



ST. JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL

Part of the Christ Church C.E. Multi-Academy Trust

Johnson Street, Radcliffe. M26 1AW

School Telephone: 0161 723 1078

E-mail : StJohnsRadcliffe@bury.gov.uk Website : www.stjohnsradcliffe.co.uk



Head Teacher: Mrs E Cook BA (Hons) Executive Head Teacher: Mr. I. M. Young BEd. (Hons)

A journey of **PRIDE** with God by our side

St. John's CE Primary School

'A new command I give you: Love one another. As I have loved you, so you must love one another.' John 13:34

'A journey of PRIDE with God by our side' reflects our drive to create a loving community, rooted in our four key Christian values of Love, Kindness, Honesty and Forgiveness – ensuring St John's genuinely is a place to Love, Learn and Grow.

English Policy

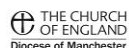
This policy describes our practice in the teaching of English: reading, writing, handwriting, spelling, grammar and speaking and listening.

English is of central importance at St John's, as a subject in its own right and as an integral part of our children's education. We believe that skills in English have an effect on a child's progress in school but also impact their whole life.

We aim to develop pupil's abilities through speaking and listening, reading of good quality texts and writing. We want our pupils to be fluent readers and writers and have skills and knowledge to equip them for the rest of their lives. We believe that a love of reading and reading for pleasure can have a positive impact on a child's life.

Aims

- To provide a language rich environment for all children that promotes a positive culture of reading and writing.
- To develop children's speaking and listening skills allowing them to express and share their views and ideas clearly and confidently.
- To develop in children a love of books to support their learning across the curriculum and to enrich their lives.
- To develop children's basic and higher order reading and comprehension skills using high quality texts.
- Inspire an interest and understanding of words and what they mean to enable children to develop an increasing oral and written vocabulary.
- Encourage care and ownership of books.
- To teach children the skills and techniques for writing so that they can construct effective and interesting pieces for a range of purposes and audiences.
- To enable children to write with increasing awareness of the conventions of grammar, punctuation and spelling
- To demonstrate how to form letters correctly, leading to a fluent and legible handwriting style.
- To meet the requirements of the National Curriculum programmes of study for English at Key Stage 1 and 2.



National Curriculum.

The overarching aim for English in the National Curriculum 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.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching and learning

At St John's, English is taught every day to all children from Nursery to Year 6. The teaching and learning of English takes place within whole class and group settings which are planned by the class teacher. During these lessons, children will be taught a range of skills. All lessons will have clear learning objectives and have been planned with the children's interests at heart. Adults in the classroom have high expectations for all children creating an aspirational environment.

Teachers plan units of work towards writing outcomes across a range of genres. These link to speaking and listening, reading and drama. Each year group uses a variety of quality texts to inspire their writing, as well being provided with some real life experiences to write about. There is a balance between fiction, non-fiction and poetry. Spelling and grammar opportunities are also planned in.

Within English lessons, teachers use a range of teaching techniques including modelled, shared and guided reading and writing. English skills are also reinforced through other subjects.

Oracy

At St John's, we place the greatest importance of spoken language in pupils' development across the whole curriculum. Given the speech levels that children enter our school at, this is of high importance. At St John's we use WELLCOMM (a speech and language tool kit) with our youngest children to assess and track children's language acquisition and provide appropriate interventions for their chronological age group. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. We value the importance of giving children of all ages and abilities the opportunities to take part in a wide range of speaking and listening activities for different purposes. We also believe that it is vital that teachers model these skills for the children at all times.

We believe that spoken language should be developed in a number of ways:

- Encouraging children to share their ideas and opinions with their peers.
- Demonstrating appropriate ways to speak and respond to adults and peers.
- Teaching and encouraging children to turn take and work collaboratively.
- Developing a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.
- Understanding and using the conventions for discussion and debate.
- Modelling of good speaking and listening skills by all adults around the school.
- Providing a range of opportunities for children to talk and listen across all curriculum areas.
- Participating in and gaining knowledge, skills and understanding associated with drama & performance poetry.
- Adopting, creating and sustaining a range of roles, responding appropriately to others in role.
- Opportunities to speak in different contexts such as school council, eco council and extra curricular activities such as book club.

Reading

At St John's we believe that it is vital for children to learn to read fluently and confidently in order for them to become independent learners and the best that they can be. We aim to develop a rich reading culture throughout the school and beyond. This is done through teachers modelling and recommending suitable texts, well-resourced group reading and home reading books, the school library, wider community links and projects, vocabulary rich displays and classroom reading areas. High priority is given to reading in terms of staff CPD.

Reading in Early Years and Key Stages 1 and 2 consists of two components: word reading and comprehension (both listening and reading). At St John's, we believe it is essential that teaching focuses on developing pupils' competence in both elements and understand that different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the quick recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to children when they start school. Good comprehension draws from linguistic knowledge and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

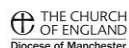
Progression in Reading

Foundation Stage and Key Stage 1

At St John's we follow the Little Wandle Phonics programme. This plays a crucial part in the teaching of reading at these stages through daily phonics teaching.

This approach is characterised by the following features:

- Direct teaching in frequent, short bursts.
- Consistency of approach.
- Secure, systematic progression in phonics learning.
- Maintaining pace of learning.
- Providing repeated practice.
- Application of phonics using matched decodable books.
- Early identification of children at risk of falling behind, linked to the provision of effective keep-up support.



Regular shared and guided reading sessions enable children to apply their phonic decoding skills, as well as other reading cues, to read for meaning. Children consolidate their phonic knowledge and comprehension at home by taking home an individual reading scheme book.

In Year 1 children listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently. They become very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics. They learn to appreciate poems.

In Year 2 children retell a wider range of stories, fairy stories and traditional tales and continue to build up a repertoire of poems learnt. Word reading and decoding skills that promote fluency continue to be explicitly taught. Children take part in discussions about a range of texts and explain their understanding. Their comprehension skills are developed through careful questioning (both verbal and recorded) enabling them to show that they have fully understood the text by locating specific words or phrases, or by using what they have read to create viable answers.

Key Stage 2:

At Key Stage 2 children build on the good reading habits and reading fluency established at Key Stage 1. The teaching of reading skills is still addressed through English lessons and guided and shared reading sessions. Proficient readers are encouraged to extend their experiences and are guided by their class teacher in their book choices. Children who require support to develop their reading skills may participate in small group phonics or reading sessions. Within these groups they will work on fluency.

Children in Key Stage 2 also follow our reading scheme and some become 'free readers'. The class library is regularly used to make their own independent book selections.

In Years 3 and 4 children read books that are structured in a variety of ways and continue to listen to and discuss a wide range of fiction, poetry, plays and non-fiction. Children identify new vocabulary and check the meaning of words using dictionaries. They recognise different forms of poetry and prepare play scripts and poems to read aloud. Children demonstrate their understanding of what they have read independently in a variety of ways as recommended by the National Curriculum 2014 (p26).

In Years 5 and 6 children continue to read an increasingly wide range of text types and recommend books that they have read to their peers, giving reasons for their choices. Children continue to prepare poems and play scripts to read aloud to an audience and learn a wider range of poetry. Children demonstrate their understanding of texts in a variety of ways as recommended by the National Curriculum 2014 (p35).

At St John's, reading is taught in a number of ways. Children will be given many and varying opportunities for reading which are not restricted to English lessons. These include:

Phonics - see separate policy.

Early Reading

In early years we actively encourage our parents and families to get involved in their child's reading journey, we deliver parent workshops to provide an insight into how reading is taught at our school and provide materials that can be used at home to support reading.

We are proud to offer a rich language environment, where children are motivated to look at and talk about story and information books in their child-initiated play by utilising books in all areas of provision. Resources are well organised and labelled using print and pictures that allow children to gather their own materials with increasing independence and supports them to 'read' in meaningful contexts.



Children are exposed to several stories, including traditional tales and high quality texts from familiar authors, throughout the day and are often read 'over and over' until they become second nature to the children and engrained in their storytelling repertoire. This allows the children to become confident storytellers as they use and incorporate key phrases in their own stories and tales. Early matching, categorising and sorting activities are used to develop the visual discrimination skills needed for early reading, particularly within the Nursery class. Children are also exposed to various opportunities to acquire new vocabulary as well as communication and language skills.

Independent and paired Reading

Reading is not restricted to English lessons. Many opportunities are provided for pupils to practise and extend their reading in other subjects and during reading for pleasure time on Friday as part of the guided reading weekly plan. We encourage cross-phase paired reading, where children in the older classes share books with younger children and engage in 'book-talk'.

All children have their own reading book which they take home to share with adults or older siblings. These books are changed when necessary and are a high quality set of texts that are levelled to match children's level of fluency and comprehension skills. They are a mix of fiction, non-fiction and poetry books. Children can also borrow a book from the school library. These books have been carefully selected to represent all pupils as well as being from quality authors and illustrators.

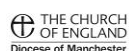
Guided/ Group Reading

In Reception and Year 1 children have a minimum of 3 20-minute sessions a week with the same book. Session 1 focusses on decoding. The book is introduced along with graphemes which they will need for the book, tricky words and new vocabulary flashcards, Children read along at their own pace and the adult 'dips in' offering support and encouragement where appropriate. Session 2 focusses on prosody. The adult models how to read using intonation and expression and the children try to incorporate this into their reading. Session 3 is about comprehension. Children's fluency should be increasing by this session and the adult will ask questions to check for understanding and interpretation of what is being read.

From Year 2 to Year 6 the approach changes. Following advice and CPD from John Murray (a specialist in developing children's reading comprehension) children now participate in whole class guided reading sessions. Over 5 days children work in depth on a text or an extract from a text. Session 1 is about orientation. Predictions are made and the teacher demonstrates how to read with good prosody. Questions are created by the children about the text. Session 2 focusses on vocabulary. Challenging vocabulary is discussed as well as authorial intent and morphology. Session 3 is about deductive reasoning and inference and Session 4 is a 'warm application'. Children are familiar with the text now and will independently answer a range of different questions. Session 5 is open for teachers (Y2 – Y4) to plan reading for pleasure sessions. Year 5 and 6 will be expected to complete a 'cold application' on the majority of these sessions. Additional sessions, to practise decoding and to develop fluency, are provided for small groups of children who need extra help with reading.

Shared and modelled reading

Shared Reading takes place within the English lesson. The teacher models reading skills and strategies to the whole class as an expert reader. St John's uses quality texts from quality authors. Texts selected are rich, challenging and studied in depth. Teachers also demonstrate thought processes as they read. All children in St John's are read to by the teacher at the end of the day. From Year 1 upwards this is a novel carefully selected by the teacher to interest their class. Lower down the school children are read picture books.



Promoting Reading

To promote enjoyment of reading, we aim to provide the children with a variety of stimuli, including:

- Ensuring each classroom has an inviting book area, with carefully chosen texts.
- Celebrating World Book Day.
- The Starbooks Reading Reward Card.
- Whole school events where parents are invited (cosy reading and phonics workshops)
- Strong links with Radcliffe library and the librarian.
- Book clubs
- New book bags and new home reading books.
- A 'Sharing book' provided weekly in EYFS and KS1.
- An attractive 'reading nook' on the playground, where children can read at break times and lunch times.

Writing

We believe that all children should be able to write independently in a range of genres, for a range of real life purposes. Children should leave primary school as confident, successful writers.

Writing opportunities are carefully planned for children to ensure that all genres are covered in each year group. Opportunities to write about real life events are also embraced.

Writing in the Early Years and Key Stages 1 and 2 is also split into two components: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition to developing these two elements, pupils at St John's are taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding word structure and spelling structure of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Early Writing

Writing is taught using a balance of child initiated and adult led mark making opportunities. In the earlier stages of Nursery, children are actively encouraged to make marks based on their feelings and interests. Children then begin to develop more control, by transitioning towards using a tripod pencil grip with their more dominant hand and begin to create more recognisable lines and pre-writing shapes.

When children move to Reception, they begin to focus on letter shapes (often linked to their Phonetic learning) and start to write their own names by copying then from memory. Children are taught a letter 'mantra' (as part of their daily phonics lesson) which are used to form letter shapes correctly. Children are encouraged to write for a purpose in all aspects of their learning and play including; labelling models and pictures, writing lists for resources needed, describing their picture using a caption/sentence and writing messages to others as this helps to develop stamina for writing. Once children are secure with phonetic segmenting and ability to compose a sentence orally, children are introduced to 'Sunshine Writing', a system used to help children remember their sentence using the correct number of yellow lines spaced out on their paper. Children practice their sentence orally several times, before writing it down one word per yellow line. Once children are secure in using this independently, the yellow lines are 'removed' and children are encouraged to self-evaluate their writing using a 'Sentence Checklist' to ensure they have used the appropriate



punctuation (capital letter, finger space, full stop, phonetic knowledge etc.) Children in Reception do 3 handwriting sessions a week from Penpals.

Writing will be taught and promoted in the following ways:

- All children will be expected to carry out one piece of independent, extended writing at the end of each genre. This can be within an English (Big Write) lesson or as part of another curriculum area.
- Teaching is planned consistently throughout the week.
- In the Foundation Stage, children's earliest attempts at writing will be encouraged in order to develop a positive image of themselves as writers.
- A range of real purposes and contexts will be provided for writing.
- In English lessons, children will be immersed in their text with exciting and relevant writing opportunities planned for.
- Writing will regularly be modelled by the teacher, displaying thought processes and editing skills.
- Children are encouraged to present their work with care, paying increasing attention to spelling, grammar, punctuation and handwriting as they become more confident and independent writers.
- Children are taught how to plan their writing and encouraged to plan before they write.
- Children are encouraged to proof read and edit their writing in order to make improvements.
- Writing is displayed around the school to show examples of good composition as well as presentation.

Spelling, punctuation and grammar

Foundation Stage and KS1

Spelling within Reception and Year 1 is linked to the children's phonic programme: Little Wandle. The primary skills for reading and spelling which Little Wandle highlights are blending and segmenting and these skills are integral throughout the phases. During daily phonics sessions, children will have opportunities to learn strategies for spelling, including spelling patterns linked to each of the phases. They will also practise recalling key/tricky words. It is essential that children apply their knowledge of spellings, and practise the skill of segmenting through a variety of writing opportunities across a range of curriculum areas.

Transition of spelling from Year 1 to Year 2 follows a programme of phonics teaching in Reception and Year 1. By the end of Year 1, the expectation is that most children will be secure at Phase 5. In Year 2 children work on spellings from the NC, using Spelling Shed as a resource. For those children who are not yet secure at Phase 5, it will be necessary to continue with this phase before moving on to the Year 2 objectives.

KS2

In KS2 children are tested on spellings weekly. Children are given the opportunity to practise them in school and at home. Spellings are taken from Spelling Shed.

At St John's Primary we believe that good grammar is central to good quality writing. We want to ensure that children are taught to express their ideas in as clear and direct a way as possible and



any explicit teaching of grammar should work alongside a rich and stimulating English writing curriculum.

We aim to

- Enable children to punctuate their writing so that it can be clearly understood.
- Ensure that teachers plan for the discreet teaching of grammar at least twice a week (20 mins)
- Encourage correct grammar in spoken and written English to aid expression and comprehension.
- To ensure that grammar skills are applied in writing.
- To provide children with a range of strategies to help them become secure with grammar.
- To encourage correct grammar throughout the curriculum.

The National Curriculum provides a clear overview of the grammar skills and terminology required for each year group. These skills are identified on our long term plans. Shared reading and writing provide a helpful context for the discussion and demonstration of grammatical features at word, sentence and text level. Big write sessions give opportunities for pupils to focus on specific aspects of grammar and punctuation and should be identified on weekly plans.

We believe that good quality grammar should be embedded into the daily teaching of reading and writing. While there may be a requirement at times to explicitly teach a term or skill, it is our firm belief that children will learn and practise a given skill through a variety of means:

- Speaking and listening activities, including drama.
- In a short, discreet grammar sessions.
- To practise correct grammar in a range of genres, constructing sentences based on useful phrases and vocabulary.
- Grammar will be a key focus in conversational English, with teachers picking up on errors and politely correcting pupils when needed.

Handwriting

See separate policy.

Assessment

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the National Curriculum. All class teachers will assess their children both informally and formally throughout each term and report their formal assessments to SLT. Class teachers will use a range of assessments including, Teacher Assessment, NFER Tests, Spelling tests to make an informed decision about each child's progress and attainment. Class teachers will also participate in cross-phase and cross-school moderation sessions to share work and moderate judgements for reading and writing.

Assessments are used by teachers to evaluate learning and inform teaching and by teachers and senior leaders to evaluate individual and groups of children's achievements to inform future provision and potentially school development.



Assessment information for English is shared with parents/carers throughout the year at Parents' Evenings, which include information about the next steps for learning in the subject as well as in an End of Year Report which outlines each child's progress and effort within English.

Role of Parents and Carers:

Parents and carers are strongly encouraged to be actively involved in their children's reading routines at all ages by listening to their children read, reading to their children, and by promoting a home environment where books are valued. Parents are invited when we visit the Library. Information sessions are also provided for parents where parents are advised on ways of supporting their child's reading to enhance the reading and comprehension process.

