' that should feature changeable and developing examples of vocabulary, punctuation, as well as whole class lists and modelled sentences within different written purposes. Each class will have a vocabulary interchangable display which will be updated weekly as and when the children learn the meaning of a new word. Every classroom should have evidence of English work displayed either in isolation or in a cross curricular format.

Teachers choose a weekly Awesome Author (someone who has made a huge effort with their writing) and display their work on the awesome author display each week aswell as sending a copy home for the child's parent. Teachers should also choose a weekly rigourous reader winner (someone who has made a huge effort with their reading at home or in school, or both.) and will receive a bookmark for their efforts. The whole-school reading rocket is updated each half-term with a new choice of genre for children to enjoy during dinner time hours.

Assessment and Record Keeping

We are continually assessing our pupils and recording progress. We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match our planning to the needs of the children, thus benefiting the pupils and ensuring progress. Assessment in Key Stage 1 and Key Stage 2 is carried out on 3 levels.

Formative Assessments are an informal part of every lesson and are closely matched to the teaching objectives. These are not recorded in great detail and are often made through ongoing observations and discussions with pupils. They are used for the teacher's immediate attention and action. On a daily basis pupils are given opportunities to respond to marking and edit and improve their work using green pens. Home/school journals are used as a log for recording pupils progress and understanding in reading.
Medium term assessments are carried out every term. The purpose of these is to review and record the progress the pupils have made in relation to the learning objectives. These will enable new targets to be set.

Summative Assessments are carried out in three times a year including the end of the school year when pupils' attainment is measured against school and national targets. This is done through the use of SATS, PIRA (Rising Stars in Reading Assessments), KLIPS (Key Learning Indicators and Performance) and through Depth of Learning Judgements in Writing.

Reporting

Formal reporting to parents occurs three times each year with face-to-face appointments in Autumn and Spring and an annual written report in Summer, on which there is a summary of their child's effort and progress in English across the year. The results of Early Years data and assessments tests at the end of Key Stage 1 and 2 are also included on each child's annual written report.

Resources

All staff have access to a range of resources specific to their teaching objectives. There are further resources i.e. phonics materials, games and activities shared across key stages and sets of books based in the Windle Room. Teachers will purchase books as and when they teach a particular genre. Each class has their own sets of guided reading books used throughout the year.

Inclusion

We strongly believe that each child is entitled to a broad and balanced English curriculum, which meets their learning needs. We acknowledge the three principles that underpin this philosophy and endeavour to use them in providing all pupils with relevant and appropriate challenges in EYFS and both Key Stages.

As part of our assessment systems we track the progress of different groups of pupils:- disadvantaged, boys, girls and SEND. This allows us to ensure all children can access the curriculum and make good progress towards age related expectations.

Setting Suitable Learning challenges – We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. To ensure this occurs, we adopt a flexible approach, in which every child's learning needs are considered when work is planned and undertaken.

Responding to pupils' diverse learning Needs – We aim to set high expectations and provide opportunities for all pupils to achieve. We endeavour to plan approaches to teaching and learning which allow all pupils to take part fully and effectively. In doing so, we take into account the varied and different needs of boys and girls, pupils with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

Overcoming Potential Barriers to Learning and Assessment for Pupils and Groups – We recognise, and aim to fully support, pupils who for whatever reason encounter barriers to their learning. The right of the child to achieve success in learning, requires that we respond positively to help remove or minimise such barriers. This is achieved through school based and external agency intervention, in the manner set out in the SEN code of practice.

Use of Language Across the Curriculum

Pupils are taught within the English curriculum to express themselves clearly, to write with meaning, to read accurately and with understanding and to present work in a joined hand. We actively encourage the use of these skills throughout all areas of the curriculum and promote the use of Standard English where appropriate.

Monitoring and Evaluation

Through the regular monitoring of children's work and the use of The National Curriculum, the co-ordinator in conjunction with the senior management team will ensure high standards of English throughout the school.

Role of the Governing Board

The governing board is informed of standards and progress in literacy through the termly curriculum committee, which feeds its report into full governing board termly meetings.

Phonics at St Peter's

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identifying the phonemes (smallest unit of sound) and graphemes (written version of the sound) within the words and using these to read the words. Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent, independent readers and writers.

Children will begin their phonics journey in Nursery and will continue until the end of Year One (those children who will need extra support with continue Phonics in Year Two.)

At St Peter's we use a simple, consistent approach to teaching phonics. Each child experiences the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success. As part of our commitment to reading, in every ELS lesson, every child will make the direct application to reading.

Children will read books that are entirely decodable and will read these books working on decoding, fluency and expression.

Pupils who have made age expected progress in phonics at the end of Year 1 will follow the Spelling Shed Program which includes all of the spelling conventions and rules found in Phase 6 Letters and Sounds. They will develop knowledge and understanding of statutory and non-statutory spelling rules and conventions as well as learn the Year 2 common exception words. Children that didn't pass the phonics screening check or that also need more consolidation with their phonics learning will be supported through targeted phonics intervention.

Key Stage 2 - Further interventions are put in place if children need more support with their phonics and reading skills.

Technical Vocabulary

Children are taught to understand and use the technical vocabulary of....
Phoneme – the smallest unit of sound.

Grapheme – a letter or group of letters that represent a single sound.
Digraph - two letters, one sound. E.g.: ay as in play, oo as in zoom, ee as in sleep.
Trigraph - three letters, one sound. E.g.: igh as in flight, air as in chair, are as in care.
Split vowel digraph - two letters that are both vowel but are split up by another sound. E.g.: i_e as in like, a_e as in make, o_e as in home, u_e as in huge.
Vowel - a, e, i, o, u
Plural - adding an s onto the end of a word to imply more than one.
Root word - the main part of a word that can be altered by adding an ending or a beginning. E.g.: play<u>ing</u>, s<u>wim</u>ming, play<u>ed</u>.
Suffix - an ending to a root word. E.g.: play<u>ed</u>, play<u>ing</u>.
Prefix - a beginning to a root word. E.g.: <u>im</u>possible, <u>over</u>cooked, <u>un</u>able.

Assessment and Reporting
At the end of each 5 week block of phonics teaching children will be assessed on their progress. Pupils are assessed using the new ELS onine tracking system.

National Phonic Screening
All pupils in Year One will be screened using the National Assessment materials in Term 6, end of June. If the pupils in Year One don't meet the required standard they will be retested when they are in Year Two. This data will be submitted to the Local Authority.

Handwriting at St Peter's

Introduction

At St Peter's Primary School cursive handwriting is taught explicitly from Foundation Stage, progressively to Year Six. Children are gradually introduced to the cursive style from Nursery as it is considered to be the most natural development of children's earliest attempt at writing. Teachers and Teaching Assistants are expected to model the handwriting style in their handwriting. The cursive style we use is set out below:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Handwriting is a complex skill involving fine motor control, visual observation and muscle memory. Children need to have good hand-eye co-ordination as well as gross and fine motor control. It is a skill that needs consistent practise and supports the development of spelling; children reinforce spelling patterns through the rehearsal of correct letter formation.

The use of a consistent cursive style throughout the school ensures that no changeover of writing style has to occur as the children move from class to class and through the Key Stages, therefore enabling smooth transition and continuous development. The principle aim of this policy is that handwriting will become an automatic process which allows children to focus on the content of their writing. Children will be systematically taught how to:

- use the correct pencil grip
- write from left to right
- start and finish letters correctly on the line
- develop a consistent regular shape of letters
- use consistent spaces between words
- form all lower and upper case letters
- develop a cursive joined handwriting style.

Teaching

Modelling

- Excellent examples of handwriting to be displayed in classrooms and around the school
- Teachers and Teaching Assistants to model the correct joins and style at every opportunity.

Curriculum

- Teaching of handwriting begins in Nursery with the development and progression of pre-cursive stroke activities leading to correct letter formation using the entry stroke, drop stroke and exit stroke
- Parents are encouraged to actively support the development of handwriting at home
- The teaching of spelling is linked with correct handwriting formation and presentation
- High expectations set by teachers and teaching assistants.

Posture and Pencil Grip

- We actively promote a comfortable grip and posture when writing.

How we teach the cursive script

Children will be introduced to the letters in a specific order. Cursive script and letter formation is introduced from Nursery. A multi-sensory approach is to be used to help support all learners.

Teachers will model the letter or join using the correct terminology of 'entry stroke' and 'exit stroke'. Air writing is encouraged to allow the children to feel the shape of the letter or join, as is the use of write-on/wipe-off whiteboards.

At first children who have learned their own methods of forming letters will find it very difficult to 'unlearn' these methods and it may require a large amount of practise. This is vital to allow all children to progress onto using a cursive style of handwriting.

There are four main handwriting movements:

Starting on the line; down and off in another direction: i, j, t, u

Starting on the line; down and retrace upwards: b, h, k, n, h, p, r

Starting on the line; anti-clockwise round: a, c, d, e, g, o, q, f, s

Starting on the line; zig zag letters: v, w, x, y, z

Nursery, Reception and Year One
Children are introduced to the formation of letters in Nursery. They will practise their handwriting daily through mark-making activities and daily name writing activites. As the children begin their phonics learning they will learn mnemoics which will help them to learn the correct letter formation. Chn will not learn the cursive formation until the end of Year One.

Letters are taught in the following order:

i	t	p	n	s	a	d	e	c	k
ck	o	h	b	y	j	u	m	g	ng
nk	f	l	w	v	z	qu	x	z	th
sh	ch	tch	oo	ar	er	or	ee	ay	ce
ge	dge	ow	ue	oi	oy	wh	ou	au	aw
ea	oa	oe	igh	ai	ir	ur	ew	ie	ei
ph	tion ey	ear	our	sion cian		eu	ous		
us ui									

Key Stage One

Handwriting is taught in focused sessions throughout the week, handwriting is also taught alongside the teaching of phonics and spelling.

Key Stage Two

Handwriting is taught regularly to embed the correct formation of letters and joins. Some KS2 classes have extra handwriting intervention groups for pupils with SEN. The teaching of spelling and early morning activities also provides extra opportunities to develop and practise handwriting and can be recorded in handwriting books.

Monitoring and Evaluation

Teaching staff are to monitor the progress of children when marking writing within other curriculum areas throughout the week. The English Co-ordinator and Senior Leadership Team will

monitor progress through a book scrutiny of handwriting books alongside the other currculum books, which will be done termly. Correct letter formation is expected by the end of Foundation Stage. Those children deemed ready will begin to join in Year One and this will continue into Year Two.

Appendix 1
Letter order for teaching cursive script to Early Years Foundation Stage and Year 1:

Handwriting Families

Tall ladders: b h k l t
Short ladders: i j u y
Curly caterpillars: a c d g o q e
One armed robots: m n p r
Zig-zag letters: v w
Tricky letters: x z s f

Appendix 2

Letter order for teaching cursive script Year 2 to Year 6:

i	t	p	n	s	a	d	e	c	k
ck	o	h	b	y	j	u	m	g	ng
nk	f	l	w	v	z	qu	x	z	th
sh	ch	tch	oo	ar	er	or	ee	ay	ce
ge	dge	ow	ue	oi	oy	wh	ou	au	aw
ea	oa	oe	igh	ai	ir	ur	ew	ie	ei
ph	tion ey	ear	our	sion cian	eu	ous			
us ui									

Governance and Review

Updated and approved by Governing Board – Autumn 2022

Signed – Chair of Governing Board: ……

Signed – Headteacher: ……..