

English Policy

At St Saviour's, we aim to:

1. Offer pupils a broad and balanced English curriculum.
2. Ensure pupils develop the skills they need to communicate effectively with others and to express themselves creatively.
3. Encourage pupils' enjoyment of reading and writing across a wide range of genres.
4. Ensure pupils achieve high standards in their use of spoken and written English, allowing them to access and succeed across the curriculum as a whole.

Equal Opportunities

All pupils should have equal opportunity to succeed in English and equal access to resources appropriate to their age, differentiated to meet their learning needs, where necessary. Teachers and Teaching Assistants should always demonstrate high expectations of all pupils.

Organisation of teaching

- 10:40 – 12:05 daily
- Four reading focussed lessons per week
- Four writing focussed lessons per week
- One grammar, punctuation and spelling (GPS) lesson per week
- There is some flexibility with reading and writing timings depending on particular tasks as the two lessons are linked and follow on from each other
- Twice a term there will be a longer assessed reading session which will allow children to show their understanding of taught skills.

Children are mostly taught in groups to meet the needs of a specific cohort such as mixed ability groupings, sprint groups, focus groups or basic skills groups. As English skills are an intrinsic part of the curriculum as a whole, they should be reinforced and embedded as part of teaching in all other subjects.

Planning

The teaching syllabus for English is based upon the requirements and expectations of the National Curriculum. Teachers must refer to endpoints for writing document to inform lesson objectives and pitch for reading, writing, spelling, grammar and punctuation. Teachers must ensure that every lesson has a clear 'WALT' (learning objective) that is skills focussed. This must link to one of the reading/ writing objectives and should be the next step in pupils' learning.

Reading

The Accelerated Reader (AR) system is used to guide pupils in their book choices and to track their success and progress in reading. Children should be encouraged to work towards achieving year group-based word count challenges over the academic year.

Children have 'reading journals' to record their work during reading lessons when applicable, although some lessons are discussion based. Lessons are split into the following:

- **Fluency** (decoding for accuracy, automaticity for speed and effortlessness and prosody for patterns of stress and intonation – teachers model expertly and pupils practice and reading and re-reading aloud in different ways)
- **Extended reads** where children are immersed in the text – most of these sessions will be spent reading (a range of teachers reading aloud to pupils as well as independent extracts which increase with ability throughout the school to increase stamina). Teachers will ask simple retrieval questions as texts are read to check understanding while ensuring children understand new vocabulary.
- **VIPER skills** where texts are discussed in depth and pulled apart by analysing language, it's impact and authors choice. This is where links will be drawn between texts and themes and where teachers will teach and apply VIPER skills.

An example of a lower school reading timetable will look like this (with flexibility for teacher professional judgement as the year progresses):

	Mon	Tues	Wed	Thurs	Fri
Lower school	fluency	Extended read	fluency	VIPER skills	Spelling/ GPS

An example of an upper school reading timetable will look like this (with flexibility for teacher professional judgement as the year progresses):

	Mon	Tues	Wed	Thurs	Fri
Upper school	fluency	Extended read	Teach VIPER skills	Apply VIPER skills	Spelling/ GPS

Teachers should use the **St Saviour's Question Stems** to ensure coverage and progression of skills.

End of the day story-time, inviting book corners, free reading time built into the school day and regular reading competitions all promote reading for enjoyment.

Phonics

All pupils are assessed on the KS1 phonics screening in Year 3 when they enter the school. In the short term, Year 3 pupils who have not passed the phonics screening will be taught phonics during fluency sessions, with pupils being grouped by attainment as needed. Year 3 phonics teaching will follow the Little Wandle programme to provide consistency with our KS1 feeder school. Year 3 pupils who do need require additional phonics support are assessed on and then taught following the KS1 Spelling Rules programme. Pupils' progress is closely monitored to identify when they can be successfully moved onto the KS2

curriculum. Those pupils who are in phonics groups will also receive additional phonics interventions with TAs in the afternoons. These sessions will involve pupils engaging with phonetically decodable books.

Pupils in Years 4, 5 and 6 who are struggling to decode will be supported to develop these skills using the Toe by Toe scheme once they have passed the phonics screening. They will work on a one-to-one basis with a TA or child tutor (under the supervision of teachers and TAs). These pupils are closely monitored by intervention staff and the Reading Leads to ensure that they are making progress.

Reading interventions

We recognise that reading is the key to learning across the curriculum and, as a result, pupils' attainment in both fluency and reading comprehension are tracked closely by teachers and monitored by the Reading Leads. We will utilise available resources to ensure additional provision is put in place to support pupils who have been identified as falling behind, with a particular focus on pupils who are in the lowest 20%, key marginals and those who are eligible for Pupil Premium.

Little Wandle Catch up – the catch-up version of the phonics scheme used by our main infant feeder school. Pupils who have been identified as requiring this intervention will be taught in attainment groups by a teacher.

Fluency groups – TAs will conduct a fluency assessment three times a year and this will highlight those children who are reading below the number of words per minute that we would expect. TAs or teachers can then run the 'fluent in five' interventions to increase their pace and automaticity.

Toe by Toe – a phonics programme to support older pupils who need additional support with decoding. Pupils receive one-to-one support from a TA or from an older reading tutor under teacher and TA supervision.

Additional reading with an adult – pupils are allocated time in school to read to an adult to increase their reading mileage, with a focus on developing reading fluency, vocabulary knowledge and comprehension.

Reading rewards and incentives

We aim to support all pupils in developing an appreciation of reading as an activity that is both enjoyable and intrinsically rewarding. We also encourage children through the use of a number of challenges and competitions. These will usually have 'Book Shed' vouchers as prizes which can be spent on or towards books at our termly book shop sales. This means that books are celebrated as rewards and ensures that all of our pupils have the opportunity to buy their very own book.

Book Shed – each week, a few pupils in each class who have shown a positive attitude towards reading are chosen to receive a Book Shed voucher from their teacher.

Star reader award – every week, teachers select a pupil to be given a certificate in celebration assembly for trying hard with their reading. They are also awarded a 25p Book Shed voucher.

Word count challenges – all pupils are encouraged to work towards achieving increasingly challenging word counts which are rewarded with a certificate and a Book Shed voucher.

Library competitions – throughout the year, we run a various library competitions that all pupils can choose to enter. Winners will usually be given a Book Shed voucher.

Class/ set competitions – at various times throughout the year, year groups run competitions in their sets or classes to encourage reluctant readers. These will usually be trying to reach a set number of words as a whole set/ class or passing a set number of quizzes. Prizes are used to reward those who achieve their target.

Reading champion – each long term, pupils can apply to become their class's 'Reading Champion'. Two pupils, out of those who have applied in each class, will be chosen to receive a 'Reading Champion' badge and will be responsible for championing reading in their class. They will attend a training session to help them support their peers with choosing books and are given special duties in the school library.

Writing

Children should to be given opportunities to:

- 1. Read high level examples of writing for genres that they are working on.** For each writing block, teachers will share an example text (a WAGOLL – 'what a good one looks like' or an extract from a class text) to demonstrate the skills to be taught over the course of the unit and to develop each pupil's vocabulary.
- 2. Develop an understand of the language and features of different genres.** Throughout Years 3-6, pupils should have opportunities to make use of modelled writing/ overwriting to develop a deep understanding of different genres. In Years 3 and 4 in particular, pupils should use a range of techniques such as modelled writing, shared writing, paired writing and independent writing using the WAGOLL as their inspiration.
- 3. Discuss their ideas and write collaboratively in pairs or small groups.** To enable them to succeed, teachers should ensure they regularly model the writing process in lessons and provide opportunities for pupils to participate in this.
- 4. Write regularly and work independently on extended pieces of writing.** Pupils need to develop writing stamina as well as security in the basics (capital letters, end punctuation etc.). These lessons should give children opportunities to produce paragraph level writing. In Year 3, teachers may wish to focus on basic sentence structure before moving onto paragraphs.
- 5. Redraft, edit and improve their work.** Editing should be explicitly taught (E.g. editing for spelling, punctuation, word choice, etc) with pupils having opportunities to learn and practise new skills before applying these to their own writing.

Grammar and Punctuation

Children must be taught the agreed actions to help them learn the different grammatical word classes as well as the St Saviour's definitions for each term to ensure consistency throughout the school. Teachers and TAs should habitually use the correct grammatical terms in lessons to reinforce this learning. Teachers

should use language through colour dual-coding to support children (particularly children in Years 3 or 4 or SEN pupils) with grammar understanding and recall.

Vocabulary

Vocabulary development is a central part of our school curriculum. All children should be encouraged to develop their vocabulary through the explicit teaching and exploration of new and challenging words during both reading and writing lessons.

Pupils should be taught specific strategies for working out new word meanings: looking for links; context clues; and prior knowledge.

which pupils should be encouraged to engage with regularly and apply to their own writing where possible. Children should also be encouraged to improve their word choices, including (in Years 5 and 6) with the support of a thesaurus.

Spoken language

All teachers and teaching assistants must model Standard English (e.g. I did, we were) and should have high expectations of pupils' spoken language during lessons, correcting pupils where necessary.

Spelling

Spelling rules, as set out in the National Curriculum, are taught following the St Saviour's Spelling Rules programme. These must be taught explicitly (during GPS sessions) and followed up with starters in subsequent English lessons to ensure that learning becomes embedded. The **Progression in Spelling** document sets out the expectations that pupils should become verbally secure in a rule before being expected to apply this rule to written words. Pupils should have plenty of opportunities to write words and see words spelled correctly. They should correct any misspelled word by putting a line through it and writing the full word again.

Year 3/4 and 5/6 statutory word are embedded as part of spelling rules where possible. Children should be supported to understand how learning one new spelling can help them with many more by making links to other words explicit (e.g. adding prefixes/suffixes, rhyming words etc.). The order for words to be taught in is set out by year group and term. We are following the Covid recovery plan for spelling. Year 3 may need to start further back due to the teaching of phonics (e.g. KS1 spelling rules). Teachers should use spelling rules tests to determine which rules need further practice.

Teachers should have high expectations of pupils' spelling and children should be given opportunities to proof-read independent written work and develop their ability to self-correct spellings, using a dictionary if needed.

Handwriting

Handwriting is taught in class groups, with pupils starting with 'easy letters' and working their way through the LetterJoin programme. Children are taught to hold their pens using a 'tripod' grip and are reminded to apply what they have learnt in handwriting sessions during all lessons.

Where resources allow, handwriting interventions are run by TAs with pupils who have been identified as needing additional support.

Support and challenge

Lessons and tasks across the English curriculum should be planned in a way that enables all pupils to achieve their full potential. Pupils should be aware of the success criteria needed to achieve the lesson objective and may be supported to succeed in taught lessons through prompts left on a Notebook slide.

Teachers must demonstrate high expectations of all pupils and should expect all children to write in full sentences during writing lessons (with the exception of some GPS activities).

Teachers should have identified and planned for pupils who may require additional support to succeed. These pupils may benefit from being given a writing frame/scaffold to structure their ideas or a differentiated task. Supports should enable pupils to develop independence in lessons; it is important that we do not 'cap' pupils' learning and that pupils do not learn to become reliant on adults.

Challenge tasks should be planned for every lesson to ensure that higher attaining pupils are also being encouraged to make progress. These should focus on prompting these pupils to improve the quality of their work as opposed to simply being expected to write more than their peers.

During assessed independent writes, generic prompts that pupils have used over the block may be left on the board for pupils to use independently (e.g. reminders of conjunctions they have used or punctuation they have worked on). Pupils should not be overly supported when writing their final piece, although they can be reminded of the features we want to see in each section of their writing. The WAGOLL should not be heavily relied upon during independent write planning and writing sessions to encourage children to use their own ideas. This prevents teachers from being able to assess what pupils are able to achieve independently and stifles creativity. Some pupils who find it especially difficult to work independently may be given support in the form of a series of questions to help guide their ideas (e.g. what happened first?). Any support must be stuck in their book or evidenced on Notebook slides so that it is clear for assessment purposes.

Marking

The school's marking policy is applied to the marking of English.

1. The WALT should be highlighted orange/green/blue to show the level at which it has been met.
2. Where appropriate, the smiley stamper will be used to indicate what a child has done well in their work. Comments should be clear and concise (e.g. '😊 adjectives' as opposed to '😊 you have used lots of lovely adjectives'). There is no requirement to simply repeat the WALT.
3. Where appropriate, the footstep stamper will be used to indicate what the child's next steps are. Over time, all pupils should receive next steps in their books to help them make progress. Teachers

should be particularly aware of ensuring that higher attaining pupils are challenged to make improvements.

4. Errors in the 'basics' (e.g. capital letters, end punctuation, HFW spelling, use of sentences) should be picked up as a priority through the use of yellow highlighting and marking symbols. Children will need to be given time to correct these errors which could be done as early morning work or at the start of the next English lesson.

5. When marking an independent write, children should be given at least two smileys on their piece of work to indicate what they have improved at. Again, these should be clear and concise.

6. Teachers must be aware of which pupils still need to secure the basics in writing (e.g. capital letters, end punctuation, correct use of sentences, HFW spellings, homophones) and should ensure pupils are being prompted to work on these in lessons. Teachers must use their writing feedback sheet to record individual children's weaknesses as well as whole class weaknesses.

7. Pupils should be given opportunities to read and respond to marking and must be aware of their next steps. They should also have opportunities to check and edit their own work as well as to use peer marking. Use of peer/self-marking should be quality checked by teachers.

Assessment

Learning objectives (WALTs) should be shared with pupils in every lesson. Pupils should be encouraged to evaluate their own performance against these. Pupils' progress should be assessed and should inform day-to-day planning and individual learning. Opportunities for assessment include:

1. Teacher observation and feedback
2. Discussion with individual pupils
3. Effective marking strategies on all work
4. Peer and self-marking
5. Formal assessment tasks

Children's progress towards meeting year group related expectations is recorded in the following ways:

1. Recording the date of each twice-termly assessed reading lesson on the teacher's VIPER assessment grid against the relevant objective(s) and identifying pupils who struggled and need further support.
2. Assessing children's fluency ability (in Terms 1, 4 and 6). In Year 3, pupils will also be assessed on the Year 1 phonics screening and later in the year, those who have not passed the phonics screening will be assessed on this again to monitor progress.
3. At the end of every term, teachers should assess the children's writing against the writing statements. Teachers will use the two independent writing pieces from that term to make an overall judgement which is then recorded on Insight. Pupils who have met EXS in writing should be assessed

against the GDS statements. These pupils must also continue to demonstrate that they are fully secure across all of the EXS statements

4. Scoring children's progress towards meeting the St Saviour's spelling rules (0 / 1 / 2 / 3) (once every long term).

The results of formal summative assessments are collected and analysed by the Assessment Manager and English Co-ordinator. Data is compiled on Insight and gap analysis is completed. Analysis of results also takes place in Pupil Progress Meetings.

Monitoring

The Headteacher, the Senior Leadership Team and the English Co-ordinators are responsible for ensuring the quality of English teaching throughout the school. Monitoring of teaching standards may include observations of lessons, a planning and/or work scrutiny, pupil conferencing and moderation exercises. Feedback on monitoring will be shared with staff in a timely manner and will include notes on strengths as well as ideas for next steps.

ICT

Pupils should be provided with opportunities to use ICT as a tool for learning in English. Pupils should be reminded of the school's e-safety rules.

Homework

Pupils are expected to read at least three times a week at home for at least 20 minutes each time. This should be tracked in their Reading Records which are collected in every Friday for monitoring. Children who are not regularly reading at home must be monitored more closely by class teachers and teaching assistants. Reading at home reminder stickers should be placed in reading records for pupils who are not reading at home and, if this continues, parents/carers should be contacted either informally at the end of the day, or by telephone or letter. Teachers must ensure that pupils who are not reading regularly at home have sufficient opportunities to catch this up at school.

(Updated July 2025)

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