



# ST. NICHOLAS SCHOOL CHILD OKEFORD

## A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

### MISSION STATEMENT

**'Be the best you can be!'**

*I can do all things through God who strengthens me.*

*Philippians 4:13*

Every voice heard, every day a new chance, everyone exploring  
opportunities.

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# English Policy

### POLICY SUMMARY

This policy outlines the teaching, learning, organisation and management of English which encompasses reading, writing, speaking and listening, spelling and phonics.

Policy date: May 2020

Review date: May 2022

# Reading

## Intent:

We intend on delivering a curriculum in which:

- Teaching reading is at the heart of our curriculum at St Nicholas. It plays an essential role in helping pupil's learning to be coherent and progressive.
- Our ambition is that by the time pupils leave our school they are enthusiastic, independent readers who take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.
- We use engaging and incrementally challenging fiction and non-fiction texts. We want pupil's to acquire a wide, rich vocabulary and build their comprehension skills. We aim to help foster a love of reading and we want all our pupils, regardless of ability, to see themselves as readers.
- The teaching and learning of reading at St Nicholas provides pupils with a wide range of reading opportunities to include; guided and shared reading, regular independent reading, home /school reading, hearing books read aloud on a daily basis, selecting own choice of texts and reading in other subjects. Parental support plays a key role in fostering the love of reading.
- We believe that teaching children to read critically, discuss and explore texts is integral to their learning across the curriculum and will help them to develop their writing skills.

## Implementation:

- We are committed to the teaching of early reading by delivering daily discrete phonics and spelling through Read, Write, Inc. The Reading Leader carries out regular phonic assessments and the children are grouped accordingly.
- Within the EYFS and KS1, phonics is developed further through whole class teaching of specific spelling patterns and applying skills in real-life and cross curricular contexts. At KS2, phonic opportunities extend to discrete teaching as part of an intervention group to support slow movers and 1:1 reading support with volunteers. Pupils are taught to use their phonological knowledge in real life contexts and apply their skills to other curriculum areas.
- We promote reading for a purpose as well as for enjoyment through our guided reading sessions (either small group or whole class). These enable pupils to decode and read for meaning. We use a wide range of inspiring books and stories.
- We provide a range of opportunities for children to read for pleasure (library, reading corners, displays, book shares and listening to stories). Additionally, we regard reading at home as important to pupil's reading development. We support parents in different ways with this.
- Our pupils follow a reading scheme which includes mostly Oxford Reading Tree but we also use Phonics Bugs, Read Write Inc, Rigby Star Guided Reading Packs and Ginn.
- Pupils in Years 3-6 are assessed in reading in the autumn and summer term through the use of NFER tests. SATS are used to assess children's progress in Years 2 and 6.

## Impact:

What we expect from our pupils at the end of the year:

- All our pupils make good or better progress from EYFS to end of KS2.
- Our disadvantaged / SEND pupils make at least good or better progress in line with national benchmarks.
- Our pupils can articulate clearly in both verbal and written form their understanding of different genres and the impact a writer's word can have on them as either a reader or a writer.
- Our pupils are motivated, independent and fluent readers.
- Our pupils leave St Nicholas at the end of KS2 with an understanding of what they need to be successful readers in life. They can apply key skills such as inference, word meanings, fact retrieval and the ability to summarise.
- Our effective tracking system (SIMS) as well as our learning walks, book scrutiny and pupil interviews, ensures that gaps in learning are addressed and all pupils are helped to reach their potential.

# Writing

## Intent:

We intend on delivering a curriculum in which:

- Teaching writing at St Nicholas is at the heart of our curriculum. Our pupils have access to a wide range of writing opportunities that includes the use of paired, group and independent tasks.
- Writing is taught in a creative, supportive and inspiring way. Our aim is that our pupils leave our school with a love of writing and see themselves as writers regardless of their ability.
- Pupils can articulate their thoughts and ideas clearly and creatively through the written word. They can re-read, edit and improve their writing. They are also mindful of different audiences and purposes for writing.
- Pupils can confidently apply the essential skills of spelling, punctuation and grammar in their writing.

## Implementation:

- Pupils are taught writing in a variety of contexts and often in a cross-curricular way and linked to class topics.
- Teachers provide regular opportunities for pupils to write for a range of purposes and audiences.
- Pupils in KS1 and KS2 are given weekly spellings to learn. Additional support is given to pupils who require it for spellings. From September 2020 we are adopting Read, Write, Inc Spelling, a whole school programme for Years 2-6.
- We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Teachers differentiate the learning to cater to the needs of all pupils, for example; a greater degree of scaffolding for slow graspers and the opportunity to extend writing for the rapid graspers, using in some cases a higher level of vocabulary and grammatical features.
- Staff set high expectations in the presentation of work and therefore our pupils take pride in their writing. Handwriting across the school is celebrated through a 'Handwriter of the Week' award.
- Handwriting sessions are taught regularly; a mixture of whole class, small group and individual teaching is planned for and delivered. Pupils follow a cursive programme from KS1 onwards. We recently adopted the Letter-join handwriting scheme.
- On occasions we have external people in school (for example authors) so that children learn about the importance of reading and writing in the real world.

## Impact:

What we expect from our pupils at the end of the year:

- All our pupils make good or better progress from EYFS to end of KS2.
- Our disadvantaged / SEND pupils make at least good or better progress in line with national benchmarks.
- Pupils use increased and varied vocabulary and have a strong command for the written word.
- Most importantly, our pupils will have a love of writing which will equip them for the rest of their education journey.
- Our effective tracking system (SIMS) as well as our learning walks, book scrutiny and pupil interviews, ensures that gaps in learning are addressed and all pupils are helped to reach their potential.
- Each year group have a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year.

# Speaking & Listening

## Intent:

- Speaking and listening is an integral part of our curriculum at St. Nicholas. It is developed from EYFS throughout our school, across the curriculum.
- We aim to nurture our pupil's speaking and listening skills through a variety of approaches, including; exploratory play, story-times and drama. Other strategies we use include talk partners, preparation for writing, paired / collaborative work, problem solving in maths and where possible, visiting speakers.
- We aim to enable pupils to speak with confidence, clarity and fluency; recognise the value of listening; be confident in the value of their own opinions and listen respectfully to others' views and adapt their use of language for a range of different purposes and audiences.
- Any pupils with additional learning needs, are encouraged to take a full and active part in spoken language activities at a level that is appropriate for their needs. In some cases this is provided by the Class Teacher or Teaching Assistant, in other cases some of our children have input from a Speech & Language Therapist in school.

## Implementation:

- Our pupils are given the opportunity to practise their oracy skills outside of the classroom in situations such as assemblies, (including class assemblies) School Council and other pupil voice activities, extra-curricular and year group productions e.g. Reception and Key Stage 1 nativity plays.
- Subject specific vocabulary is embedded across the curriculum enabling children to acquire and understand new words. In guided reading sessions for example, pupils can explore unfamiliar words.
- All staff are committed to modelling the correct grammar in speech, for example, using 'we were' and not 'we was'.
- Drama is used to help children engage in their learning and have fun with talking aloud for a range of different audiences and purposes.
- 'Big' books (floor books) are used for RE to help develop children's speaking and listening skills. There is also a Class Collective Worship book for pupils to engage with and offer their thoughts during question / reflection time. These thoughts are scribed into the book by the Class Teacher. Work is more collaborative in this way; allowing children the time to share and discuss ideas, before recording.

## Impact:

- Pupils leave St. Nicholas as confident communicators for a range of different audiences and purposes.
- Our pupils acknowledge that speaking and listening plays an integral part of who they are as individuals; enabling them to convey character, enhance their relationships and address misunderstandings.
- Proof of our commitment to oracy learning is palpable throughout the school; pupils can be heard as they engage in their lessons and get involved in discussions to them asking questions and the attention with which they listen.
- The attainment and progress of all pupil's oracy skills is monitored by the Class Teacher.
- The English Lead, SLT, Head Teacher and link Governor are responsible for the monitoring of speaking & listening across the school through work and planning scrutiny, learning walks and lesson observations.