



Pilgrims' Way Primary School

English Policy

Reviewed: Autumn Term 2022

Next Review Date: Autumn 2023

Aims

Pilgrims' Way aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pilgrims' Way will push oracy skills through a variety of activities, across the curriculum, to support and extend writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

Pupils at Pilgrims' Way Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with a knowledge of a variety of authors and be able to compare them;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to a given situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitably technical vocabulary to articulate their responses to a range of questions.

Role of the English Team

The English Team is responsible for improving the standards of teaching and learning in English through effective monitoring and evaluating. This will be achieved through:

- Teaching & Learning Conferences;
- the quality of the Learning Environment;
- taking the lead in policy development;
- monitoring of books and plans;
- analysis of data;
- auditing and supporting colleagues in their CPD;
- purchasing and organising resources;
- keeping up to date with recent English developments;

Planning

All lessons are delivered in line with the New Curriculum 2014. The English team have developed a bespoke 'Pilgrims' Way Writing Rocket' to support the structure of planning across a genre. Teachers will also use the 'Progression of Writing' document to ensure children's work is challenged according to their needs. Early Years follow the Communication and Language and English sections of the Statutory Framework for the Early Years Foundation Stage (2012).

Inclusion

Pilgrims' Way Primary school is an inclusive and diverse primary school in the centre of Canterbury, which teaches pupils from the ages of 3-11. We provide an irresistible, broad and balanced curriculum to meet the needs of all our pupils.

The curriculum is designed to make learning relevant and meaningful by embedding context and activating pupil's prior knowledge. Pupils are given opportunities to demonstrate their learning through cultural and personal links. Mainstream Core Standards are used to support all children's access to the curriculum with learning scaffolded to support learners' diverse needs. Teaching opportunities across the curriculum are designed to develop language and literacy so that pupils become fluent in the academic language of the primary curriculum.

We actively liaise with parents to help them support their children's learning.

Speaking and Listening

As a school we identify opportunities throughout the curriculum to develop Speaking and Listening to improve children's vocabulary. Every year we have an Oracy Focus Week in Term 1 – for 2022-23, we had a focus of Fairy Tales. Across the curriculum, teachers are planning for an increasing number of opportunities for oracy tasks, with best practice shared amongst staff.

Phonics/Spellings

EYFS, KS1 and KS2 follow the Twinkl Programme which is taught daily (whole class or sets) according to ability. Phonic Assessments take place at the end of block of lessons per level. Data is reviewed termly, or when appropriate. Year 1 complete the statutory Phonics Check in June.

Children who have passed their phonics screening are challenged to use these skills by applying phonetic knowledge in spellings.

Our spelling curriculum is supported by the Bellenden scheme of work from Year 2. Weekly spellings tests are set if and when appropriate. Dictation is used to consolidate spelling rules and classes are taught spelling rules/etymology and techniques for retrieval.

Reading

Reception and Year 1: Children are given phonetically decodable books according to their phonics level, provided by the Twinkl scheme. When the children have passed level 5, they are then introduced to the Accelerated Reading program of levelled books. Children are then assessed using Star Test to start Accelerated Reader programme. Children are also provided books above their phonics level to use as home readers with family members.

Once on Accelerated Reader, children complete the Star Test 4 times a year – Start of Term 1, end of Term 2 and End of Term 4 and Term 6. Reports are regularly reviewed by class teachers and reading levels adjusted.

Reading at home

If a child does not meet minimum requirements (see Homework Policy) and improvements are not seen using classroom strategies e.g. workroom, informal meeting with parents; then:

1. The class teacher will text message or speak to parents in a more formal environment
2. Phone call or formal meeting with parent by class teacher and Team Leader
3. Formal letter sent by English Subject Lead inviting parents in for a meeting to discuss support and/or alternative provision.

Guided Reading

At Pilgrims' Way we take whole class approach to reading where appropriate focusing on the teaching and comprehension of reading through objective lead lessons. In addition, EYFS and Year 1 work through ability group, objective led sessions.

Handwriting

We use cursive script. Please also refer to the Presentation and Handwriting Policy.

Writing

In the year 2021-22, the English team developed the 'Pilgrims' Way Writing Rocket' and trained the teaching staff to use it. This technique provides a clear structure to the writing process that is consistent across the school. The stages of the rocket are: analyse, discuss, plan, write, praise, reflect. As many opportunities as possible are given for the children to write across the curriculum. In EYFS children use mark making books and from KS1 children use their writing or topic books. Writing is a process that should involve drafting and editing to produce a finished piece of work. Please refer to the Marking/Feedback Policy.

Expectations for End of Year

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Twinkl Phonics	Level 4 completed	Level 5 & Bellenden Spelling scheme	Level 6 & Bellenden Spelling scheme	Bellenden Spelling scheme	Bellenden Spelling scheme	Bellenden Spelling scheme	Bellenden Spelling scheme

Written and reviewed by The English Team