



English Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Summer 2022
Date to be Reviewed:	Summer 2024

Intent

Our School Vision statement reflects this commitment as children and staff are taught to challenge, inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus, we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

At Cavendish Church of England Primary School we strive to ensure that all children become successful, fluent speakers, readers and writers and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture and an ability to express ideas and to respond texts and literature.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'. This is further developed in the 'Reading Framework – Teaching the foundations of literacy', July 2021.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of Speaking (Oracy), Phonics and Reading across the Early Years Foundation Stage, (EYFS,) Key Stage One and on to Key Stage Two for children who still need this further support. The teaching of Writing is taught with the same quality approach though out the school.

The school follows a programme which supports the systematic teaching of phonics. Children are taught to recognise sounds orally and in print. Blending sounds together structures the ability to read and decode new words, whilst segmenting words into their composite sounds supports the ability to spell when writing. The school uses the Oxford Reading Tree Scheme an approved provider. Individual reading books, guided reading, games, writing and use of software supports children at each stage in their learning. Please see our Links page for home access and support.

Clear speech and good listening skills are important for children to communicate, access phonics, reading and the ability to write. Children's oracy skills are carefully monitored and assessed thought their time at school starting with a thorough baseline assessment when they join the school in September. Children who need language support are provided with *Language Link* and *Elklan*.

The aims of teaching writing in our school are:

- That writing is written communication which has a parameter beyond oracy.
- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
 - To ensure the teaching of phonics is lively, interactive and investigative.
 - To enable children to use phonic awareness across the curriculum.
 - To ensure that children know the 44 phonemes within the English language.
 - To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.

- To provide children with strategies to identify and decode 'tricky words,' non-standard key vocabulary.

Implementation

Planning and Teaching of Phonics into Reading

At Cavendish Church of England Primary School we follow the Oxford Reading Tree Scheme supported by Discovery Learning Resources and Phonics Play to support an effective and engaging programme to cater for all children's specific needs.

Teachers use continuous assessment to inform effective teaching and provision of phonics teaching to deliver and plan well-differentiated and engaging lessons to challenge pupils of all abilities.

Planning for phonics will be done separately from English but with the understanding that good phonics teaching should link to the literacy needs of the children within an English lesson and across the curriculum.

Each Phonics lesson should include the following sections:

- Revise – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / words
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Assess – Monitor progress within each phase to inform planning.

Children in Reception will be taught a discrete phonics session daily. This is followed by handwriting, linked to the Phonics lesson. Phonics skills are also embedded in writing and reading tasks in English sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Autumn Term 2 in Year 1. Children are introduced to the "tricky words" and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. For children who have not reached the expected level by Year 1 have extra individual phonics support.

Children in Year 1 & 2 have access to high quality daily phonics sessions. Groups will be differentiated to ensure all children reach their full potential; teachers work with groups on a rotational basis to ensure high quality provision for all children. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2. They should have practised in recognising unfamiliar or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2. The underlying aim in Year 2 is to ensure that all children have successfully completed Phase 6 while revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words' that they have encountered before.

Children in Year 3 and further into Key Stage 2, who have not reached a sufficiently proficient level in Phonics' awareness and application, should have intervention programmes arranged to provide for this need in small intervention groups in regards to phonics and/or spelling across the key stage.

Assessment and Recording of Phonics

In the EYFS and KS1 we assess pupil progress in Phonics using the Oxford Reading Tree Scheme for each phase.

National Phonic Screening of Phonics

All children in Year One will be tested using the 'Phonics Screening Check' using the National Assessment materials in June each year. If the children in Year One who do not reach the required standard will be retested when they are in Year Two. Those children who do not obtain the required level of the Phonics Screening check will receive phonics support. This data will be submitted to the local Authority.

Objectives for the teaching of Reading

At Cavendish Church of England Primary School children we aim to teach children to read with confidence, fluency and understanding by providing them with the skills required to achieve a lifetime of enjoyment through reading. Children read in school independently, in guided groups and as a shared class session. They listen to adults and other children read, taking part in paired reading with their own and other age groups. Children are expected to read at home daily. We use The Oxford Reading Tree reading scheme and a wide range of genre to provide fully decodable reading material to each child and then free choice once reading is secure.

Our reading aims are for children to engage into the 6 different types of reading (retrieval, prediction, inference, questioning, summarising and clarifying) for children to develop a love of reading for pleasure and as a learning tool to increase access to information in all subjects.

Reading in School

Reading at Cavendish Church of England Primary School is based on the National Curriculum for English and the Department for Education's 'Reading Framework – Teaching the foundations of literacy (July 2021).

Many activities take place which promote pre-reading skills. Children become aware of print in their environment and match pictures and words. Language comprehension is developed by talking and reading to the children. As children gain phonic knowledge they start the process of decoding.

Initially, as children learn to read, they are given a picture book with no words with the intention that they will share the book and take part in a conversation generated by the pictures. Gradually as the children's knowledge of letters and sounds develop they begin to phonetically decode words. Children all take part in 'guided reading' sessions throughout the school from the second term in EYFS to Year 6. Our reading books are organised into the reading Stages of the Oxford Reading Tree in boxes. Children are assessed regularly and move onto the next stage when their fluency and understanding show that they are ready. We have books that are entirely decodable reading books for home reading. Children move through the Stages until they reach the required standard to become a Free Reader, choosing a book to read from our well-stocked school or class libraries. In addition to a personalised reading book, children are able to take a book home from the school library. In KS2 there is a greater emphasis on the 6 skills in reading with most children decoding easily.

Developing Reading for Pleasure

Reading to the pupils and by the pupils is highly regarded. Stories, prose and poetry are read to the children daily where the content is discussed to embed all the skills needed for reading and writing in a meaningful way. Each year group is developing a list of books to be published on the school website. This aims to encourage parents and children to engage in reading daily and to develop reading as an enjoyable and informative process and pastime in the world in which they live, engaging with fiction, non-fiction, historic, and poetry texts and so develop children's cultural capital knowledge living in modern Britain. In order to encourage a love of reading, we hold book themed days and events both as individual classes and across the whole school, for example, reading challenges and competitions linked to World Book Day. World Book Day tokens support accessibility for all. Books given as prizes increases a sense of worth and desirability. A Book Fair is held yearly at the Annual Advent Fayre to allow families and pupils the chance to look at new books of all genres and hopefully purchase a new book of their own to take home.

Assessment of Reading

Reading is assessed regularly and monitored on the school tracking system. Each term children's reading is assessed by taking a PIRA test and Floppy Phonics Assessment sheets. In KS1/KS2, optional SATs reading tests are also used to monitor progress where appropriate.

Writing in School

At Cavendish Church of England Primary School, we strive to ensure that all children become successful writers, able to communicate and document their ideas and we believe this is achievable through high quality phonics and spelling teaching combined with rich texts and cross-curricular links to hook our writing onto. We follow the National Curriculum 2014, with particular emphasis on the approaches for progression and learning content.

Writing skills underpin most elements of the school curriculum and it is an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to play a full part in society.

The aims of teaching writing in our school are:

- To teach children speaking and listen skills that are central to developing writing skills.
- To teach pupils that reading and writing are intricately linked and that reading can help develop our writing skills.
- To expose pupils to high quality text, providing a model for their own writing and examining use of language and grammar.
- Recognise that writing comes in different genres and to be able to write in a suitable style to the genre.
- Ensure children can write clearly, legibly and accurately with attention to spelling and grammar.
- To ensure children have a clear understanding of the writing process; plan, draft, revise and edit their own work and implement strategies to improve their work.
- To monitor writing progress and identify any children who need help promptly.

Implementation of Writing

Objectives for the teaching of Writing:

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To provide consistent, high quality spelling teaching that ensures all children have a good understanding of how to build upon their phonic knowledge, and recognise and use spelling patterns within their own writing.
- To ensure that children are taught handwriting skills using the cursive join, which is the style most suitable for children with Dyslexia.
- To ensure high quality grammar and punctuation teaching throughout the school so that children have a good understanding of how to manipulate it in their own writing.
- To ensure that within the environment, the relationship between reading and writing is made clear, a range of reading materials are provided to meet the children interests and act a stimulus to their writing.

Planning and Teaching of Writing

At Cavendish Church of England Primary School, we follow the National Curriculum 2014. Our children are provided with a variety of opportunities to develop and deepen their writing skills across each phase of education. In Reception, the learning of writing follows the Early Years Foundation Stage Framework. Children are given opportunities to extend their understanding of language learning through play and investigation, developing their characteristics of learning.

The National Curriculum describes what must be taught in key stages 1 and 2. We implement this in the following ways;

Key Stages 1 and 2

- Daily focus lessons to engage children in the development of grammatical understanding, punctuation, phonics and spelling strategies based on high-quality texts. Other elements of the writing process are also taught during this time.
- High-quality texts are provided as the hook or as the inspiration for writing.
- Quality speaking, listening and drama activities often precede writing to enable the development of understanding and quality writing skills.
- Clarity in use of vocabulary.
- Modelled subject/genre specific vocabulary to extend children's language and communication skills, thus adding to cultural capital.
- We use cross-curricular links wherever possible and further develop writing skills within a variety of subjects and contexts.
- Lesson objectives are made clear to the class at the outset and children are assessed against the given objective.
- Teacher modelling of the thought processes and writing outcomes required are clear and regular.
- Writing composition is taught explicitly to the children. The reinforcement of this teaching is also featured across the full range of subject areas.
- The teaching of grammar is mostly taught through making links to the writing genre and there may be a grammar focus of the week or of the lesson.
- Frequent opportunities for children to edit and reflect on their work.

Writing lessons will often include the following:

Shared writing

- Takes place as a whole class, ideas are shared and discussed with pupils.
- Teachers may include intentional errors in modelling for children to pick up on and help to make improvements to the model.
- Children will use model texts to base their work on during this phase.
- Children will explore with language and grammar choices, deciding what works best and drafting sentences.
- Teacher will model revision and editing techniques to the children at this stage (checking for punctuation errors, rewriting parts of the model to improve sentence structure, language or clarity).

Guided writing

- Often completed in smaller groups or pairs of children.
- Group focus on a shared learning objective- which is targeted by the teacher or TA during the session.
- Group may take part in a shared modelling write, recorded by teacher.
- Children will then evidence their progress independently, using the guidance to inform their own writing.

Independent writing

- Completed as a final writing piece or mini writing pieces through a unit.
- Children to put into practise focus learning, that has been modelled, discussed, and practised during the unit into their own writing.
- Piece will be planned, drafted and edited, independently to demonstrate pupils' writing skills.

Cross Curricular Opportunities for speaking and listening, reading and writing.

History

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. For example, in Key Stage 2 we use the book 'Carrie's War' and 'Goodnight, Mr Tom' to enhance the children's knowledge and understanding of life in World War Two. 'Street Child' supports understanding of poverty in Victorian England and the rise of the philanthropic movement. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Geography

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are geographical in nature. For example, in Key Stage 2 the children dramatise 'Peace Child,' to and the importance of developing eco-friendly habits and enhance the children's knowledge and understanding of Geography. Children develop oracy through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames and dramatisation of this play.

Mathematics

English teaching contributes to the teaching of mathematics in a variety of ways. Fluency of reading promotes an ease to understanding the mathematical concepts and challenges. Children use their language and expressive skills to explain reasoning and approaches when problem solving

Computing

Vocabulary specific language is used to support different computing teaching blocks. Children are encouraged to critically evaluate written content on the internet to establish credibility and truth.

Personal, social and health education (PSHE) and citizenship

English contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. A key element in PSHE is to enable children to study language and vocabulary to consider its use. This helps children to challenge stereotypes and that written language may contain unwitting assumptions and prejudices. Children are actively taught about the Equality Act, including protected characteristics, where diversity is promoted and celebrated.

Religious Education

As a Church of England Primary School, we follow the Diocesan approved Emmanuel Project. Our pupils learn about the six main faiths and religions. During the learning about these different faiths reading and writing enables children to engage with traditions, stories and tales of these different faiths. Through discussions and engagement with key vocabulary, children begin to recognise and express the values and morals of each faith. Children engage with the key texts from these faiths and as their linguistic skills develop, and study passages in translation from text such as the Bible Torah Scrolls, Qur'an and Apanishads

Art

During art and DT, children use reading skills to discover more about these disciplines. Through our status as an Arts Award and Artsmark School, children are taught to see art as expressive communication and written reflection forms a key part of their Arts Award portfolios

Music

During music, children study composers and musical pieces. Reading music and researching musicians is a skill enhanced by good English skills. Language and writing are essential in

communicating personal response to music. Hymns in Collective Worship further support understanding of rhyme and rhythm. Key vocabulary in traditional and modern hymns, supports exposure to unfamiliar words and understanding representational language.

Impact

Assessment and recording

We assess children's reading and comprehension skills in all areas of the curriculum. Assessment is ongoing and refers to standardised scales and age related expectations. Staff use the National Curriculum framework guidance.

The English subject leader keeps photographs of visits, displays and samples of children's work in the English Co-ordinator file. These demonstrate the expected level of achievement in reading and writing for each age group in the school.

Enrichment

The children's oracy, reading and writing are all enriched across the school year. Each class dramatizes a play once a year, together with at least a half-termly church service in St Mary's Church. EYFS and KS 1 take part in a Nativity. Year 3 and year 4 perform a musical linked to topic themes. As a Royal Shakespeare Company (RSC) Associated School, children watch their peers perform Shakespeare from Foundation Stage on. Children in year 5 and 6 perform an abridged version of a play each year, and have the opportunity to perform in a RSC lead workshop and share school performances in Ipswich. Staff benefit from high quality CPD and cross-school collaboration.

Children in the school benefit from a well-stocked library where the active PTFA fund, purchase new and current literature annually. Most class stories are linked to the topics studied in each class. World Book Day is celebrated annually where the children come to school with their favourite books and dress up as one of the characters from that book. On that day, there are several story stations where books are read by governors, parents and staff. The school is deeply committed to maintaining the Artsmart and Arts Award status, which enables children to develop a vocabulary to respond to and discuss art. A written response and reflection form part of the response to art. There is the offer of a Film club where children are able to discuss and respond to the genre of film. As a Church of England School, the role of Jesus as a story teller forms part of Collective Worship where we use stories for the Bible to explore concepts and exemplify Christian values.

Cultural Capital

During the teaching of oracy, reading and writing the children receive a wide variety of poetry and texts which are carefully chosen to show the diversity and inclusion of modern British and the global society in which we all live. Children are taught to challenge stereotypical the protected characteristics e.g. gender and faith and cultural backgrounds.

We are developing comprehensive reading programmes, where texts are read as whole class reading time or as books that children can read in their own time. The following criteria are carefully considered:

- Texts from a range of different genres, time periods, cultures and nationalities, countries and faiths.
- A range of texts in different forms, i.e. different fiction genres, visual texts, poetry, play scripts.
- English in translation and English as a second language eg, post-colonial writing
- English as a regional dialect, eg, traditional tales, Liverpool poets, folklore and mythology etc.

- Development of cultural capital through a rich range of texts, which also increases vocabulary and its impact on the ability for self-expression.
- Support in school to develop language for expression of feelings and self-awareness i.e well-being and feeling groups, and language link interventions..
- Film, play and festival experiences develop an awareness of differing cultural experiences beyond that to which children may experience at home.

Inclusion

As a school we refer to the DfE Reading Framework (published in July 2021.) Careful thought is given to the provision of appropriately structured work for children with SEND, often through intervention groups which are small and differentiated by the ability of the participants. Well trained staff are deployed during these interventions and catch up groups where children receive support for spelling, handwriting, compositional content and grammar. The school has a variety of strategies to enable all children to have increased access to the curriculum through a broad – based, multi-sensory, visual, auditory and kinaesthetically planned sessions. The most-able children within our school, are identified so that their individual needs are acknowledged. Planning attempts to ensure that the level of challenge is appropriate to their specific needs. We are mindful of the needs of individual children in their provision maps. External support is used for those with identified needs.

Signed Autumn Term 2021

Chair of Governors :

Headteacher :

Date of next planning review Summer Term 2022