

ST ANNE'S RC PRIMARY AND NURSERY SCHOOL

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English

Intent

At St Anne's we have worked hard to provide our children with rich and varied learning opportunities to help them become confident and enthusiastic learners. We want our children to have a positive attitude towards communication and be able to express themselves, their emotions and ideas.

Through our English Curriculum, we strive to teach our children the importance of reading, writing, speaking and listening skills. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at St Anne's. We want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We want our children as writers to refine and edit their work overtime and to develop independence through self-assessment during and after the writing process.

We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

Implementation of National Curriculum

In the National Curriculum for 5 -11 year olds, English is developed through four key areas:

- ✓ Spoken Language
- ✓ Reading – Word Reading & Comprehension
- ✓ Writing – Transcription & Composition
- ✓ Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

Speaking, listening, reading and writing play an important part in the learning process. We follow a three phased planning approach that incorporates reading, speaking, listening and writing skills. Spelling, punctuation and grammar is weaved into each phase to learn, practise and apply skills in the context of learning.

Language

- We promote a language rich curriculum. The development of speech and language is identified as one of the most important parts of our school's early years curriculum. EYFS school baseline upon entry data shows a significant number of children end Foundation Stage with low speaking and listening skills. The use of Talk for Writing and oral language interventions in EYFS and KS1 support all pupils to access a rich curriculum.
- The promotion and use of rich cross curricular vocabulary throughout school is planned in all subjects and evident in all learning areas.

Reading

At St. Anne's, we understand that competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. Reading forms the core of our curriculum. Quality texts are selected by teachers in the knowledge of how they link to areas across the Curriculum. We teach reading skills daily in EYFS and KS1 and provide opportunities to read in all areas of the curriculum. Pupils follow banded reading schemes until they are able and confident readers, both in fluency and comprehension. Reception to Year 2 have daily guided reading sessions and a whole class author read. Year 3 - 6 continue guided reading four times a week through whole class reading sessions and they have an additional cross-curricular reading session once a week.

Children have opportunities to read wherever possible, both within reading lessons and across the curriculum. Opportunities for reading include:

- Guided Reading – the teaching of reading
- Individual Reading (1:1 reading with an adult in school (developing fluency and decoding / applying phonics/ reading for meaning)
- Shared Reading – across the curriculum which links to the subject areas children are learning about (e.g Victorians)
- Independent reading (developing fluency and decoding / applying phonics/ reading for meaning)
- Home reading (developing fluency and decoding / applying phonics/ reading for meaning)

- Children also listen to stories read aloud on a regular basis.

Staff ensure the texts that the children are reading are sufficiently accessible, so that at least 90% of the words are decodable. In addition, it is important to check that the children are understanding the text – comprehension not simply decoding.

Reading strategies in EYFS and KS1:

- **Concepts about print**
- **Decoding and blending & knowledge of the alphabetic code**
- **Self-monitoring and self-correction**
- **Rereading**
- **Phrasing and fluency**

Reading is taught in guided groups everyday in EYFS and Key Stage One. All teachers and teaching assistants follow a consistent approach to delivering the reading session (see Appendix B for more information)

We teach to the 'VIPERS' reading domains alongside reading for fluency: Vocabulary, Inference, Predict, Explain, Retrieve, Summarising and Authorial Awareness.

Whole Class Reading Session Structure

Whole class reading sessions occurs 4 times a week in Key Stage Two and last for 40 minutes. The texts used for reading sessions are more challenging than the level that the children have for their reading book which they take home. The class teachers facilitate the session and model effectively the skill of the session (VIPER focus).

Home Reading

Children take a reading book home every day and are given a new one at the start/ end of each week. Children should bring their book bag, reading book and reading record book to school every day. Children who persistently forget to bring their reading books to school should have a reading book which is kept at school, as well as sending a book home.

Parental Involvement

Parents are encouraged to read with their children every day for 10 minutes in KS1 and 20 minutes in KS2. In KS1 and lower KS2 parents are asked to comment/sign their children's reading record book every time their child reads at home. In upper Key Stage 2, pupils take more responsibility for logging when they have read and evidence this with a summary. Home reading is valued and rewarded with our bronze/ silver/ gold sticker system. If a child does not read at home on a regular basis, communicate with the parent/ carer via Class Dojo (if possible) the importance of reading and try to get them on board as well as the children.

Story time

To develop a love for reading, EYFS read three books a day (experiencing 5 different books a week). KS1 have 'story time' at the end of every day and KS2 have class read time at least

three times a week. It is a time for children to enjoy books, while providing language rich experience and opportunities to develop vocabulary and comprehension skills.

Assessment and tracking

- We assess our children weekly through formative assessments to identify gaps that need to be addressed.
- Termly using PiRA which gives a standardised age-related score.
- Children's book band progression is tracked throughout the year by the class teacher and ensures progression and a smooth transition between classes.
- Children with specific reading, speech and language or hearing difficulties are identified and supported through support programmes in school and external help will be sought where necessary.
- Interventions are tracked with entry and exit data over 6 weeks to ensure progress is made

Writing

The programmes of study for writing:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

As a school, we follow a teaching approach which begins with immersion in the text type and we give explicit opportunities for children to discuss ideas; rehearse sentence level work; use spelling and punctuation in context and give opportunities to write for different audiences and purposes. Every child plans, drafts and edits their writing before publishing their final piece (see 'St Anne's Writing Cycle' for more information- Appendix A).

- Learners are encouraged to write for a variety of purposes and are taught the skills needed to become confident writers. Purposeful writing activities are planned for pupils across all year groups and children are encouraged to use their knowledge of audience and purpose.
- SPaG is taught in context within English lessons and applied across the curriculum, this ensures competent understanding and application of skills and knowledge.
- Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by teachers, and through peer and self-assessment.

Phonics

- We follow the Letters and Sounds phonics programme from Nursery. Pupils from Nursery – Year 2 receive daily phonics lessons (Year 2 combine phonics and 'No Nonsense' Spellings throughout the week).

- Staff systematically teach learners the relationship between sounds and the written spelling patterns or graphemes, which represent them. From EYFS we are beginning to deliver phonics in a whole class format to enable staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. Intervention is planned for those children working below expected levels.

Spellings

- We follow the National Curriculum and 'No Nonsense' Spelling approaches from Year 2 – Year 6. These sessions are taught three times a week and skills are applied in all writing across the curriculum

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- ✓ Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- ✓ Incorporating communication, language and literacy development in planned activities in each area of learning
- ✓ Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- ✓ Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- ✓ Planning an environment that reflects the importance of language through signs, notices and book corners
- ✓ Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- ✓ Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular

awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate

In Key Stage One (Years 1 and 2):

Children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

In Key Stage Two (Years 3-6):

Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in texts and learn how the structure of language works.

Handwriting and Presentation

At St Anne's, children are taught to write legibly and fluently. We believe a cursive style with correct letter formation must be taught as early as possible. Please see the Handwriting Policy for more details.

Inclusion

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all children
- to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences
- to set suitable learning challenges for individuals or small groups of children
- to respond to pupils' diverse learning needs
- to liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N
- to relate activities for S.E.N children to their individual targets and personal plans.
- to overcome potential barriers to learning and assessment for individuals and groups of pupils
- to identify vulnerable groups who are not making expected progress and provide appropriate support

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each

pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and supportive resources which help to encourage independence.

Monitoring and Evaluation

This policy will be reviewed annually by the English co, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.

Intended Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition and home, and contribute regularly to homework
- The % of pupils working at ARE within each year group will be at least in line with national averages. The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g.