



St. Luke's CEVA Primary School English Policy

Subject Leader: H Tarbuck Written: December 2023

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	Pupils can expect	Staff will provide
<p>Daily Lessons</p>	<p>Throughout the school, pupils receive a progressive curriculum building on (and making links with) prior learning. Planning follows the four steps: reading as a reader, reading as a writer, clear writing instruction through supported writing which leads to high quality independent writing. Planning uses high quality texts and incorporates phonics and GPS which are taught discreetly and then applied through purposeful writing opportunities. Purposeful writing opportunities are deliberately planned to link to the inter-connected curriculum. Daily opportunities for short creative writing in every class allow pupils to write for pleasure and develop stamina. Handwriting is taught discreetly. Pupils are taught the difference between composition and transcription and given opportunities to improve and edit work towards a final draft.</p> <p>Writers of the week are celebrated and displayed on our "Wall of Fame" which incentivises and gives a real audience to our young authors.</p> <p>From nursery to year 1, Little Wandle is used to teach synthetic phonics. Daily phonics lessons support the acquisition of new GPCs. Phonics lessons review prior learning, teach new learning and provide opportunities to apply each day in reading and writing. Reading books at home and in school are matched to pupils' knowledge of GPCs to ensure pupils can read fluently.</p> <p>Teachers lead dialogic classrooms and deliver the National Curriculum in well sequenced blocks. Teachers in lower school focus on early language, early reading and mark making into writing. Tales Toolkit is an approach used in EYFS and year 1 to support pupils in writing narratives with a clear structure. The Little Wandle phonics scheme also has</p>	<p>Staff have the responsibility to ensure lessons are well planned and sequenced effectively. Teachers ensure the needs of the class and individuals are met in response to assessment data; teachers use responsive teaching, AFL techniques and follow the feedback/marking policy. Teachers teach to the top and provide scaffolds to diminish the difference. There is an expectation that all pupils can and will achieve, hence pupils will not be limited through the tasks set or through ability groupings.</p> <p>Teaching strategies maximise opportunities for pupil talk in mixed ability pairs to act as additional scaffolds.</p>

	<p>letter formation mnemonics to ensure letters are formed accurately from an early age. In KS1 and KS2, teachers build on prior learning with a strong emphasis on vocabulary and oracy prior to writing. The sequence of learning explicitly linking planning, talking, writing, editing and improving leads to fluent transcription and effective composition.</p> <p>Reciprocal reading is taught from Y3-Y6 to enjoy and analyse increasingly more challenging texts in a whole class. Reciprocal teaching is a scaffolded and supported, discussion technique incorporating four main strategies—predicting, questioning, clarifying, summarising to delve deeper into understanding the text. Reciprocal reading texts have been carefully chosen to complement the wider curriculum and act as a springboard for writing opportunities throughout the curriculum.</p>	
<p>Assessment</p>	<p>Learning walls reflect collaborative work and the learning journey. Assessment is an integral part of each lesson; learning is evaluated and this informs next steps. There is an open dialogue with pupils so everyone knows their strengths and their targets, supporting pupils to be in charge of their own learning. Staff adapt plans to meet the needs of all and the use of other adults supports pupils to self-regulate and ensure everyone is ready to learn. Pupils are assessed through work on whiteboards, verbal answers to questions, contributions to paired and group discussions and through their responses in their books and during tests. This is designed to be complementary to the school's responsive teaching strategies and are in line with the feedback policy.</p>	<p>Teachers update pupils' assessments on FFT with 6 data drops a year.</p> <p>Phonics assessments are completed each 6 weeks and data is uploaded to the Little Wandle analysis webpage which is then RAG rated to inform next steps for catch up and keep up groups.</p> <p>Formal testing takes place at least three times a year before SATS in year 6 to prepare for SATS.</p> <p>Optional SATS are used in Years 3,4 and 5 in Spring and Summer to monitor standards in reading and GPS which provide data to inform future planning. There are also internal & external moderations arranged through local partnerships and across boroughs.</p>
<p>Marking and feedback</p>	<p>Live marking encourages pupils to work hard throughout the lesson and respond to feedback for accelerated progress. Books should be marked within the lesson or as soon as possible after the lesson with decisions about support and progression being made in response. This use of AfL informs next steps and informs future planning.</p>	<p>Teachers demand more of pupils and provide feedback in a timely fashion which feeds into decisions regarding progress and next steps. Working Walls are relevant and reflect current learning. Teachers provide weekly opportunities to reflect on learning in line with weekly outcomes in all areas covered.</p>

Resources	<p>All children are given opportunities to explore a wide range of high quality texts. Some of these texts will be readily available in class libraries. Other texts will be used as part of reciprocal reading sessions whilst others are core books used in teaching English lessons using CLPE power of reading plans as an approach to plan using the 4 step approach and ensure there is lots of talk and understanding prior to writing.</p>	<p>Teachers have a responsibility to teach and train children how to use resources correctly and accurately. It is everyone's responsibility to ensure that supplied resources are treated well to ensure longevity and a culture of value.</p>
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Inclusion	Enrichment
<p>All pupils should be included within the daily English lesson unless there is a specific reason not to. CSA's are deployed to pre-teach or extend those pupils who require support within the daily lesson. This contextualises learning. Often this is working towards the same outcome but at a different pace. Those who regularly struggle to access the lesson are provided with additional sessions which are more personalised to meet specific needs outside of the English lesson. This is precise teaching to attain specific knowledge and skills. Additional PIRA assessments are used as a baseline for interventions so progress can be tracked and evaluated.</p> <p>The school subscribes to FFT lightning squad which is targeted reading support for those in the lowest 20% in each class from year 2 upwards. This is delivered in house by two tutors. With data collected each week, the program uses artificial intelligence to pitch lessons to needs and progresses with the pupils. The data collected includes WPM and reading age.</p>	<p>St. Luke's recognises the importance of cross-curricular learning. Memorable experiences include theatre trips, GAT writing workshops, spoken word poetry workshops, whole school debates and drama workshops. Each enrichment opportunity is used as a springboard for writing opportunities which sees the knowledge gained and pupils' understanding through talk evidenced in writing. We also use author and poet visits and other specialists to enrich the curriculum to ensure it is broad and balanced.</p> <p>Each child is expected to have a reading book they take home each evening whilst early readers are given levelled books which match known GPCs in addition to a book for enjoyment to develop reading skills. Pupils have online access to Reading Eggs which develops reading skills, comprehension and fluency which supports reading for enjoyment through games.</p>

Monitoring
<p>SLT rigorously monitors English in line with this policy and the school's teaching and learning policy. Such monitoring involves analysing planning, work scrutiny, pupil voice, class data, monitoring the classroom environment and observing the quality of teaching and learning in lessons to triangulate information to gain a full picture. In addition,</p>

formative data and assessments will be analysed in liaison with the data and assessment lead with such information feeding into action planning and budgetary decisions.

Staff are coached and CPD is planned and personalised so all staff have training that meets a real need to their context. Walk thru books are used to support instructional coaching so staff know what areas to improve and more importantly how to action change.