



Deanery C.E. Primary School
Academy Status

English Policy

September 2024

The Deanery School Christian Ethos
Our School Motto – ‘Ad Majorem Dei Gloriam’
Translated this simply means ‘To the Greater Glory of God’.

Vision

We believe that everything we do is a faithful response to God’s faithfulness, shown to us through Jesus Christ. Our vision is to reflect God’s Glory in every season of life, in all aspects, from the little things, to the big.

Beliefs and Values

We believe that God’s heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

School Culture

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another.
- Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- Enable each child to value themselves and have aspirations for the future.
- Recognise everyone’s place in the wider community.

INTENT



At Deanery CE Primary School, we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas enthusiastically, fluently and accurately. This will also help them to flourish in other curriculum subjects, while enriching their lives beyond school.

Our overarching aim for English 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.

We want children to leave our school with a love of English – of reading and writing. But also fully equipped with the literacy skills to achieve their dreams in future life.

READING

Reading attainment is highly correlated with enjoyment.

We strongly believe that reading is at the centre of learning and can open many doors for our children; it stimulates their imagination and allows them access to new experiences and a range of interests.

Our aim is to inspire children with a range of authors; to develop confident readers and enthusiastic storytellers with a lifelong love of reading.

WRITING

Writing gives children a voice to share their ideas with the world.

Learning to write is one of the most important things that children at primary school will learn. Children use their writing in almost all other subjects of the curriculum.

It is our vision that every child will learn to love writing by being given inspirational and exciting materials and real opportunities for writing, which will spark their imagination, develop their creativity and empower them to affect change.

GRAMMAR

Grammar is the foundation for communication.

We want our children to have a deep understanding of how our language works, enabling them to have greater control over their writing by choosing words and sentence structures to suit their audience and purpose.

We want our children to become authors and orators who can persuade convincingly, instruct precisely, explain clearly and describe in detail throughout their school career and into their lives beyond school.

At Deanery CE Primary School we encourage all children to become independent learners and be confident in all strands of learning. The children are given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

IMPLEMENTATION

Curriculum Delivery

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).

In reception through to Year 6, children are taught English within their classes. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of the English lessons. Children that have ITPs or IEPs may also receive interventions that focus on the child's more specific individual needs.

A clear lesson objective and success criteria are a feature of all English lessons. Working walls support learning in the classrooms. Evaluative marking is used. Assessment informs planning and reference is made to the National Curriculum in medium term plans. The wider curriculum enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate. We provide a rich and varied experience for pupils to draw on in their writing and reading across the whole curriculum.

Approaches to speaking and listening

The four strands of speaking and listening: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

Approaches to Reading

At Deanery CE Primary School, reading is at the heart of our learning. We know that a love of reading is the biggest indicator of future academic success and believe that one of the most important gifts we can give a child is the power to read and share books. When a child learns to read, a new world opens up and children move quickly from learning to read to reading to learn.

Our approach and commitment to reading is the same across the school, we use Little Wandle as our phonics scheme and in Reception to Year 2 use the Little Wandle reading books to accompany the phonics teaching. Year 3 children also follow the Little Wandle reading fluency programme to build reading fluency skills.

In each year group as the age and stage of the reader changes, the frequency and the way in which books are allocated differs. The following details the process for each year group.

Nursery

A sharing book will be chosen children each week. This is a book for parents to read to their child that has been selected from the school library and will be their child's choice. We ask parents to encourage discussion and book talk, make it fun and sound exciting by changing their voice. Talk with children about the book, introduce new and exciting language and encourage children to use new vocabulary. Make up some sentences together and describe things they see. The aim of the sharing book is to foster a love of books, language and story.

Reception and Year 1

Children read the Little Wandle reading books following the letters and sounds phonic phases three times a week in reading practise sessions. Children are assigned reading books that are fully decodable when they are able to recognise the phonic sounds and are able to blend the words. There is a taught structure for the reading book which includes a four part read, three times in school and then at home. Each reading session at school, has a specific focus: session 1 - decoding, session 2 - prosody, session 3 - comprehension. Children are then assigned an eBook of the same title as a fourth read known as the 'celebration read at home'. Children will be reading to at least 95% accuracy for their celebration read at home.

In addition children also choose a sharing book. This is a book for parents to read to their child that has been selected from the school library and will be their child's choice. We ask parents to encourage discussion and book talk, make it fun and sound exciting by changing their voice. Talk about the book, introduce new and exciting language and encourage use of new vocabulary. The aim of the sharing book is to foster a love of books, language and story.

Year 2 Autumn Term

Children read the Little Wandle reading books following the letters and sounds phonic phases three times a week in reading practise sessions. Children are assigned reading books that are fully decodable when they are able to recognise the phonic sounds and are able to blend the words. There is a taught structure for the reading book which includes a four part read, three times in school and then at home. Each reading session has a specific focus: session 1 - decoding, session 2 - prosody, session 3 - comprehension. Children are

then assigned an eBook of the same title as a fourth read known as the 'celebration read at home'. Children will be reading to at least 95% accuracy for their celebration read at home. In addition children also choose a sharing book as detailed above.

Year 2 Spring term and Summer Term

Some children continue with the Little Wandle reading practise sessions three times a week using phonically decodable books.

The rest of the children in Year 2 have reading practise sessions three times a week using books that have been selected and sequenced to provide increasing complexity across a range of genres. Each session they have a series of comprehension questions to answer based on the section of the text that they have read. These focus on the reading skills of vocabulary, inference, prediction, explanation, retrieval and sequencing. As with the Little Wandle books, the fourth session of the week takes place at home when the same book is taken home for a celebration read.

In addition children will continue to choose a sharing book as in Reception and Year 1.

Children in Year 2 should be reading for approximately 10 minutes each night. This may be reading to an adult, with an adult or independently. We would also encourage children to discuss the book and predict future events in order to develop their skills of inference and deduction.

Key Stage 2

Children in Year 3 follow the reading fluency programme provided by Little Wandle to build reading fluency skills, which is run over 3 sessions per week (30 minutes each in small teaching groups). These sessions include phonics practice where necessary, reading focus words relevant to the text, reviewing tricky words, reading and discussing new vocabulary (word meaning), repeated readings of the text, prosody to practise emphasis and expression, repeated reading with a focus on intonation and oral comprehension. Once children have completed this programme, they progress to Whole Class Reading lessons.

Each year group has a 45 minute whole class reading lesson three times a week and study three linked texts within a week which may be linked by genre, author and theme. Each session consists of around 15 minutes of the children reading and then 30 minutes of discussion and tasks. During these sessions, we cover a breadth of texts - fiction, non-fiction, poetry, songs and picture books and focus on the VIPERS reading skills - vocabulary, inference, prediction, explanation, retrieval, summarising and sequencing.

All children should have the opportunity to read to the teacher across these sessions. Children begin with a short retrieval quiz (quick start) that shouldn't require much, if any, looking back over the text. After this, any unfamiliar or potentially limiting vocabulary is explored and read around for a few minutes. This is accompanied with pictures/visuals where possible for a deeper understanding. Deeper questions or activities are then presented one at a time. In the form of individual thinking, partnered talk and solo work.

It is important that we still hear our KS2 children read and take opportunities to discuss their texts in order to develop their higher-level reading and comprehension skills. Children in KS2 should be reading for approximately 20 minutes each night. This may be reading to an adult, with an adult or independently. We would also encourage children to discuss the book,

predict future events in order to develop their skills of inference and deduction. Children should read their own reading book 3 times per week, 1 topic related text per week and 1 other text e.g. current affairs, recipe, text of parents' choice. The topic related text and suggested current affairs text will be posted on Google Classrooms weekly.

For the majority of children in KS2 they will be on a colour band, this is matched to their ability. Each child is unique and will therefore progress through the colour bands at different rates, staff monitor children's progress and will move them onto another colour band as and when appropriate.

Within each colour band is a wide range of texts and genres as well as a range of texts of varying difficulty. On the whole, children are given the freedom to choose books that they think they will enjoy – therefore some books may seem harder or easier than others.

Teachers will keep an eye on the texts chosen to ensure that your child is being appropriately challenged. We also encourage children to bring in books, magazines, comics etc from home. Magazines and comics can often encourage reluctant readers and give children confidence to read for pleasure.

Reading tests are undertaken throughout the year to identify children who require extra support with their reading (see assessment timetable). Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension. Home reading is encouraged and is an integral part of the child's development.

Other opportunities such as reading challenges and book weeks are offered within school along with a book fair to further promote reading.

Reading for Pleasure

We believe that reading should be a fundamental part of childhood and a skill which should be developed to support lifelong learning.

Our aim is to develop and embed a strong, sustainable reading culture within the school community. Confident and competent readers will foster a love of reading through a rich and varied experience of texts, in which they are empowered to exercise freedoms of choice and independence. Inspiring children to read is their fundamental right. It underpins all learning and secures a good trajectory for personal development and an understanding the world in which they live.

We believe that a reading child is a successful child and that:

- Children deserve a rich curriculum which encourages extensive reading of books and other kinds of texts;
- Planning enables links across learning, which create a wide range of opportunities in which children can read for pleasure;
- Children will have the opportunity to experience whole books to support them in their understanding of literary structures and allow them to become absorbed in the story itself;
- The active encouragement of reading for pleasure should be a core part of every child's educational entitlement, whatever their background or attainment. Extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement;
- Children will be encouraged to read texts which reflect their own heritage and that of other cultural groups. Children should be allowed to explore and engage with texts in their native

language;

- All children should have access to a wide range of texts in different formats and genres and support in enjoying them where necessary;
- The school will engage and support parents enabling access to a full range of reading experiences. Where this is not possible, action will be taken to provide compensatory measures which allow equality of access to all children;
- Home-school relationships will promote the importance of all adults in fostering a love of reading;
- School reading should not only be seen as synonymous with attainment and judgement as this could influence children's perceptions of books and reading;
- Professional development and support for teachers will be provided to allow them to explore the huge range of printed and electronic reading materials available to enable them to support children in their reading choices.

The school has a commitment to evaluate the outcomes of this Reading for Pleasure statement and continually review practice to ensure all children become lifelong learners

Approaches to Writing

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable children to become confident and competent spellers.

We use

The Write Stuff as our approach to planning and teaching writing. (Appendix 1)

The Spelling book to support our teaching of spelling (Appendix 2)

Handwriting approaches

Handwriting begins in the E.Y.F.S with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention.

Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources.

The national expectation at the end of Year 6 is that children will join their handwriting. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent hand-writing.

See Presentation of Work Policy

Cross-Curricular Links and ICT

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Inclusion

All children receive quality literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

More able children in English are identified and challenged appropriately.

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of English Team

The English leader is responsible for improving the standards of teaching and learning in English through the monitoring and evaluation of the subject. This will involve:

- monitoring of pupil progress
- conference with pupils regarding all areas of English
- analysing data
- monitoring the provision of English in line with the subject monitoring policy
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- analysis of SATs results to identify areas for development

checking that assessment for English is carried out in line with the school's assessment policy

Parental Involvement

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using school planners and digital platforms as a tool for communication between school and home. Parents also support the school by coming in to hear readers during the school day.

Parents of children who have an ITP provide support for handwriting, spellings and various genres of writing that may be set for homework.

IMPACT

The impact of the school's curriculum can be seen in the work produced by the children (in books and on the school blog) and the outcomes for all groups of pupils within the school. It can also be heard in pupil voice where the children speak with enthusiasm about texts and English work produced. Everything we do is with the child at mind, and strong relationships are built between pupils and staff which create an atmosphere for learning which is conducive to success.

Pupil progress is monitored through ongoing formative assessment and through three key assessment points during the year. Work is planned to address misconceptions and gaps in learning identified through assessments to ensure that the curriculum effectively meets the needs of all pupils.

Assessment and Target Setting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Class teachers keep records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

- Teachers use developmental feedback in order to identify where children have included elements of the success criteria, set next steps targets and to give children the opportunity to revisit their work in order to make improvements.
- Summative assessment is used three times a year in order to assess the children's reading, writing and SPAG against national standards.
- Writing targets will be generated as a result of formative and summative assessment.
- Year 6 pupils undertake SATs in May.

Conclusion

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

- Teaching and Learning Policy
- Assessment Policy
- Feedback and Marking Policy
- SEND Policy
- Presentation Policy
- Computing Policy
- Equal Opportunities Policy

This policy will be reviewed by staff and presented to governors for approval every three years.

Policy reviewed by The English Team

August 2024

A handwritten signature in black ink, appearing to read 'J. Lockett', with a large, sweeping flourish at the end.

Approved by Jayne Lockett, Head Teacher

Presented to the Governing Body

The Write Stuff – Jane Considine: A Summary

The Write Stuff is based on two guiding principles:

- **Teaching sequences** that slide between experience days and sentence stacking lessons, which are broken into bite-sized chunks that have modelling at the heart of them.
- **Sentences are taught under the structural framework of The Writing Rainbow** and teachers preparing children for writing by modelling for the ideas, grammar or techniques of writing.

Key Benefits

1. Improvements in the quality of sentence structure.
2. Pupils understand how to apply sentence scaffolds to their independent writing.
3. Standards improve because many worked examples are provided over the year that deliver on listed aspects.
4. Children have a clear view of what high quality writing looks like.
5. Pupils know how to improve their writing and make it more focussed.
6. Children have a concept of how to complete a piece of writing due to narrative maps and non-fiction shapes.
7. Step sentences ensure that they have a wealth of ideas for cohesion.

A Unit of Work:

- Will be made up of **experience lessons** – where pupils gather ideas, or stimulus for writing
- **Sentence stacking lessons**, made up of three learning ‘chunks’:
 - **Initiate:** teacher shares a stimulus e.g. Film clip picture, drama; word gathering and discussion; ‘chotting’ – pupils chat and jot words they want to use in their exercise books/whiteboards
 - **Modelling:** the teacher does demonstration writing, explicitly explaining choices of words etc, using 2-3 lenses from the Writing Rainbow, modelling thesaurus thinking – to write three sentences, using vocabulary gathered in the initiate stage
 - **Enable:** Being clear about the sentence idea, the children are then asked to write their sentences sticking to the clear criteria. The children have their ‘chottings’ to support their word choices.
 - **For every sentence written:** children need to think about the IDEA of writing and the INTENT – e.g. positive or negative – that will affect word choice
- Each sentence stacking lesson is based around another ‘plot point’ for narrative, or part of the ‘shape’ for non-fiction genres

- Pupils then plan, write and edit an independent piece where success criteria are shared, and they have the chance to demonstrate the skills and knowledge about sentences and genre they have learnt.
- **Editing:** During the Independent Write it is crucial that children’s errors or amendments are highlighted directly but in a way that expects the children to use their knowledge and understanding to address. The final part of the writing process looks at revision of what has been crafted.
- **The suggested approach is to interrogate the writing in three ways** - E1 = Revise - spelling, punctuation
 E2= Rewrite i.e. a *sentence is re-written by the child (no guidance is given regarding why it needs a rewrite)
 E3= Re-imagine ...tell me more- write additional sentences or sentences

The Writing Rainbow



The Zones of Writing in the Writing Rainbow are:

The FANTASTICS – The Ideas of Writing	THE GRAMMARTASTICS: The Grammar of Writing	THE BOOMTASTICS; the techniques of writing *KS1, KS2 all
Feeling Asking Noticing Touching Action Smelling Tasting Imagining Checking E.g. of story categorised by ideas	<ul style="list-style-type: none"> • Adverbials and adverbial forms • Basics (word classes) • Complex sentences • Dialogue and contracted forms • Structure and style <ul style="list-style-type: none"> - Purpose - Paragraphs - Passive or Active voice - Past and present tense - Punctuation 	<ul style="list-style-type: none"> • Simile* • Alliteration* • Rhyme* • Onomatopoeia* • Repetition* • Personification • Pun • Symbolism • Pathetic Fallacy • Metaphor

The Spelling Book Programme

By Jane Considine



The Whole School Spelling Curriculum

Spelling needs to be taught not caught! Although some will come from reading, we cannot rely on children to 'pick up' the patterns or memorise spelling through tests. Teaching time needs to be dedicated to spelling so that children can learn the structure of words and find strategies that will help them make connections. This will help their writing become more coherent and their spelling to be consistent as they apply what they have been taught when sounding out words.

The Three zones of spelling

The groupings – Finding the patterns of spelling structures for learning. This is about becoming 'word detectives'.

The Improvings – Focusing on the pressures of spelling in the moment. It will improve automation.

The Acquirings – Improving the way we remember the spellings. Having strategies that prevent children forgetting spellings.

Using **The Spelling Rainbow** in each class will help children learn the strategies that will help them memorise spellings and spot patterns in the English language. These can be used without the book and will be a tool for both teachers and children. Other than The Spelling Rainbow, Foundation Stage and Year 1 should focus on continuing to use phonics as the key to spelling new patterns. This also applies for SEND children.

Spelling in Your Classroom

Children are encouraged to regularly use the common exception and statutory spelling words for their year group in their writing. Children have access to word lists to support their spelling of these key words and are taught how to identify these words in their own writing to be checked by the teacher.