

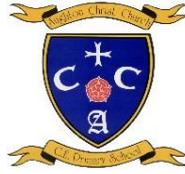
Policy Document

# Aughton Christ Church C of E Primary School **ENGLISH POLICY**



Reviewed: Sept 2023  
Next Review date: Sept 2024

Aughton Christ Church C E Primary School



## English Policy Contents

<b>1. Statement of Intent.</b>	Page 3
<b>2. Mission Statement.</b>	Page 3
<b>3. Aims:</b>	
• Aims of literacy in EYFS	Page 4
• Aims of literacy in Key Stage 1	Page 5
• Aims in literacy in Key Stage 2	Page 6
<b>4. Implementation:</b>	
• curriculum planning and teaching and learning	Page 7
• implementing speaking and listening	Page 8
• implementing phonics and early reading	Pages 8-9
• implementing reading outside of the phonics lessons	Page 10
• implementing writing	Pages 10-11
• implementing spelling	Page 11
• implementing grammar	Page 11
• implementing handwriting	Pages 11-12
• cross curricular opportunities for English	Page 13
• using ICT in teaching and learning of English	Page 13
• specialist teaching (SEND)	Page 13
• able, gifted and talented	Page 13
• excellence in English	Page 13
• inclusion/equal opportunities	Page 13
<b>5. Impact</b>	
• monitoring, assessment and reporting	Page 14
• reporting to parents	Page 14
• the role of governors	Page 14
• the role of the subject leader	Pages 14-15
 Appendix 1. Progression of learning in phonics	 Pages 16-20

## 1. STATEMENT OF INTENT

Our English curriculum meets the statutory needs of the national curriculum and is designed to meet the needs of all children at Aughton Christ Church C of E Primary School.

In consultation with parents, governors, children and staff, our broad and balanced curriculum is designed to continually build on knowledge and skills whilst supporting the children's spiritual, moral, cultural, mental and physical development. It prepares all children at the school for the opportunities, responsibilities and experiences of later life through developing resilience, independence and confidence.

This is achieved through a well thought out holistic approach to learning, encompassing high quality outdoor provision and extended opportunities. These experiences allow children to develop a curiosity about the world around them and ask questions to deepen their own learning.

Children are inspired to learn through engaging, meaningful and creative experiences which at every opportunity embrace the cultural diversity of our society. In addition to core skills and essential knowledge, children will develop an awareness and understanding of other people; their own community; the wider world and of their place within it to ensure they have opportunity to develop empathy, resilience, independence and confidence to become educated members of society.

## 2. MISSION STATEMENT

- To educate pupils intellectually, socially, morally, aesthetically, physically and spiritually within a school firmly based on Christian principles.
- To enable pupils to develop their talents, establishing positive and realistic goals.
- To promote Christian values within the school as exemplified by the life and teaching of Jesus Christ.
- To encourage in pupils a sense of decency, respect for others, commitment, self-reliance, responsibility and a healthy self-esteem.
- To help pupils to take their place in the community and to encourage an appreciation of the world in which they live.
- To prepare for the next stage of their education.

## 3. AIMS

**At Aughton Christ Church we believe that English is fundamental to the overall development of the child and their access to the curriculum in all its aspects.**

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

***Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage***

## **Aims of Literacy in EYFS**

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning.

The practice in EYFS will follow the QCA/DfES curriculum guidance and will work towards the Early Learning Goals aiming to meet the statement of goals by the end of reception year (**see *EYFS curriculum for more details***).

### **Aim in comprehension: Early Learning Goals**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

### **Aim in Word Reading: Early Learning Goals**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **Aim in Writing: Early Learning Goals**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

### **In EYFS the daily routine will include planned and spontaneous activities that include;**

- A wealth of opportunities to develop speaking and listening;
- Experiences that develop gross and fine motor skills through play and handwriting activities;
- Sharing and enjoying a range of rhymes, songs, stories and books;
- Immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;
- Focus activities that teach children early communication language and literacy skills;
- Weekly guided reading groups;
- Big book activities with a shared reading and writing focus each week;
- Purposeful role-play which develops language, imagination and emergent writing skills;
- Extra individual reading for less fluent children at least twice a week;
- Opportunities to borrow books from the class library each week.

## **Aims of Literacy in Key Stage 1**

### **Speaking and Listening**

We aim for all children at the end of Key Stage 1 to:

- Speak competently and creatively for different purposes and audiences, and begin to develop and sustain ideas through talk.
- Listen, understand and respond appropriately to others.
- Talk effectively as members of a group.
- Participate in a range of drama activities using language imaginatively and expressing ideas and feelings when working in role.
- Have been introduced to some of the main features of spoken Standard English and use them.
- Know that language varies according to different circumstances and to take account of different listeners.

### **Reading**

We aim for all children at the end of Key Stage 1 to:

- Read with enjoyment, fluency, accuracy and understanding using a range of strategies; phonic knowledge; word recognition; graphic knowledge; grammatical awareness; contextual understanding; to make sense of what they read.
- Have learnt phonic decoding to an appropriate standard and as a result to have grasped the essential skills that underpin good reading. Children who master the mechanics of reading are well placed to go on to develop a love of reading.
- Use organisational features of non-fiction texts to find information; use reference materials for different purposes.
- Have developed their understanding of fiction, poetry and drama through reflection, analysis and evaluation of a range of texts including those from other cultures and traditions.
- Read texts with greater accuracy and understanding having developed their awareness of the characteristics of different types of text.
- To begin to skim and scan texts to find information.
- Through reading experiences develop imagination and critical awareness
- Have experience of group, guided, shared and individual reading
- To give the children freedom to choose appropriate books.

### **Writing**

We aim for all children at the end of Key Stage 1 to:

- Know and use the appropriate text type plans and associated language features of a variety of text types in order to write for a particular purpose and audience
- Develop an understanding of planning and drafting working with the teacher to develop their writing by writing familiar words and attempting unfamiliar ones; assembling and developing ideas on paper; planning, reviewing and discussing the quality of what is written; writing extended texts with support.
- Know that punctuation helps a reader understand what is written; the connection between punctuation and sentence structure, intonation and emphasis; to use capital letters, full stops, question marks and to begin to use commas.
- Use a variety of spelling strategies and check for accuracy using word banks and dictionaries. (To develop this through the No Nonsense Spelling programme Introduced in Y2)
- Develop a legible cursive style of handwriting and know the importance of clear and neat presentation in order to communicate meaning effectively
- Know some of the grammatical features of written standard English in line with the NC expectations.
- consider how word choice and order are crucial to meaning; the nature and use of nouns, verbs and pronouns; how ideas may be linked in sentences and how sequences of sentences fit together when composing their own texts.

## **Aims of Literacy in Key Stage 2**

### **Speaking and Listening**

We aim for all children at the end of Key Stage 2 to:

- Speak competently and creatively for different purposes and audiences, reflecting on impact and response and explore, develop and sustain ideas through talk.
- Listen, understand and respond appropriately to others.
- Participate in group discussions and interact with others giving reasons for opinions and actions whilst extending their ideas in the light of discussion.
- Use dramatic techniques including work in role to explore ideas and texts and to create, share and evaluate ideas and understanding through drama.
- Know the grammatical constructions that are characteristic of spoken standard English and apply this knowledge appropriately in a range of contexts.
- Know that language varies according to context and purpose; between standard and dialect forms; between spoken and written forms.

### **Reading**

We aim for all children at the end of Key stage 2 to:

- Read with fluency, accuracy and understanding using phonic knowledge; word recognition and graphic knowledge; knowledge of grammatical structures; contextual understanding.
- Use inference and deduction; look for meaning beyond the literal; make connections between different parts of a text; use their knowledge of other texts they have read in understanding texts.
- Scan texts to find information; skim for gist and overall impression; obtain specific information through detailed reading; draw on different features of texts to obtain meaning; use organisational features to find texts and information; distinguish between fact and opinion; consider an argument critically.
- Develop an understanding and appreciation of literary texts.
- Develop an understanding and appreciation of non-fiction and fiction texts.
- Read texts with greater accuracy and understanding identifying and commenting on features of English at word, sentence and text level using appropriate terminology
- Read more extensively and sustain engagement with longer texts

### **Writing**

We aim for all children at the end of Key Stage 2 to:

- Know and use the appropriate text type plans and associated language features of a variety of text types in order to write for a particular purpose and audience: use ambitious vocabulary to engage the reader.
- Develop their writing on paper and on screen by planning, drafting, revising, proof-reading, presenting, discussing and evaluating their own and others' writing.
- Use a range of punctuation appropriate for age and ability.
- Use a variety of spelling strategies and morphology when spelling (following the no nonsense spelling programme)
- To continue to develop and write in a legible cursive style with increasing fluency and speed and using different forms for different purposes.
- Know how written standard English varies in degrees of formality and some of the differences between standard and non-standard English usage, including subject verb agreements and use of prepositions.
- Know about language structure including word classes and the grammatical function of words, the construction of different types of sentence, the grammar of complex sentences and the purposes and organisational features of paragraphs and how ideas can be linked.

## 4. IMPLEMENTATION

### CURRICULUM PLANNING

- English is a core subject in the National Curriculum and we use the New National Curriculum for English as a basis for implementing the statutory requirements of the programmes of study for English
- We carry out the curriculum planning in English in two phases, English curriculum mapping and English unit planning..
- **English Curriculum maps** for each year group detail how the statutory requirements for English are delivered within our school and detail the core text, genre, purpose and audience for each unit and the key skills in writing to be taught. Each class teacher is responsible for ensuring there are purposeful cross curricular writing opportunities and text types are revisited throughout the wider curriculum.
- **Medium Term Planning:** Our medium term unit plans (Lancashire Primary English Team 2014/15) outline the genre being taught and detailed teaching objectives. They include suggested Texts and Authors as starting points and Key Learning and Grammar Foci. These will be adapted appropriately to address the needs of individual children within cohorts.
- **Short Term Planning:** Our short term English unit planning outlines the learning objectives being taught in each phase of the Teaching Sequence – Reading, Gathering Content, Planning and Writing; the focused Grammar Skills and teaching activities that deliver these objectives.
- Planning is supported by a wide range of resources including real books and published reading schemes.

### Teaching and Learning

- At Aughton Christ Church we use a variety of teaching and learning styles in our English Lessons in order to meet the needs of all our pupils. Our principle aim is to develop children's knowledge, skills and understanding. In key stages 1 and 2 we do this through a daily lesson in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and understanding.
- In all classes, children have a wide range of abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

### Implementing Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all

pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Children are baselined on entering EYFS using the 'Stoke speaks out' Speech and language' tool. This ensures early intervention for this crucial part of development.

Oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a weekly basis. Each child also participates in a yearly class assembly which is performed to the rest of the school and to which parents are also invited.

### **Implementing Phonics and Early Reading at Aughton Christ Church**

At Aughton Christ Church, we aim to develop confident, fluent and passionate readers and writers from an early stage. We teach phonics using the validated 'Essential Letters and Sounds' complete systematic synthetic phonics programme (SSP). At Aughton Christ Church, phonics is taught daily as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. Through our phonics teaching, children are taught to:

- decode by identifying each sound within a word and blending them together to read fluently.
- encode by segmenting each sound to write words accurately.

Whole-class, daily phonics teaching begins from the first days of Reception. Through our rigorous teaching programme, children build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes).

All or phonics teaching follows the same specific sequence that that allows our children to build on their previous phonic knowledge and master specific phonic strategies. As a result, our children are able to tackle any unfamiliar words that they might discover.

Harder to read and spell words are common in the English language and through our phonics programme these words are explicitly modelled at the point where the graphemes have been taught

At Aughton Christ Church, we know that for children to engage with the wider curriculum, they need to be able to read well, make inferences and draw on background knowledge to support their developing understanding of a text when they read. To do this, we ensure that our children are able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which are taught throughout shared reading and writing outside of the phonics lesson and across the curriculum.

We also have a strong focus on the development of language and language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects

### **How we Teach Phonics**

At Aughton Christ Church:

- We teach whole-class, daily phonics lessons for 30-35minutes from the first days of Reception through to Year One.
- Our phonics teaching follows the same teaching sequence (Show, copy, repeat) and structure (review, teach, practise, apply, review) which ensures that there is rigour, pace and fidelity in every lesson.
- Children are taught in a whole class approach which allows all children to access Quality First Teaching. Interventions happen swiftly during the apply section of the phonics lesson. Children

who are falling behind are quickly identified and strategies put in place to ensure they catch up through extra intervention.

- Phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between the children's GPC knowledge and spelling Interventions are also provided for those children who need more practice and support and this continues into KS2 where necessary.
- At Aughton Christ Church, we ensure that all staff across school are trained in delivering phonics using the Essential Letters and Sounds Programme so that phonics is taught with fidelity and rigour throughout the school.
- We use 100% decodable books in phonics lessons so that children can directly apply their new knowledge and phonic skills at an appropriate level. We use a range of decodable books which have been carefully organised to match the sounds the children are learning.
- See Essential Letters Sounds Programme for term by term progression of phonics teaching in Reception and Year 1.

### **Phonics and Reading Books**

At Aughton Christ Church, we understand that whilst children are learning to read, it is vital that the books they read are closely matched to their phonic knowledge. In Reception and Year 1, children practise early reading with fully decodable books that:

- are matched to phonic knowledge and which do not require use of alternative strategies.
- are closely matched to the phonics phases.
- are decodable at the child's current level and not mixed with non-decodable books for independent reading
- include a small number of 'Harder to Read and Spell' words which have been taught.
- are continued in the progressive sequence of 'Essential letters and sounds' phases until a child can confidently decode words involving most common grapheme representations of all phonemes.

### **Assessment of Phonics**

We assess children's progress in phonics thoroughly so that any gaps can quickly be identified and to ensure that all children make progress. Daily in-class assessments ensure that any children who are falling behind are quickly identified and strategies put in place to ensure they catch up through extra intervention. Summative assessment also takes place in the fifth week of each half term, to allow all members of staff to target and close any gaps that may be present in either sound knowledge or reading skills.

If necessary further support through targeted interventions is provided for children to enable them to keep up with the phonics programme.

Additional support for phonics is also put in place for those children in KS2 that still require support.

The lowest 20% of children are heard read at least once per week by a teacher or teaching assistant

## Reading outside of Phonics lessons is taught through:

- **Whole class reading** that develops listening skills, a love of story and reading for pleasure. This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children.
- **Shared reading** that immerses children in pattern of story and features of text types. This happens within the reading phase of the taught English sequence and allows children the opportunity to read and respond and analyse texts prior to writing. The teacher models as an expert reader and draws out the key elements of the content.
- **Guided reading** that targets children's reading skills. Guided reading for Years 2-6 occurs outside the taught English lesson and in the **Reading Workshop** session. This is based on a rotation during the week within the class. Children are grouped according to ability and when not reading in a guided session, the children are given a purposeful preparation or follow up activity eg; spelling games, comprehension questions. The children are also given opportunities to develop their reading skills through ICT, read in the class libraries and enjoy paired reading either in their own class or with other age groups. Guided reading takes place in small groups with teacher input using a banded text that corresponds with their age related expectations
- **Independent reading.** Books are sent home with a reading record for communication with parents. In Reception and Year 1, all children take home a book at the phonic phase they are working towards. In Year 2 and above, all children take home a book at their "practice level" the level at which they are currently working and these are changed on a weekly or more basis. **The Reading environment** encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom the reading area is attractive and inviting and books are clearly accessible. We have regular topic loans from the Lancashire Library Service.
- **The school library is currently being redeveloped and rebuilt as part of the school long term development plan** and we aim for this to provide reference and reading materials for children and teachers across school by **July 2023**.

## Implementing writing

At Aughton Christ Church we believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all pupils have the potential to be successful writers.

## **Writing is taught through:**

- **Modelled/shared writing:** As part of the teaching sequence, writing is **modelled** by the teacher. The necessary skills of overall text structure, sentence construction, grammar and punctuation and specific literary devices relevant to each text type are modelled and discussed.
- **Shared** writing is teacher led but with contributions from the children. Shared writing is not exclusive to English lessons and can be taught within Foundation subjects
- **Guided** writing takes place in small differentiated groups and is Needs Based. This targets areas for development for that group at their level in readiness for independent writing. In Foundation Stage the child receives more individualised support from the teacher at the point of writing.
- **Independent** writing takes place weekly or at the end of a unit of work on a particular genre depending on age and ability.
- **Cross Curricular English:** in order that children can demonstrate a transference of skills, opportunities for cross-curricular reading and writing are planned for termly.
- **Opportunities for emergent writing** are available through all areas of learning in EYFS and throughout the learning environment. Children's own attempts at early writing are celebrated and promoted alongside the direct teaching of key skills that will enable the children to progress through the stages of writing development.

- **Writing environment.** The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. Functional and creative writing are demonstrated and promoted by staff and visitors.

### Implementing Grammar

- The teaching of grammar is taught according to New National Curriculum requirements: Lancashire's Key Skills document underpins this teaching and ensures accurate coverage of objectives. We believe that grammar is most effectively taught in context. However, a weekly or daily "drip-feed" of discrete grammar is taught to give focused guidance and practice and to address specific areas of need within each class.

### Implementing Spelling

The statutory requirements for spelling are taught through **The No Nonsense Spelling programme**. Spelling is taught in Years 2-6 discretely for 20minutes each day three times a week.

### Implementing Handwriting

Handwriting and letter formation is explicitly taught throughout the school through a consistent approach, guided by: **Penpals for Handwriting (Cambridge University Press) Handwriting scheme**.

We aim for children at Aughton Christ Church CE Primary School to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation

Handwriting is a taught skill that develops at different rates for different children. All of the teachers at Aughton Christ Church CE Primary School put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school uses **Penpals for Handwriting** to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum

- **Progression of handwriting skills**

*Penpals* enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS)
- Correct letter formation is taught, practised, applied and consolidated (EYFS Y1).

- Joining is introduced only after correct letter formation is used automatically (Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

In using *Penpals*, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children’s handwriting should be ‘sufficiently fluent and effortless for them to manage the general demands of the curriculum’ and that ‘problems with forming letters do not get in the way of their writing down what they want to say’.

### **Handwriting tools**

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS.
- Whiteboard pens throughout the school.
- Fingers when writing on the interactive whiteboard.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing until a pen licence is awarded.
- A handwriting pen for when they sustain a good level of presentation.

Handwriting is always introduced and practised in handwriting books from Y1 to Y6 and on lined paper so that children quickly learn about letter orientation including ascenders and descenders. As children’s fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

### **Equality of opportunity**

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their individual action plans.

### **The Learning Environment**

Staff will model the agreed handwriting style when marking children’s work in exercise books and writing on the class whiteboard. This writing should be cursive.

### **Assessment**

A uniformed handwriting style should be consistent throughout the school; this will be evident in book scrutinies.

### **Cross Curricular Opportunities for English**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

### **The use of ICT in teaching and learning in English**

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. All classes have an interactive whiteboard and there is a computer suite available, additionally each class has access to iPads. There are a range of writing and teaching programs to support the teaching and acquisition of English skills and for presentation of work. Flip charts and whiteboards are also used for teacher modelling of writing.

### **Specialist teaching (SEND)**

Class teachers teach all pupils. Teaching Assistants are deployed to support individuals and small groups of targeted children with needs based provision.

Additional English support is given through specific programmes of study over a number of weeks and is aimed at small groups of children with lower than average attainment. Pupils with special needs in English are monitored closely and may be given additional support, sometimes on a withdrawal basis.

### **Able, gifted and talented.**

This policy recognises the need to develop the potential of every child in English.

Addressing the needs of the most able across the key stages is encompassed within this inclusive philosophy. Being able or gifted in English means having creative flair, e.g. writing and talking creatively and imaginatively; having stamina and perseverance; excellent communication skills; an ability to take on demanding tasks e.g. engaging with moral and social themes expressed in literature; an ability to argue in a reasoned and sustained way; showing an awareness of language e.g. understanding the nature of language and showing an awareness of features such as rhyme, intonation, grammatical organisation of written tasks and the relationship between sounds and words of language.(s) Planning provides appropriate opportunities for personalised learning to take place. Skills of recall, comprehension, application, analysis, synthesis and evaluation are at the heart of this planning and are enhanced through the use of higher order questioning which encourages independent learning and adds challenge to daily tasks.

### **Excellence in English**

All adults in school strive to offer positive role models in reading, writing and spelling.

Excellence in English is regularly acknowledged through the display of excellent hand and word-processed work, spoken presentations to the class/whole school and the performance of improvised and scripted drama (end of term performances).

### **Inclusion/Equal Opportunities**

In planning and teaching the programmes of study for English, teachers will give due regard to providing every child with the opportunity to experience success in learning and to achieve as high a standard as possible.

Teachers will aim to set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for individuals and groups of children. All children are actively encouraged to take responsibility for their own learning and to become effective, independent learners, working at speed and producing an amount of work commensurate with their underlying ability.

## **5. IMPACT – MONITORING, ASSESSMENT AND REPORTING**

### **(See Assessment, Recording and Reporting Policy)**

Pupils are informed about their progress in English through discussion with class teachers about their reading and writing targets.

Assessment also takes place through the marking of work and relates directly to the targets and lesson objectives. Next steps are indicated. This is shared with the children so that it impacts on future progress. Time is given to address error and make the suggested improvements. Discussion and use of individual pieces of work are to be conducted with sensitivity and centre on the positive.

The nature and number of areas for development needs to be limited and subject to age and ability.

Much assessment in English is carried out informally by teachers in the course of their teaching and includes guided reading and writing sessions, oral questions and answers, written responses, including their own opinions and individual discussions between pupil and teacher.

Formal Summative Assessment for English includes baseline assessments, statutory/non-statutory SATS (Years 2-6), KLIPS (Key Learning Indicators of Performance). There is a statutory phonics screening check for all year 1 children. Children who have not reached this standard at the end of year 1 receive extra support and have the opportunity to retake the screening check in year 2. In addition, there is a formal writing assessment carried out at end of each unit in writing

### **Reporting**

Teachers report to parents at Parents' Evenings scheduled during the Autumn and Spring Terms and annually, through a written report. A further informal evening opportunity is given at the end of the Summer term to allow parents to discuss their child's report. Reporting in English will focus on the progress made in speaking and listening, reading and writing.

### **Role of Governors/Parents**

Regular reports are made to the governors on the progress of English provision and to our Curriculum Committee by the co-ordinator and Head teacher.

This policy will be reviewed every year or in the light of changes to legal requirements.

Our governors determine, support, monitor and review the school's policies.

At Aughton Christ Church we believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- Holding a 'meet the teacher' evening at the start of the school year to inform parents how all aspects of English (and other subjects) are taught throughout the school year.
- Holding parents evenings to discuss children's progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicating how the child can develop their learning.
- Explaining to parents how they can support their child with homework.
- Induction programme – 'starting out together' Reception teacher explains how parents can support children to develop reading and writing skills.
- Having website links for English that all parents can access

### **The role of the subject leader**

- Conduct school audits
- Observe/ monitor teaching and assess staff literacy skills.
- Analyse data and Pupil Progress along with the Head teacher
- Monitor planning
- Undertake book sampling
- Carry out walkthroughs and assess learning environments
- Create an action planner (School Development Plan )

- Plan and deliver new initiatives
- Peer coaching
- CPD – keep up to date with developments in English
- Resources
- Take part in moderation with local schools.

The English Subject Leader in school is Mrs F. Chapple

Termly monitoring and evaluation of the English Curriculum will be carried out by the Subject leader and feedback given to staff as a result of this.

**Reviewed: September 2023**

**F Chapple**

**Next Review: September 2024**



**Aughton Christ Church C of E Primary School**  
**Phonics Progression**

## ELS Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<p><i>Reception/Primary 1 Autumn 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<p><i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

*\*Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and can still be used throughout the school day in Reception. However, direct phonics teaching – the teaching of sounds, graphemes, word reading and vocabulary – must start from the very beginning of Reception.*

*\*\*Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.*



# ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

Reception/Primary 1 Spring 1: Phase 3-4*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

\* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

### Reception/Primary 1 Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

### Reception/Primary 1 Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

### Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

### Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

### Reception/Primary 1 Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC -er -est

### Reception/Primary 1 Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

### Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

### Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		



### Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

### Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

### Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					