

# **The Saints Academies**

## **St. Augustine's CE Academy**



**English Policy Document**

**September 2024**

## ENGLISH POLICY

### St. Augustine's CE Academy

#### **Vision**

It is our vision to create a community where children can express and communicate confidently with others; developing their character, enabling them to flourish together. We aim to develop a lifelong love and passion for reading and writing by exposing them to a wide range of quality authors and genres.

English and Literacy contribute to the whole school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes and audiences using language to learn and communicate ideas, views and feelings.

The pupils in our academies will be taught in a safe, secure and stimulating language-rich environment, enabling them all to achieve their potential in the areas of English. Every child will be revered and respected as part of our school community and loved and valued as one of God's children.

#### **Purpose**

- **To promote a shared love and understanding of English;**
- **To establish high expectations for teachers and pupils;**
- **To promote continuity and coherence across the school.**

#### **Aims**

The aims of teaching English within our academies are:

- To develop pupils' confidence in themselves as skilled communicators, to empower them to make relevant contributions and learn how to listen attentively to others.
- To enable pupils to adapt their speech to a widening range of circumstances and demands.
- To develop pupils' interest and pleasure in reading, so that they can read independently, understand the meaning and express views about their reading.
- To ensure that pupils read with fluency, accuracy and understanding across a range of texts; both fiction and non-fiction.
- For pupils to enjoy writing and to see the value of it.
- To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.
- To enable pupils to become independent writers of texts, which are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms.
- To enable pupils to use the planning, drafting and editing processes to improve their

written work and sustain their writing of fiction and non-fiction texts.

- To enable pupils to develop legible joined handwriting (starting with correct formation and size of letters in the EYFS and Year 1) with increasing fluency and speed

## **Organisation and methodology.**

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in “English in the National Curriculum” where they are categorised into:

- Speaking and Listening
- Reading
- Writing

Within the Early Years, English is delivered through the EYFS Statutory Framework. Across the academies, opportunities for pupils to practice and extend their English skills will be provided and linked to other curriculum areas wherever possible. Pupils are taught as individuals, in groups and as classes. Various approaches are adapted and integrated to meet the needs of the individual child. A flexible approach is taken in the use of different methodologies and materials. Work in Speaking and Listening’, ‘Reading’ and ‘Writing’ is integrated throughout English and through all other curriculum areas and the links between these are made explicit to the children. English and the skills of Literacy are seen as the media through which pupils learn and they are drawn on extensively in other subject areas.

## **Phonics and Spelling**

Children are taught explicitly and supported to blend letters and to read and segment words to spell accurately and confidently across each age range. ‘Little Wandle - Letters and Sounds Revised’ is the systematic, synthetic phonics programme we have implemented. Please see our policy relating to this: Phonics and Early Reading Policy, found on the ‘English Policies’ page of our website.

## **Speaking and Listening is developed through:**

- Story telling;
- Describing and listening to events and experiences;
- Speaking and listening appropriately to different audiences including peers; teachers and other adults;
- Speaking and listening appropriately in a variety of contexts across the curriculum;
- Group discussion and interaction;
- Drama and role-play activities;
- Reading aloud;
- Debate and presentation;
- Worship and music;

- Performance poetry.

## **Reading**

A love for reading is fostered through;

- High quality, age-appropriate texts available in every classroom.
- Opportunities for a shared story daily.
- Regular one-to-one or whole class reading sessions.
- Well-structured and engaging reading schemes for use at home.
- Reading awards and passports.
- Access to stimulating and welcoming reading areas, including; reading areas in each classroom, our school library and the library van in Key Stage 2.
- Opportunities to celebrate reading.
- Family reading mornings, World Book Day and sponsored read events.
- Use of high-quality texts to establish links between our reading and writing.

## **Writing is developed through:**

- The provision of opportunities (through our Genre Coverage and Progression Maps) to practice a wide range of forms of writing, including: narrative, poetry, reports, instructions, captions and lists, persuasive writing and non-fiction texts.
- Providing opportunities to write appropriately for a range of audiences.
- Teaching pupils the main rules and conventions of written English.
- The prevalence of grammar and punctuation in context is high.
- Teaching pupils to be self-critical and to use planning, drafting and editing processes to improve their work.

## **Handwriting**

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

At St. Augustine's CE Academy our aims in teaching handwriting are:

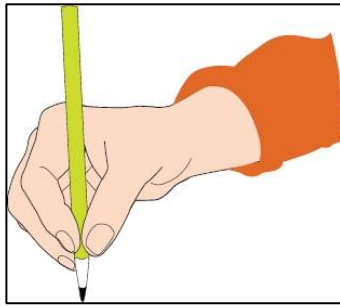
- To enable children to write in a consistent, well presented and legible format.
- To have a consistent approach across The Early Years, Key Stage 1 and 2 when teaching handwriting.
- To ensure that from the Spring Term of Year 2 to the end of Year 4 most children are using a cursive writing style.
- To make sure all children know the difference between lower- and upper-case letters.
- To ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2.
- To adopt a consistent approach towards handwriting by all adults when writing in

children's books, on the whiteboard or on displays / resources.

Children will be taught to:

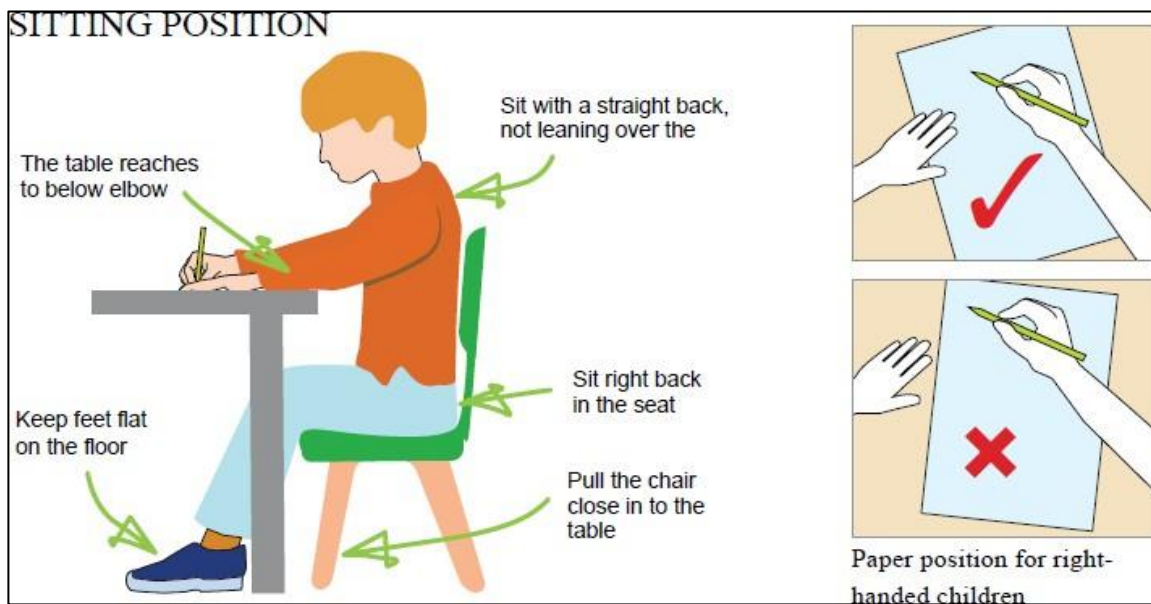
- hold a pencil correctly

Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below.



- and adopt the correct posture when writing

Children should be encouraged to adopt the correct writing position as shown below.



(children who are left-handed should reposition the paper the other way and ideally sit to the left-hand side if seated next to a right-handed child)

- write from left to right and from top to bottom of the page
- start and finish letters correctly in a cursive style (from the Spring Term of Year 2 onwards if the child is ready)
- form regularly sized and shaped letters

- use regular spacing between letters and words
- take a pride in their written work and the overall presentation.
- The cursive script agreed at St. Augustine's CE Academy is shown on Appendix 1.

**In Nursery**, children will be encouraged to develop gross motor control through the use of large equipment for mark making such as big chinks, paint brushes, finger paints, shaving foam etc. They will develop their fine motor skills and use a range of mark making tools such as pencils, pens and crayons. They will be encouraged to talk about shapes and movement.

**In Reception**, children will be taught to form letters correctly starting using Little Wandle's (LW) guidance on letter formation using the LW mnemonics to aid the correct letter formation. Letter formation is taught alongside phonic development. Our aim is that by the end of early years foundation stage, all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected.

Initially, foundation children will use unlined paper as the focus is correct formation rather than size or positioning.

**In Key Stage 1**, all children should receive a daily handwriting session (which may be as part of a LW session or as a discreet handwriting focus), developing letter formation and/or joins in-line with our policy.

**In Year 1**, children will continue to focus on the correct basic letter formations in line with LW. Handwriting can also be linked to phonic development with the introduction of new sounds written in a cursive style during LW lessons. Our aim is that by the end of year one children will be forming all letters correctly and working towards joining in a cursive script.

**In Year 2**, adults will model cursive writing from the beginning of the year for these children. During the Spring Term, at the latest, cursive handwriting will be introduced starting with beginning each letter from the line and going up individually before then moving onto joining them together to form words. The children will then be encouraged to continue the development of basic joins which they should transfer into all their independent writing. They will also continue to link their handwriting to their phonic development, as they learn to write new sounds using a cursive writing style.

**In Key Stage 2** all children should receive a weekly handwriting session for a minimum of 20 minutes.

**In Year 3** children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1.

**In Year 4**, children will be expected to use cursive handwriting in all areas of the curriculum. Those children whose writing is neat and legible may be encouraged to use handwriting pens.

If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups. In some cases, depending on the specific needs of individual children, they may use pencil grips or pens with a specific grip.

## **Assessment, Recording and Reporting**

Assessments are made in line with the school assessment policy. See Appendix 2 for more information on our marking code.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual next steps are set accordingly. Marking is in line with the school marking and feedback policy. Analysis of assessment data is used to set individual or group targets. These are regularly reviewed. Where applicable, the academy issues are addressed through targets linked to performance management.

Children are informed of their own next steps for learning and supported to make progress towards them. Children are also involved in setting their own success criteria and encouraged to review their progress towards these through self, peer and teacher assessment.

The class teachers keep their own records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of individual children.

## **Monitoring and Evaluation**

The Executive Head teacher and the English Subject Leads monitor English. Having identified priorities, the SLT and English Subject Leads construct an action plan that forms part of the Academy Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored. English Subject Leads from each academy meet termly and carry out book monitoring with an agreed focus. Results are then fed back to staff. Year group teachers across the three academies also meet half termly to moderate teacher assessment levels and the quality of learning opportunities. Moderation for writing also takes place across the MAT (SUAT).

## **Expectations**

By the time children leave our academies, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations.

We want every child to take pleasure and have a passion for reading and writing across a range of genres and have a strong motivation to read and write for a variety of purposes and audiences ready and equipped for the next stage in their education.



HANDWRITING POLICY: Years 2-4

The Saints Academies

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm








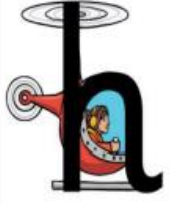












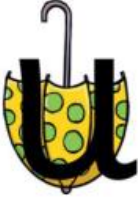





Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



## Little Wandle Letters and Sounds Revised (LW) – Letter Formation and Mnemonic Guide

								
Around the astronaut's helmet and down into space.	Down the bear's back, up and round its tummy.	Curl around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and curl down its trunk.	Down the flamingo to its foot and across its wings.	Round the goat's face and curl under its chin.	Down, up and over the helicopter.	Down the iguana and dot the leaf.
								
Down the jellyfish and dot its head.	Down the kite, up and around down to the corner.	Down the lollipop stick	Down, up and over the mouse's ears	Down, up and over the net.	All around the octopus.	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end.	From the cloud to the ground and over the rainbow.
								
Down the snake from head to tail.	Down the tiger and across its neck.	Down and around the umbrella, and back to the ground.	Down to the bottom of the volcano and back up to the top.	Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again across the box to the bottom.	Down, around the yo-yo and curl round the string.	Across the top of the zebra's head, zig-zag down its neck and along.	

## Appendix 2



### Our Marking Code at St. Augustine's CE Academy

**Blue** - something impressive or something that evidences the learning objective.

**Green** - a next step in the children's learning or something that needs changing/improving.

**Pink** - a non-negotiable that needs fixing!

I or S	independent or supported work.
sp	a spelling correction (in an underlined word)
?	something needs changing (within a particular word or phrase) such as tense, ambitious vocabulary etc.
. (in the margin) - <b>KS2 Only</b>	something needs changing (within that line) such as tense, ambitious vocabulary etc.
?	a non-negotiable that needs addressing (full stop, capital letter, handwriting or neatness)