



ENGLISH POLICY

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DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

the School means Clifton All Saints Academy
KPIs means Key Performance Indicators

CURRICULUM INTENT

The School believe that it is important to nurture excitement, enthusiasm and confidence by encouraging the children to explore and develop different opportunities to use their English skills. These skills will help develop the children's relationship and understanding of the outside world, will encourage them to use their imagination and instil a life-long appreciation of language and literacy.

The School believes that fluency and accuracy in the following areas of the English curriculum are of paramount importance to a child's education.

- Spoken Language
- Reading
- Writing – Transcription and Composition
- Comprehension
- Phonics
- Vocabulary, Grammar and Punctuation

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.”

The National Curriculum 2014

AIMS

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 clearly explain their understanding and ideas

- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

CURRICULUM IMPLEMENTATION

The teaching and implementation of the English Curriculum at the School is based on the National Curriculum and linked to high quality texts and topics to ensure a well-structured approach to this subject.

- Children (from the Early Years onwards) will follow a structured programme of phonics based on ‘Letters and Sounds’ and preparing Year 1 children for the **phonics screening** in the summer term.
- Children will have opportunities to develop their spoken language skills in a variety of contexts and for a variety of purposes. They will be encouraged to express their thoughts and explore and clarify their ideas.
- Children will be taught to master the reading process and be encouraged to read for pleasure as well as to develop their imagination and to expand their knowledge. It is expected that all children will read for at least 10 minutes a day at home with the support of an adult.
- Children will be taught comprehension skills and be expected to discuss, answer questions and make inferences through the sharing of high-quality texts.
- Children will be encouraged to become independent writers. They will have opportunities to write for a variety of purposes including using their writing skills in all other areas of the curriculum.
- Children will be encouraged to spell words correctly, using a range of phonic and word recognition skills. Spelling rules and grammar will be taught according to each year group’s specific requirements.
- Children will work on letter formation and handwriting from the Early Years through to Year 6 and will be encouraged to develop a flowing, joined-up, legible style with increasing speed. The children will be taught to use a cursive handwriting style from Reception.
- Children will have opportunities to visit areas outside the school environment to extend and enrich their language skills and experiences.
- Children will have the chance to listen to people from the community involved in media or books and to experience ‘theatre’ in school from productions performed on site.

Spoken Language

The School will ensure each child develops the skills needed for speaking and listening, providing them with opportunities to read aloud, recite poetry, discuss and debate. They will have time to talk and clarify thoughts on relevant information in consultation with a partner or small group and feedback to the class. They will also be encouraged to reflect and express their feelings on a variety of topics.

Independent, whole class reading and comprehension

Reading is a skill which the School expects all children to acquire. They learn best through a well-structured approach which is consistent throughout the School. Parental support and involvement in the child’s reading is highly valued. Children respond to reading in a variety of ways and we provide a wide range of reading materials to support this. Amongst its graded books, the School also includes a variety of literature from different cultures expressing different viewpoints. The School teaches reading through a variety of strategies with priority given to establishing and encouraging fluency and by making it a positive and successful experience for the children. Teaching staff use their professional judgement to move children through the reading scheme. The School works towards progression in phonics through school by starting with phonic picture books and sight words. When staff feel a child is reading fluently and with a good understanding of what they have read, they will move away from the reading scheme in order to access wider material.

Opportunities for reading will include:

- read individually and independently using appropriate decoding skills. By Key Stage 2 they are learning to intonate and control the tone and volume of their voice so the meaning is clear.
- read in a group, which also develops reading skills using contextual and grammatical clues.

The School believe that the children can learn from others regardless of their academic ability. The School therefore takes the Whole Class Guided Reading approach. This is based on a high-quality text that usually links to the topic for a particular year group.

Reading lessons are based on 4 areas:

- 1 Skills for phonics /Vocabulary-based lesson with dictionary work
- 2 Listening to the text, read by the teacher
- 3 Explanation and summarising activity
- 4 Retrieval and Inference activities

Reading Progression

Early Years and KS1

Phonological awareness is a priority in introducing children to sounds, words and books. Stand-alone phonics lessons are a feature of the Early Years and Key Stage 1. Children receive daily phonics lessons based on “Letters and Sounds”. They regularly engage in opportunities to read from a variety of sources including books, whiteboards and the writing of their peers.

KS2

In Key Stage 2 the children revise and catch up with letter patterns, alternative spellings, prefixes and suffixes. Early intervention for those children who find reading difficult is a priority and reading progress is assessed on a regular basis in line with the assessment programme. Children are given opportunities to read across all subject areas within the curriculum. They read a range of fiction and non-fiction texts.

Children’s reading age, comprehension age and reading fluency will be measured each term using standardised tests. Support staff will be responsible for administering these tests and will discuss the results with class teachers.

Writing

Teachers ensure that children develop the necessary skills to enable them to become confident and independent writers. There are opportunities to write for a range of purposes and for a variety of different audiences. They are encouraged to use their increasing mastery of writing skills in all areas of the curriculum so that standards of composition, spelling and presentation in foundation subjects are in line with their writing in English lessons. Children are also encouraged to make changes and improvements to their writing by checking and making adaptations to their own work and to the work of others.

The School uses the Jane Considine Approach to develop children’s ability to write across all genres within the discipline. The unit plans are based around a variety of fiction and non-fiction books and film clips. The children are encouraged to develop a rich vocabulary and use it within different sentence types that have been composed and rehearsed orally. Children are encouraged to have positive attitudes and stamina for writing. They should be able to plan, draft and write for a variety of purposes. They should be able to discuss and record ideas within a given structure.

The School expects high standards of handwriting, as modelled by staff. In the Foundation Stage children are taught the correct letter formation of individual letters and begin to write on lines using a cursive style. In Key Stage 1 children will be taught to form lowercase letters and capitals correctly. Letters will be of a correct size relative to one another, spaces will be left between words and the children start joining once **all** letters are written correctly. In Key Stage 2, handwriting should be legible with all letters consistently of the same size, of good quality and joined up. Children are expected to use a good quality sharp pencil for their writing. In Year 4 children are provided with a pen and are then able to select the utensil that they feel most comfortable with.

Phonics and Spelling

Phonics is taught following the Letters and Sounds scheme whilst drawing on ideas from a range of published material to support the children’s ability to remember phoneme/grapheme correspondence. Early reading books are matched to the Letters and Sounds stage the children are at, to enable them to

develop a thorough understanding of the letters and sounds that they are learning at any one particular time.

For those children not at age related expectations, they receive daily support using the 5 Minute Literacy Box. Children from the Early Years Foundation Stage onwards are encouraged to write using their phonological awareness, to make plausible attempts at spelling regular words and begin to spell some common exception words. They learn to spell by segmenting spoken words into phonemes and representing these by graphemes. They learn new ways of spelling phonemes for which one or more spellings are already known. Towards the end of the Early Years Foundation Stage, children will be tested on some of the phonic spellings and Common Exception Words. When the children begin Year 1, they then need to write sentences from memory, dictated by the teacher. Dictations will include the words and punctuation taught so far. The School has developed its own Key Stage 1 spelling scheme, linked to Progression in Phonics and includes some of the Common Exception Words from the Year 1/2 spelling appendix. At Key Stage 2 children will be expected to spell the words from the Year 3/4 spelling appendix alongside words with various spelling patterns and rules in. The School uses No Nonsense Spelling to support the teaching of spellings.

Children in Years 2 to 6 are given a set of Write Words that is personalised for them as a result of previous assessments. Children learn these words at school and are tested on them by their peers.

Vocabulary, Grammar and Punctuation

Children are taught the skills of punctuation and grammar and are expected to use and understand the correct terminology. This is progressive from the Early Years to Year 6. Children are encouraged to include various grammar, punctuation and interesting vocabulary within their independent writing.

CURRICULUM IMPACT

The impact of the School's English curriculum on its children is clear: progress, sustained learning and transferrable skills. The writing journey that the children embark on is embedded and taught thoroughly in all key stages, children are becoming more confident writers and by the time they leave Year 6, most genres of writing are familiar to them.

Termly assessment is showing that most children at the School are achieving well. Each year the School has children achieving at a greater depth in reading and writing. All the English teaching and learning strategies outlined above will help to boost children's learning and progress.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards are improving and skills taught in the English lesson are transferred into other subjects; this will show consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

ASSESSMENT

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately. Attainment and progress towards the KPIs is recorded using Balance software. Teachers update this each term. This data is analysed to inform and address any trends or gaps in attainment. Attainment and attitude to learning in English is reported to Parents annually in the school reports.

The curriculum overview can be found [here](#).