St Helen's Church of England Primary School

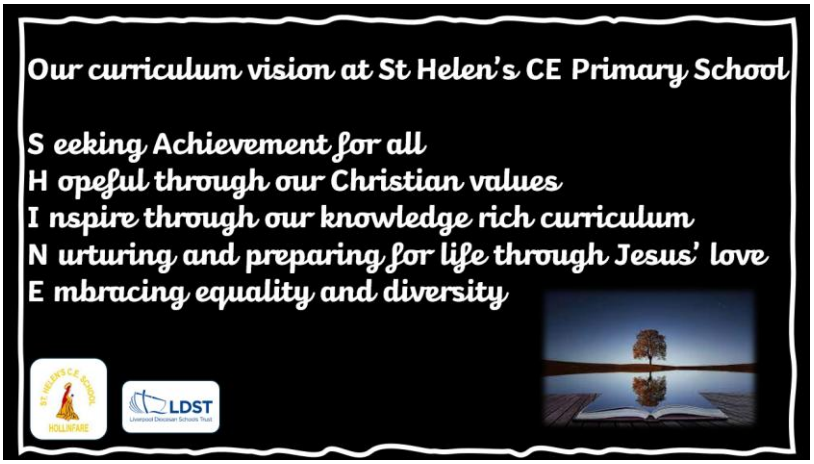
English Policy

In His footsteps, we love, learn and shine together.

Shine Curriculum Intent

At St Helens CE Primary School, we envision a future where all children shine brightly, achieving their full potential and making positive contributions to society through our high-quality, progressive curriculum and nurturing Christian values. Through our knowledge-rich approach and commitment to equality and diversity, we inspire confident, inquisitive learners who are prepared for life's challenges with love and support.

Shine Curriculum Values



Seeking achievement for all.
At St Helens CE Primary, we aspire for all children to succeed, achieve and flourish, embracing a high-quality, progressive curriculum. Our students will make positive contributions to the school, society and the world, fostering curiosity and a thirst for knowledge.

Hopeful, through our Christian Values.
At St Helens CE Primary, we empower children with Christian values and biblical teachings to support their families, friends, and community, inspiring them to make a positive impact in the world they live in.

Inspire, through our knowledge-rich curriculum.
At St Helens CE Primary, we are dedicated to provide a knowledge-rich curriculum that empowers all children to become confident, inquisitive, and independent learners. Our sequenced and planned approach ensures that every child leaves our school with a vast knowledge across all subjects, setting them up for success in their academic and personal journeys.

Nurturing and preparing for life, through Jesus' love.
At St Helens CE Primary, we strive to empower every child to reach their full potential by nurturing them with our Christian values. Through our SHINE enrichment programme, we provide opportunities for personal development, equipping our students with cultural capital and essential life skills. Our vision is to create a community where every child can shine brightly and make a positive impact on the world around them.

Embracing equality and diversity.
At St Helens CE Primary, we believe in the inherent potential of every child to achieve and succeed. We foster a culture where each student is valued as a unique individual, treated with dignity, respect and kindness. Our vision is to create a nurturing and inclusive environment that empowers students to flourish academically, socially, and emotionally, preparing them to positively impact their community and the world.

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Curriculum Implementation

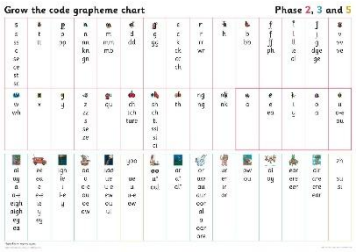
Teaching Expectations

English at Foundation Stage is covered in the **'Literacy'** area of the EYFS Curriculum and is taught at St Helen's CE Primary using the 'Development Matters' guidance.
Reading and writing are taught daily across school.

The Teaching of Phonics

Systematic daily phonics teaching is a key element of our approach to the teaching of early reading. 'Little Wandle' is used to teach phonics from Nursery to Year 1 as a whole class teaching tool and as required, in Y2 -Y6 through small group teaching and 'keep up' interventions. Children are grouped according to the phonics phase that they are working at and a well-paced session, that is multi-sensory, is delivered daily for 20-25 minutes a day.





Teachers demonstrate and encourage children to apply phonic blending and segmenting as one of the strategies for reading, during guided reading sessions. Children have three guided reading sessions a week, in Reception and Year 1, which involve practising and learning decoding, prosody and comprehension skills All children are encouraged to independently apply the phonics skills taught to their reading and writing. Once children in reception have the skill of oral blending and have learned the first set of letter sounds they will take a matched decodable book home to read along with sharing books from the class library.

Phonics displays and corresponding table resources will be prominent in the Nursery, Reception and Year 1 class.

Reading- Comprehension

- From year 2 up to year 6, children will be taught reading skills, reading techniques and reading strategies via daily whole class reading sessions. These sessions are based around Reading VIPERS (vocabulary, inference, prediction, explanation, retrieval and summarise) the English content domain strands for reading.
- Recommended reading texts and related questions linked to Vipers, can be found on the Literacy Shed website. They are organised via key stage and are chosen by class teachers to link to other subjects studied at the time. These are mainly fiction texts so teachers will plan in their own non- fiction units. Wherever possible multiple copies of the texts are ordered form the Education library so that children can have a book for themselves.
- These lessons are based around reading a chapter (or part of a chapter) from a pre-selected book, and the teacher asking the children questions about the passage. Teachers need to know the chosen book well, in order to select the relevant passage, chapter and questions to focus on.
- Throughout the week the children will listen to the teacher reading out loud and will read silently to themselves or to read to a partner. The children will answer a range of questions from what they have heard and/ or read and the teacher will model this skill.
- Children with SEND may need to be supported by an adult for the independent reading part of the session so that they can still take part in the comprehension aspect.

Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
EYFS	LW Phonics	LW Phonics	LW Phonics	LW Phonics	LW Phonics
Y1	LW Phonics	LW Phonics	LW Phonics	LW Phonics	LW Phonics
Y2-Y6	Spelling	Grammar and punctuation	Vipers	Vipers	Vipers

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St Helen's Reading Spine

The Reading Spine at St Helen's CE Primary has been developed to engage children in a range of genres, themes and interests. This comprises of new and exciting literature and classics enabling them to explore a vast range literary material that will enrich their vocabulary, reading skills and imagination. These books are available in classrooms in 'Beloved Books' boxes and are separate to class libraries. Time is built in daily for teachers to read to the class.

Reading Records

A teacher or teaching assistant will check home reading records to see if the children are reading throughout the week at home. This will be recorded in the class record book. If a child is not reading at home, the class teacher should contact their parents/carers for further discussion.

Class Libraries

Class libraries are in each classroom and will inspire the children to want to choose a text and sit and read. They will install a love of books and reading. The children can access them daily.
It is the teacher's overall responsibility to ensure all books in their class library are appropriate for the age of their children. Children also have timetabled access to the main school library each week.

Reading Volunteers

We have volunteers who visit the school weekly to read with children and model good reading behaviours with them. Children are selected for these reading sessions by the senior leadership team.

Handwriting- Aims

- To produce clear, concise, legible, cursive handwriting
- To present work neatly, to a variety of audiences
- To develop accuracy and fluency
- To promote confidence and self-esteem
- provide equal opportunities for all pupils to achieve success in handwriting
- To help children recognise that handwriting is a life-long skill and will be a fundamental element of all forms of written communication throughout their lives
- To display neatly presented work around the school as a model of excellence for others to aspire to
- To encourage children to take pride in their work

Handwriting- Scheme of work

Mark making is taught in EYFS with a focus on gross and fine motor skills and the development of pencil grips. As children progress into Reception and Year 1, they start the Little Wandle Handwriting Scheme. This establishes foundations for letter formation before progressing to pre-cursive and cursive in year 2 and above using the Letter Join Handwriting scheme.

All children initially write with a pencil. Children in Key Stage 1 will be issued with a pencil license and receive a mechanical pencil by their class teacher, once their initial letter formation is correct. Pupils with their pen license, at Key Stage 2, can use black pen, issued by the school. The indicators are:

- consistent, legible and fluent style
- consistency in size and spacing of letters and words with correct ascenders and descenders for letters
- high standards of presentation and fluent cursive handwriting being applies in all books across the curriculum.

Adaptations will be put in place to support children who may experience difficulties. When necessary, children may be provided with writing aids to support.

Writing

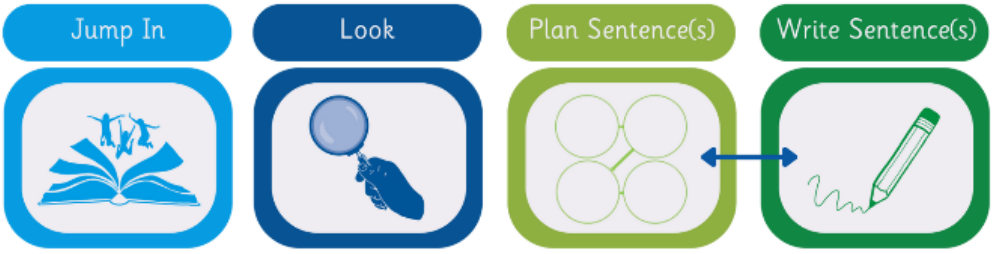
At St Helen's CE Primary, we follow 'Ready Steady Write' for our English writing curriculum which places quality literature at its core. Each half term children are immersed into a new text which will teach age appropriate writing skills and inspire their own fiction, non- fiction and poetry pieces of writing.

Ready Steady Write works when:

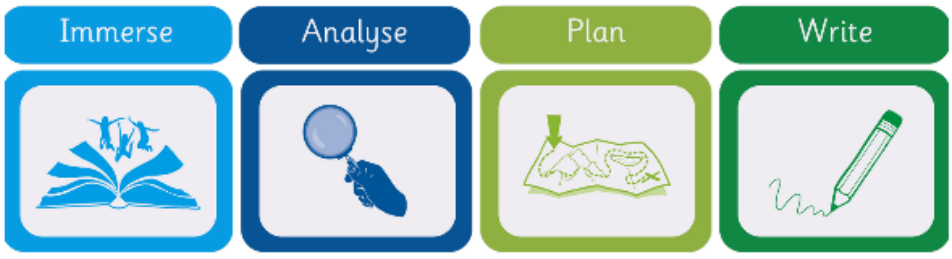
- formative assessment is used to inform teaching.
- the cumulative teaching sequence is maintained for each of the units main writing outcomes.
- children have access to a rich, enabling provision that allows them to apply skills from the teacher-led focused sessions.
- children are shown how to construct sentences through the daily sentence accuracy work.
- children are taught to 'say before they write' as part of Daily Sentence Accuracy.
- it encourages children to directly apply their growing grapheme-phoneme correspondences (GPCs) and common exception words.
- modelled writing (demonstrating) and guided writing (supporting) are use as key approaches to support the writing process.
- vocabulary teaching is explicit.
- it is integral to whole school improvement of writing.

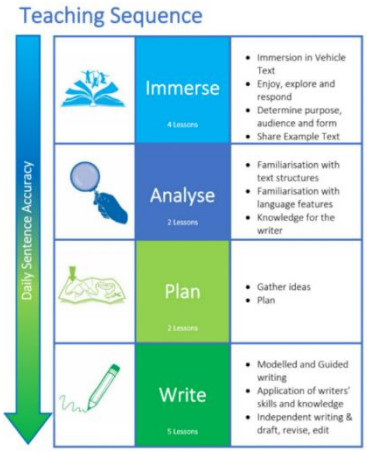
There are 4 consistent parts to each half termly unit of work in both fiction and non- fiction

The teaching sequence for Reception is outlined below



The teaching sequence for Year 1- Year 6 is outlined below.





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Structure of daily lessons:

Retrieval:

- All children will participate in a short task focused on retrieving previously learned knowledge.
- The varied tasks aim to reinforce key knowledge and help students make progress across the curriculum.
- The knowledge being retrieved may come from past lessons, units of work or even previous school years.
- The intention is for students to permanently retain this knowledge and apply it in their learning.

Introduce new Vocabulary:

- All children will be introduced to key vocabulary at the start of each lesson.
- Teachers will provide definitions, examples and actions to help students remember the key vocabulary effectively.
- Students will be challenged to learn and correctly apply the meaning of these words throughout the lesson and in future lessons.

Teach:

- The teacher will share the core knowledge for the lesson with the children using a range of teaching strategies and quality resources.

Tasks- Collaborative

- Children are encouraged to work with a partner for collaborative learning.
- Tasks assigned are short and aim to facilitate discussion and cooperation.
- Students are expected to apply their understanding of new information taught.
- Collaborative learning helps students to deepen their understanding and build on each other's ideas.

Tasks- Independent/Group

- The children will work independently on a task or as part of a small group.
- These tasks will vary lesson by lesson and will require the children to apply what they have learned or apply their newly acquired skills.

Summarise-

- The teacher will summarise the learning that has taken place in the lesson explaining how it builds on previous learning and where their learning will take them next.

Reading in our curriculum

- Reading is a priority in all lessons for children. It is seen as the key to all learning and is essential for overall academic success.
- Children will read a variety of texts including fiction, information, poetry, online glossaries, information from websites and blogs.
- Quality texts based around the subject and unit will be planned for and indicated on long term plans. These texts may be used as a hook into the learning, referred to in the lesson or in the learning environment for inspiration and for children to access independently.

Use of resources

- The subject lead and class teachers must ensure they have the required resources for teaching including the texts that will be used to enhance the learning.
- The subject lead will carry out an audit of the resources in school for their subject.
- Teachers should discuss with the subject lead if any additional resources are needed.

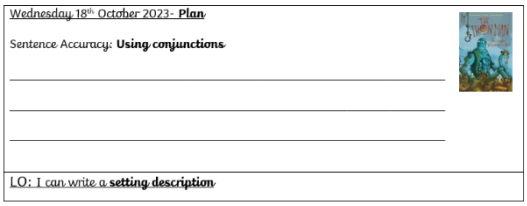
Working walls

- Working walls will have the subject title and a description of the unit being taught starting with the phrase 'As writers we are learning to…'.
- Working walls for English will have a 'Hook crate' where teachers will create an inspirational display using objects or images for inspiration at the start of the unit.
- Working walls will be set out using the immerse, analyse, plan and write headings and include key and 'ambitious' vocabulary and any other teaching strategies that the children can use in their own writing.
- Working walls will include age/ stage appropriate sentence checkers
- Working walls should be used as a tool to support and retrieve learning and include key vocabulary and definitions, key (substantive) knowledge and how this is applied through key skills (disciplinary knowledge).

Presentation in books

- Each new unit of work will have a unit cover
- Each lesson will have a lesson label which will include:
  -Date
  -Unit section being taught (immerse, analyse, plan or write)
  -Sentence accuracy objective
  - Learning objective for the lesson
- Units will finish with an exit writing task
- Teachers are expected to have high expectations of presentation





Assessment

- Assessment should be used continuously to inform teaching strategies.
- Teachers should assess students on their knowledge after every lesson and plan for the next steps in teaching accordingly
- Lesson retrieval tasks and unit exit tasks will be used to assess children's learning and are effective in addressing gaps in students' knowledge.
- Feedback and marking should be used in accordance with the school's policy to indicate student progress and next steps.

Our school Marking Codes

tickled Pink LO achieved	green to grow next step	∧ A . missing word spaces/ capital letters/ full stops	
sp spelling correction	p punctuation correction	sw/gw class or group shared write/guided write	(s) support given

Marking codes explained

Tickled pink	Green to grow	∧ A .	
Highlighting successes Highlight LO if met and parts of writing which show where the LO/ success criteria has been met.	Highlighting improvements/ next steps Highlight LO if not met. Highlight 1 or 2 things which need improving in work e.g. spelling and punctuation.	These codes are used mainly for infants. Codes are shown at bottom of page - Finger spaces missing- improve next lesson. - Capital letters/ full stops missing- can you put them in/ improve next lesson?	
sp	p	sw/gw	(s)
Spelling correction 1 or 2 words chosen to correct are written in green pen at bottom of page for children to correctly write 3 times or this is written next to the word if the child is able to correct it for themselves (might use a dictionary for a challenge). Children correct in purple pen from year 2 up and pencil before this.	Punctuation correction 1 or 2 corrections chosen to highlight. You might want to challenge the child to find the correction themselves by putting this at the start of the line. Children correct in purple pen from year 2 up and pencil before this.	Shared write- students have collaborated with teacher to jointly construct a quality written text. (Teacher models the writing and is inspiring pupils to want to write themselves.) Guided write- Follows on from shared writing and identifies the specific identified writing development needs of each group.	Support given. Written next to part of work where help was given or at top of the page if all was supported. Adult to initial and write a short summary of how they supported if this will help inform the teacher.

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Impact

By the end of EYFS our pupils will be able to:

Comprehension

- 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, nonfiction, rhymes and poems and during role play.

Word Reading

- 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.

Writing

- 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.

By the end of KS1, our pupils will be able to:

Word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discuss the sequence of events in books and how items of information are related
- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- be introduced to non-fiction books that are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- draw on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read and correcting inaccurate reading

- make inferences on the basis of what is being said and done
- answer and asking questions
- predict what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Spelling

- segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learn to spell common exception words
- learn to spell more words with contracted forms
- learn the possessive apostrophe (singular) [for example, the girl's book]
- distinguish between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing- composition

- develop positive attitudes towards and stamina for writing by:
- write narratives about personal experiences and those of others (real and fictional)
- write about real events
- write poetry
- write for different purposes
- consider what they are going to write before beginning by:
- plan or say out loud what they are going to write about
- write down ideas and/or key words, including new vocabulary
- encapsulate what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluate their writing with the teacher and other pupils
- re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing- vocabulary, grammar, punctuation

- learn how to use both familiar and new punctuation correctly (including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use sentences with different forms: statement, question, exclamation, command
- learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]
- learn how to use the present and past tenses correctly and consistently including the progressive form
- learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

By the end of KS2, our pupils will be able to:

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- maintain positive attitudes to reading and understanding of what they read by:
- continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommend books that they have read to their peers, giving reasons for their choices
- identify and discussing themes and conventions in and across a wide range of writing
- make comparisons within and across books
- learn a wider range of poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- understand what they read by asking questions to improve their understanding
- understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing- transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation

- write legibly, fluently and with increasing speed
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choose the writing implement that is best suited for a task.

Writing- composition

- plan their writing by:
- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precise longer passages
- use a wide range of devices to build cohesion within and across paragraphs
- use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by assessing the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensure the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing- vocabulary, grammar, punctuation

- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- use passive verbs to affect the presentation of information in a sentence
- use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely
- use modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently