



Rationale:

English underpins the school curriculum by developing students' abilities to speak, listen, read and write for a range of purposes, including using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly, both orally and in writing, enhances and enriches teaching and learning in all subjects.

We recognise that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. We aim to ensure children enjoy reading and are reading at, or above, the expected level for their age.

Writing, reading and grammatical knowledge make up the triangulation of children's understanding of language and communication. Children are taught to become readers and writers through a process of immersion, reading, analysing, observing modelling of the process of writing, actively writing, reviewing, editing and redrafting.

We want every child at The Canons to find their voice. Oracy develops pupils' confidence, articulacy and capacity to learn. Providing a high- quality oracy education empowers students, regardless of their background, to find their voice for success in school and in life. Effective communication skills are needed for students to succeed in later life and this is why the teaching of oracy is increasingly prevalent in our school.

Intent:

Considering the core values of The Canons CE Primary, we aim for excellence as standard in our achievement in English throughout the school. We aim to develop pupils' abilities within an integrated programme of Oracy, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

Pupils at The Canons will leave Year 6:

- Reading and writing with confidence, fluency and understanding, using a range if independent strategies to take responsibility for their own learning including self-assessment, editing and redrafting writing
- With a love of reading and a desire to read for enjoyment
- With an interest in words and their meaning; developing a growing vocabulary in relation to grammatical terminology
- Understanding a range of text types, genres and media
- Able to write in a variety of styles and forms appropriate to the situation
- Using their developing creativity, imagination, inventiveness and critical awareness
- Having a suitable technical vocabulary to respectfully articulate their responses in any discussion
- Have effective communication skills which are needed for students to succeed in later life.

Statutory requirements:

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – KS1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for EYFS (2012) and End of KS1 and 2 Writing assessment frameworks (including clarification documentation)

In the **Foundation Stage** children are given opportunities to:

- Speak and listen and represent ideas in their activities
- Use communication, language and literacy in every part of the curriculum



- Become immersed in an environment rich in print and opportunities to communicate.

At **Key Stage 1** children speak confidently and listen to what others say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At **Key Stage 2** children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

The **Governing body** receives regular reports on the progress of English provision and often visits classes to keep abreast of classroom practice.

Implementation:

Foundation stage:

In Reception, children have daily RWInc phonics lessons taught in groups to match the stage that they are working at. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child-initiated activities. Children use a combination of the Ruth Miskin Talk Through Stories program and Word Aware to allow children to acquire knowledge of tier 2 and 3 words.

Key Stage 1:

In Key Stage 1, daily RWInc phonics lessons continue and are taught in ability groups, while children have daily mixed ability English lessons with an emphasis on quality texts. Children take part in both guided and individual reading sessions and have daily story times to develop a love of reading with a focus on vocabulary taught through the Talk through Stories. Independent English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, adaptive class teaching and targeted teaching groups in English lessons and reading comprehension.

Key stage 2:

In Key Stage 2, children have daily English lessons. Spelling and grammar skills are initially taught discretely before being embedded within literacy lessons. Additional English sessions include: RWInc spelling, grammar skills, daily story time including reading aloud of a class novel and using Word Aware to help children increase their understanding of vocabulary. Independent English skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes (eg. Fresh Start) and adaptive class teaching. Spelling in KS2 is taught using Read, Write, Inc programme for spelling – this follows on from the synthetic phonics programme in KS1.

Approaches to reading

We use the Read Write Inc programme to deliver daily phonics lessons in EYFS and KS1, enabling children to decode efficiently and read fluently. This is continued into KS2 where necessary so that children can



complete the whole RWInc program. We also run the Fresh Start intervention for children in Year 5 and 6 who need to catch up in reading.

Teachers model reading strategies during shared reading sessions, with a focus on vocabulary (Talk Through Stories & Word Aware approach). Children are given the opportunity to develop reading strategies and to discuss texts in detail during reading sessions too. Objectives are taken from the content domains within the National Curriculum. In KS1, children also read 1:1 with an adult at least once a week. As the children move through the school, opportunities to read independently for a sustained period are provided for them daily.

Books are an integral part of our cross-curricular planning and we encourage teachers to use a key text for each topic they teach. This can form the basis for further writing and to enhance learning and understanding.

Many exciting and rewarding activities are arranged in school and promote the pleasure and knowledge that can be gained from books. Eg. World book day, topics often use a book as a stimulus, performances from theatre groups help to bring stories to life. In KS2, children engage with Accelerated Reader and take quizzes regularly on books they have read.

In Reception, children take home a phonically decodable book based on the stage they are working at in RWInc. They take sound cards and sound blending books until they are able to blend sounds into words. Children also take home a free-choice book from the library to be shared with parents. Children are encouraged to practice their sounds and reading at home with their parents and share lots of stories too.

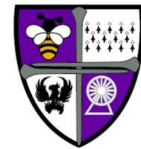
In KS1, children who are part of the RWInc program take home a decodable book and a practice book bag book which is matched to their phonics group. In addition to this, children choose a free-choice book from the library. Once the children have completed the RWInc program, they will choose from a wide range of scheme and 'real' books which are colour banded. Each child has a reading record where teachers and parents can share information about a child's reading. Parents are encouraged to read with their children daily. Information is given on how to support their children in reading through curriculum evenings and information sent home.

In KS2, children choose two books to take home and read. These come from books banded through Accelerated Reader and a book of their choice to encourage reading for pleasure. Teachers allocate children these books based on assessments so that children can access the books and they are of appropriate challenge.

In Year 3, children continue with the book band system where there are a wide range of scheme and 'real' books to choose from. They then have a second book which is a free-choice Accelerated Reader book or library book as a reading for pleasure book. Children in Year 4 who are below the expected standard for their age, continue with banded books to track their progress. They also receive interventions which include Read Write Inc Fast Track phonics tuition and daily Accelerating Reading sessions to help to improve their decoding, fluency and understanding.

We still encourage all readers to share a book with parents and we encourage parents to ask children questions about their reading. Question stems from the content domains are sent home to help with this. We believe that this not only helps to develop inference skills but also supports a lifelong love of reading. Throughout KS2, children become more independent in recording what they have read in their reading diaries, which are checked and signed by parents.

We recognise the value of adults (both in school and at home) reading aloud to children in order to improve their grasp of story language, enthuse them with a love of books and to inspire them as writers.



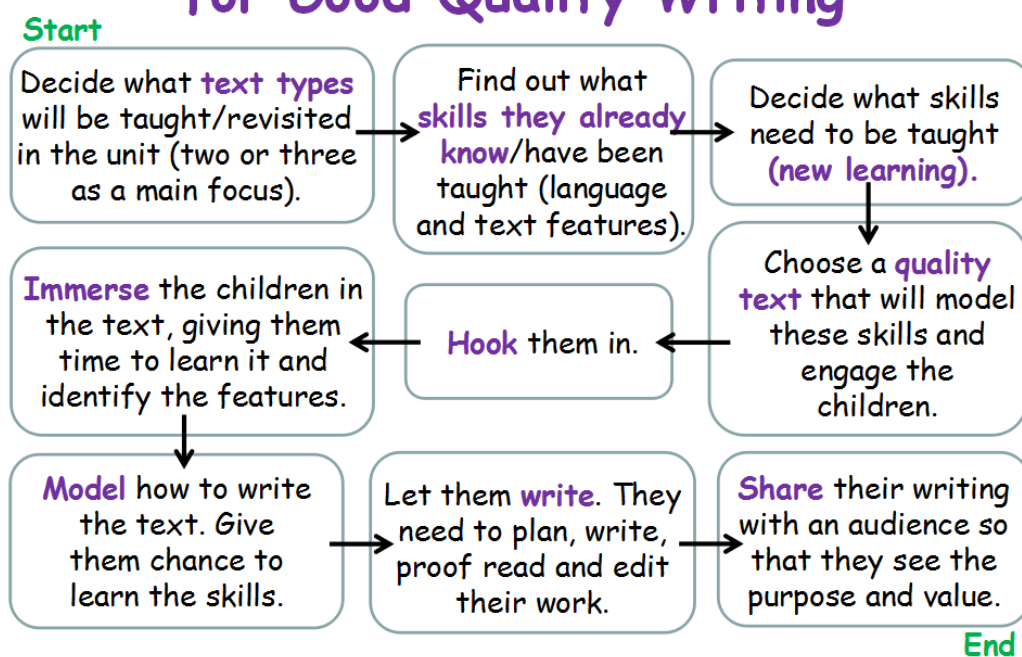
Approaches to writing

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

Our approach to teaching writing covers 'transcription' and 'composition' requirements of The National Curriculum (2013). To support our teaching of writing, staff refer to the writing process strategies (based on EEF research). We also use high quality texts to help inspire children in their writing.

When planning a unit of writing, teachers choose a quality text which models the text type being taught, review previously taught skills, teach new skills needed, analyse the text to look at specific features and ensure the children are immersed in it using drama and oracy skills. Next, the writing will be modelled by the teacher and the children will draft their own version. Finally, children edit their writing and create a final piece to be shared with an audience.

A Planning and Teaching Sequence for Good Quality Writing



Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended writing sessions each week, these pieces can be as a result of English lessons or other curriculum areas such as RE, History, Science, Geography.

When composing their writing children may use an example of the text type they are writing, this is analysed and used to help create a success criteria. Children also consider the purpose and audience of the piece of writing as they compose their plan, they use this then to create their writing and then edit this, before



publishing their writing. Children are encouraged to develop these skills more independently as the year progresses.

The children are given frequent opportunities in school to write in different contexts, using quality texts as a model, and for a variety of purposes and audiences. The text types which are required to be covered by The National Curriculum (2014) are outlined in our long-term plans for each year group to ensure that there is a breadth of coverage. They may be asked to produce writing independently or as part of the editing and redrafting process.

We recognise the important role that computing has to play in our school in the development of Literacy skills. There are many opportunities for children to improve their writing inspired by drama techniques or film clips. Children will also be given the opportunity to produce multimodal texts and develop their understanding of visual literacy. Interactive technology is used on a daily basis to enhance the teaching of English.

We use RWInc handwriting in school to help children develop fluent, clear and legible joined up writing (see Handwriting Policy for further details).

Approaches for Oracy

We recognise the importance of spoken language in pupils' development across the whole curriculum – spoken language underpins the development of reading and writing. Children are encouraged to develop these skills in readiness for later life. Opportunities to develop these skills include: class assemblies, talk partners, drama, debating and performances. As the National Curriculum says:

"All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain roles, responding appropriately to others in role." (pg 3,4,7 – 2013)

All of these oracy skills are taught in English lessons, across the curriculum and during extra-curricular activities too. Children are encouraged to 'Talk like a...' in different curriculum subjects and use the correct subject specific vocabulary.

We recognise that effective communication skills are needed for students to succeed in later life and this is why the teaching of oracy is increasingly prevalent in our school.

At The Canons CE Primary School, we are working hard to provide a high-quality oracy education. Oracy is the ability to communicate effectively. At The Canons we want every child to find their voice. Our aim is to remove communication barriers and enable students to be confident and effective communicators at the end of primary school. Our aim as a school is to elevate speaking to the same status as reading and writing.

Teaching children oracy skills will not only enable them to increase confidence in talk within school but equip them for their future. At The Canons CE Primary our aim for oracy is to enable children to:

- Speak with confidence, clarity and eloquence.
- Recognise the importance of listening and learn to be an active listener.
- Be confident in the value of their own opinions and have the ability to express them.
- Have a bank of vocabulary they are able to use for different purposes.
- Sustain a logical argument, question, reason and respond to others appropriately.
- Be open-minded, to respect the contribution of others and to take account of their views.
- Share their learning in an engaging, informative way through presentations, showcases, drama, poetry and debate.

We use The Oracy Framework, which is made up of four strands (Physical, Linguistic, Cognitive, Social and Emotional- Taken from The Oracy Framework, Voice 21).

Approaches to grammar and spelling



The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). We have broken down the skills so each year group is clear about the skills that children need to review and consolidate and what is new learning for them. This details the expectations for the teaching of grammar and terminology (from NC glossary) which must be used by each year group. Grammar is embedded as part of a lesson or text type and should complement the learning in English lessons. Some skills can be taught during a single lesson, with lesson starters consolidating this knowledge.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and making the meaning clear. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching, following the RWInc scheme, which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter pattern within them and the various ways they can learn these patterns.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. This is taught using the Read Write Inc programme. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonically regular (common exception words).

From Year 2 onwards, the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. We teach children to use their growing understanding of the morphology and etymology of words to support their spelling, following RWInc spelling scheme. Helping children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Spelling skills are taught each week and are also embedded in English lessons so as strategies and rules can be taught in the context of writing.

When writing, children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling and underline the word that they are unsure of with a dotted line. When marking children's work, we do not correct all spelling errors, instead we focus on high frequency words, topic words and those studied in spelling sessions.

Cross-curricular Literacy opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply skills, knowledge and understanding acquired through Literacy lessons to other areas of the curriculum. Extended writing should be evident across subjects and there should be a core text to accompany each topic, from this, teachers should plan for writing opportunities and use it to enhance the children's understanding of the topics covered.

Impact

Work will be assessed in line with the Assessment Policy, using Learning Ladders to help assess children's attainment and track their progress.

Teachers are expected to use assessment to help enhance planning and children's understanding of what they are doing well and their targets.

Moderation is used to ensure judgements are sounds and standardisation is used to ensure that all teachers have high expectations and are in-line with National expectations as well as expectations within our school.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in Literacy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Children who are identified as working at 'greater depth' within their year group are suitably challenged in their learning to ensure high standards are achieved.



Equal opportunities

Through our Christian values The Canons has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

Role of subject leader

The Subject Leaders are responsible for improving standards of teaching and learning in Literacy through:

- ❖ Monitoring and evaluating Literacy:-
 - pupil progress
 - marking and planning
 - curriculum coverage
 - provision of Literacy
 - the quality of the learning environment
- ❖ Taking the lead in policy development
- ❖ Auditing and supporting colleagues in their CPD
- ❖ Purchasing and organising curriculum resources
- ❖ Keeping up to date with recent Literacy developments

Parental involvement

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in Literacy. Parents are involved in hearing children read, and are encouraged to discuss their book with them.

There are opportunities throughout the year when parents are invited to attend different information evenings (including yr 6 grammar, End of KS expectations). These are opportunities to ask questions about the curriculum and refresh some of their understanding about key concepts covered, along with strategies for supporting children at home. Curriculum letters provide information about the Literacy curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading.

SATs results are published in accordance with Government legislation.

This policy should be read in conjunction with the following policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking Policy
- Special Educational Needs Policy
- Equal Opportunities
- Health and Safety Policy
- Continuing Professional Development Policy

English Policy 2024



Reviewed November 2024.