

St. Clement's C. of E. Academy

English Policy

Learning for Life, Anchored in Christ

Agreed by the Governing Body on: July 2023

To be reviewed: July 2025

ST. CLEMENT'S
C. OF E. ACADEMY

Our vision

Our vision is to inspire happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**.

We believe being anchored in Jesus Christ will guide us all with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

Rationale:

'A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.' National Curriculum 2014

Our English curriculum is built around the CLPE **Power of Reading** program. This uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum and a whole school love of reading and writing. Pupils develop the skills and knowledge that will enable them to communicate creatively with the world at large through spoken and written language and encourage an appreciation of literature and its rich variety.

Aims:

- provide opportunities for children to peer and self-assess their own work enabling ownership over their work;
- provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated
- engage children with an understanding of a range of text types and genres;
- foster an enthusiasm for, and love of, reading for life;
- enable children to write in a variety of styles and forms showing awareness of audience and purpose;
- develop the powers of imagination, inventiveness and critical awareness in all areas of literacy;
- teach the children to use grammar and punctuation accurately;
- develop the understanding of correct spelling conventions;
- encourage the production of effective, well presented written work using fluent and legible handwriting;
- provide opportunities for pupils to communicate ideas through the use of ICT;
- provide opportunities for role-play and drama.

Expectations and requirements

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We will make every effort to foster an enjoyment of literature.

*In the Early Years Foundation Stage (EYFS) children should be given the opportunity to:
speak and listen and represent ideas in their activities;
use communication, language and literacy in every part of the curriculum;
be surrounded by an environment language rich and with possibilities for communication.*

At Key Stage One, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Strategies for the Teaching and Learning of Literacy

The National Curriculum Programme of Study (POS) is based on four areas:

- *Speaking and listening*
- *Reading*
- *Writing*
- *Spelling , grammar and punctuation*

Speaking and listening

Pupils are offered a language-rich environment where their opinions are sought and valued and opportunities are given to participate in talk within formal and informal situations.

Class debate, interviewing and role – play situations are provided in order to develop confidence and self-esteem. The ability to listen and respect the views of others is encouraged from Foundation stage onwards. Staff emphasise the importance of listening and reinforce this throughout the school day in all curriculum areas.

Class assemblies, whole school productions and talent shows provide the opportunity to perform to a larger audience, when their effort and skill are acknowledged by staff, parents, carers and friends

PHSE also provides an excellent platform for the children to express their views and discuss the importance of accepting other people's opinions. Circle time, drama and group activities across the curriculum allow the children the opportunity to express themselves and to listen to others.

Staff lead by example, ensuring Standard English is used at all times and is expected in response. Children are encouraged to talk for a range of purposes and adapt their language to the situation.

Reading

At St Clement's Academy, we believe that reading is at the heart of high quality literacy teaching. Our reading curriculum aims to foster a love of reading and inspire children to acquire knowledge as well as equip them with the skills and understanding they need to become lifelong readers.

Early Learning Goal for reading

"Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read"

In the Early Years, a literacy rich environment is created with signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures. A wide variety of opportunities are provided for children to make meaning and take pleasure in books and reading.

Amongst these are:

- *Daily stories read aloud*
- *Retelling stories using props*
- *Sharing songs and rhymes*
- *Role- play*
- *Library time*
- *Labelled resources*

Key Stages 1 & 2

Guided Reading

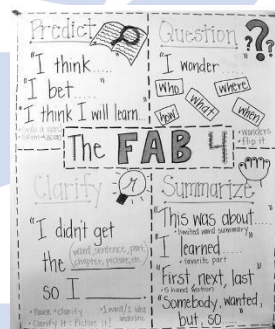
In year 1, children are taught to apply phonic knowledge to decode and receive daily RWI sessions to teach decoding. (See RWI policy)

Children are taught to understand both the books they can already read accurately and fluently and those they listen to by:

- *drawing on what they already know or on background information and vocabulary provided by the teacher*
- *checking that the text makes sense to them as they read and correcting inaccurate reading*
- *discussing the significance of the title and events*
- *making inferences on the basis of what is being said and done*
- *predicting what might happen on the basis of what has been read so far*

These reading comprehension strategies are referred to as the Fab 4- predicting, questioning, clarifying and predicting (introduced in EYFS). Children are encouraged to use these strategies in independent reading, partner reading and in daily story time. A weekly reading comprehension lesson is in addition to the comprehension included in RWI sessions. This will ask questions orally at first using the domain question stems.

| Content domain reference | |
|--------------------------|---|
| 1a | draw on knowledge of vocabulary to understand texts |
| 1b | identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information |
| 1c | identify and explain the sequence of events in texts |
| 1d | make inferences from the text |
| 1e | predict what might happen on the basis of what has been read so far |



Years 2-6

Reading is taught through whole class guided reading sessions.

Sessions:

- *use texts which are 90-95% decodable*
- *use texts which complement writing*
- *are 45- 60 minutes long, three times a week*
- *cover a range of fiction, non-fiction and poetry every half-term*
- *are differentiated through questioning and support.*

Texts are pitched high with scaffolds to ensure all children can access eg pre-teaching of vocabulary, pre-reading the text, paired reading, question frames for domains, differentiated questioning.

Where children are working significantly below ARE, the class may be split for reading sessions.

Sessions follow a fixed structure with adult support for each group 1-2 times weekly.

| St Clement's CE Academy | | | | |
|---|---------|---------|---------|----------------------------------|
| Guided Reading Weekly Overview 2019-20 | | | | |
| Week beginning: | | Text: | | |
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 2 x weekly with adult |
| 1. Prepare What do the children need to know to access the text? Hook with facts, picture from middle of the text, front cover etc. Activate prior knowledge. Predict Explain purpose of lesson. | | | | |
| 2. Vocabulary -Introduce 1 or 2 words. Create word webs including synonyms, antonyms & related words. Explain word class, multiple meanings and meaning in text. (2a) Choose Tier 2 words for instruction. | | | | |
| 3. Reading –Strategy check - clarify Question and make connections Model read-echo read-Children read independently/ paired reading with 'out loud' thinking. Teacher listen to individuals, checking decoding & meaning in context. Model reading around the word to understand. Listen to individual children read and record in home reading journals | | | | |
| 4. React - identify main idea, supporting ideas and details/share initial ideas/summarise orally/puzzle pattern grids. Summarise Challenge your HA readers with GD objectives and questioning. | | | | |
| 5. Explore - introduce reading domain/ comprehension strategy. Ask questions using reading domains. | | | | |

The purpose of a 'strategy check' is to give the children an opportunity to practise and remember the different strategies they need to apply in order to read and understand texts. Teachers model these strategies throughout the school and support children in using them.

Early readers

1-to-1 pointing: Children practise pointing using a sentence from the story. Children show and use a pointing finger.

Predicting: Cover a word – predict what it could be and check. Model predicting a word – checking all searchlights.

Checking initial/final sounds – does that look right? Cover the first/last letter – predict, then check. Point to the first letter – get your mouth ready to make the sound. Find the letter on an alphabet card.

Applying phonics to read words List some more challenging words in the text – decode these together using phonics – predict/discuss the meanings.

Checking meaning – does that make sense? Explain that reading should always make sense. Practise re-reading to check meaning. Read a sentence – check that it makes sense. Give the children two options – which one makes sense? Discuss what is happening on the page.

Re-reading to check Explain to the children the importance of going back and checking their reading. Model re-reading; practise re-reading.

Developing Readers

Ask children to name the strategies they can use when they are unable to read a word.

Ask the children to share the different things they can do when they don't understand a word, sentence or section of text.

Inferring meaning of unknown words: list some more challenging words from the guided book on the board. Ask the children to read the words and predict what they mean. Read them the whole sentence so they can check their predictions.

Text layout: analyse a page of text (e.g. non-fiction) – how is it organized? Why? How do we read it?

Decoding unknown words: record difficult words from the text on cards or the board. Ask children to decode these words and explain how what they did (i.e. syllables; phonics; knowing parts of words etc) or predict the meaning of the words.

Checking meaning: read a sentence from the text which is more challenging; discuss what it means and how they know.

Active reading strategies: Asking questions while they are reading: Visualising: read a section of text – ask children to think about what pictures they see in their head.

Predicting: read the opening paragraph – summarise what they know so far and predict what might happen next – read the next paragraph to check.

Reading Plus

Once children have completed the RWI phonics programme, they are enrolled onto Reading Plus. This is an online reading programme that teaches silent reading fluency, comprehension and vocabulary with software that meets the individual reading level. From years 2-6, classes have a timetabled session on reading plus with another hour for homework.

Reading for pleasure

At St Clement's, we recognise the importance of reading for pleasure to develop a culture of reading and promote the pleasure and knowledge that can be gained from books.

All classes :

- have timetabled weekly reading for pleasure sessions either in the classroom or library;*
- take part in a range of engaging activities such as book blankets, book tastings etc;*
- have dedicated time each day to share a class novel which is displayed on classroom doors;*
- have poetry and picture books read to them weekly;*
- have an inviting book corner with age-appropriate texts;*
- visit the school library regularly.*

In addition, many exciting and rewarding activities are arranged in school, i.e. 'Book Week', author visits and book fairs.

Reading at home

All children have a home school reading record that teachers and parents can use to share information about a child's reading and parents are encouraged to read with their child daily.

Foundation Stage and KS1

Children take home a weekly reading book matched to their phonic ability. Nursery children will begin in January when they begin to learn Phase 1 Phonics. Children also freely choose a book from the library weekly.

What happens after RWI? For those children who have completed the Read write Inc scheme, they will move onto the higher stages of our reading scheme which begins with purple. At this stage, in order to develop their independence, pupils will be asked to choose their own reading book from their particular book band.

In Key Stage 2

Staff

- ensure children change home reading books regularly using class book corners or library
- check books are 95-100% decodable
- monitor home reading journals
- support children to make book choices
- keep a record and monitor children's borrowing habit

Children are not restricted to choosing books from a colour book band. Children choose books from an age appropriate selection and levelled books are clearly marked and available in the library to share with children and support choosing.

As in KS1, some children may take a book matched to their phonics level plus a book of interest.

Phonics

Children in the Foundation Stage and Key Stage 1 will be taught synthetic phonics through Read Write Inc, a literacy programme which includes both a phonics and reading focus. (RWI policy)

Key Stage Two: R.W.I groups will take the form of an intervention during curriculum lessons for those children in Year 3/4. In Year 5/6 the 'Fresh Start' Programme will be implemented as an intervention.

Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling.

Early Learning Goal for writing

"Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible."

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities.

Amongst these are:

- Shared writing
- Role-play (e.g. an office or restaurant)
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Menus

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English. A variety of resources are used to encourage the development of the fine motor control including using play dough, cutting, threading and tracing. Fine motor skills are also a focus in motor skills groups targeted at specific children. Gross motor skills are also developed through these groups (as well as in PE), as upper body

strength is recognised as being vital to good fine motor skills.

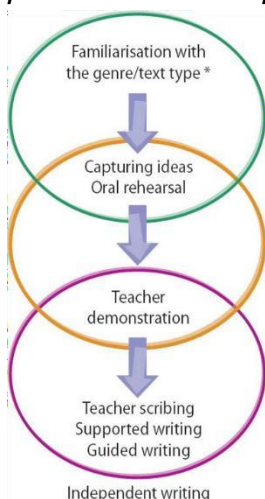
Key Stages 1 & 2 writing

Our long term literacy plan matches texts, using 'literacy tree' resources, to our wider curriculum themes to provide an engaging and purposeful environment for writing. Teachers create medium term plans and map out writing opportunities against key objectives.

Each half-termly unit of work:

- provides 2-3 extended writing outcomes, identified in the long term plan and published in publishing books
- contains opportunities for short burst writing activities to deepen understanding of the text
- uses the writing sequence to include modelled and guided writing.
- builds in grammar lessons, identified from key objectives, and time to analyse 'good' examples of the text for each extended writing outcome (See grammar progression document)
- uses strategies of Talk 4 Write (oral rehearsal, writing toolkits, innovating, story mapping etc) to support teaching of extended writing outcomes
- includes time for editing, redrafting and publishing

Writing is taught daily with the aim of developing the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling.



Writing sequence for extended writing

Modelled/supported writing

This is a whole class activity where the teacher models the writing of the text. In shared writing, the pupils will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time.

Guided writing

These sessions are used to target specific needs of both groups and individuals. Guided writing groups are fluid and change all the time. They may include children from all different ability groups. They may also be target based (so those children who have the same writing target may be included in one guided writing session). The guided writing session may have a separate learning objective to that of the main teaching (for example, the children may be learning to write using different sentence starters, however you have a group of children who are still not using full stops and capital letters properly. Your guided writing session will involve those children learning to use full stops and capital letters properly so they can make the most progress)

Grammar

Grammar is always taught in context with grammar opportunities identified in each literacy tree text and built into the half-termly sequence. The long-term plan revisits grammar throughout the year to embed yearly objectives.

Each extended writing sequence identifies the grammar toolkit for the writing text and children and teachers use this toolkit for assessment.

Handwriting

The 'Letterjoin' programme is used from reception through to Year 6 to assist children with their individual letters and to learn to join letters. Handwriting is taught in weekly discrete lessons and practised in daily short bursts. As the children develop an acceptable handwriting style, they are expected to produce this in writing, curriculum and maths books. It is expected that children will be writing in a neat consistent joined handwriting style and have a pen license by year 4, in line with age related expectations. (See Handwriting Policy)

Spelling

In Year 1 children are expected to learn to spell the high frequency words and use these within their writing. Each week six words are taken home to learn to spell and are tested on a regular basis.

From Year 2 to Year 6 spelling rules and patterns are taught through the 'Twinkl' spelling programme and reinforced in handwriting lessons.

Spelling displays in the classroom reflect current learning and children are expected to use these in their work.

Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. Where identified, some pupils are considered to require targeted support to enable them to work to age appropriate objectives. Intervention strategies are planned and monitored on children's Individual Teaching and discussed with parents. More able pupils are planned for using greater depth objectives. The needs of children with English as an additional language are met through planning and support. This is supported by our Equal Opportunities Policy.

Parental/Community involvement

We believe it is vitally important to work together with parents and carers to support their child's development of literacy. We promote a positive home school partnership in the following ways:

- Asking parents/carers to read regularly at home and record and write comments in the pupil's reading record.
- Parent weekly
- Sharing information – newsletters, parents' leaflets, reading diaries;
- Celebrations – special events such as World Book Day, assemblies, displays, book fairs, etc
- Home Learning - in line with our homework policy and home/school agreement

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

Reading : NFER tests are carried out termly to support assessment of reading and comprehension. Reading fluency is assessed half-termly and a reading age generated.

Writing: NFER tests are carried out termly to assess grammar and spelling. Regular internal moderations using writing exemplars are used to ensure accurate assessments in writing and to identify next steps for medium term planning.

Reading and writing results are regularly updated using the online assessment tool, FFT, and targeted children identified in pupil progress review meetings.

Teachers report to parents twice a year at parents' evenings and in the annual report to parents.

Children are assessed on entering the school and are formally assessed at the end of each key stage, as well as at the end of EYFS. Marking is in line with the school marking and feedback policy.

Resources

Every class has easy access to basic resources for literacy such as dictionaries, thesauruses, spelling and handwriting resources. In addition, each classroom has a well-organised book corner with a range of up-to-date fiction and non-fiction books at an appropriate reading level. A school library is provided to allow children to borrow books independently.

Monitoring and Evaluation

Literacy is monitored by subject lead and SLT. The literacy lead's Action Plan and the school MER forms the basis for any monitoring activities and will clearly identify when, who and what is to be

monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Equal Opportunities:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, family circumstances, social, ethnic or linguistic background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Review

The effectiveness of this policy will be reviewed and discussed, alongside any new guidance/resources schemes.

Agreed by the Governing Body on

To be reviewed



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