

LAVANT C.E. PRIMARY SCHOOL



ENGLISH POLICY

Reviewed: Summer 2019
Next Review: Summer 2020

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ENGLISH POLICY

Mission Statement The school helps each child to achieve its potential through an ethos of support and high expectation.

School Motto 'Aiming for the Best' – this is a personal challenge for each child.

Aims and objectives

English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. We aim to:

- provide a broad and balanced English curriculum which allows children the opportunity to develop progressively in skills, understanding and knowledge.
- enable children to reach their full potential in English through self-reliance, confidence to experiment and the ability to work with others, so equipping them for the challenges of the future.

Links with School Aims

School Aims

2. To foster positive attitudes towards learning, encouraging the children to become independent, autonomous and co-operative, in order to equip them to address the challenges of everyday life.
3. To provide a stimulating and lively environment in order to motivate the children, extend their natural curiosity, showing respect and value for their work whilst encouraging high standards of presentation
5. To provide learning situations that take account of each child's individuality and particular need, helping them to achieve their individual potential.

Planning

English is a core subject in the National Curriculum and a key component of the EYFS. We use the National Curriculum September 2014 as the basis for implementing the statutory requirements of the programme of study for English, which feeds into our Long Term Plans and our cross curricular Medium Term plans. For our medium-term planning we create cross curricular modules based on high quality texts and short-term weekly plans are then created outlining specific outcomes and differentiated learning objectives. (See Appendix 1) Some Programmes of Study may also be taught discretely such as handwriting, reading, vocabulary, grammar and punctuation, spelling and phonics.

The Early Years Foundation Stage

In the Reception Class communication, language and literacy underpins all activities. We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children to the age of five.

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations, through both indoor and outdoor learning experiences (See Early Years Policy)

Speaking and Listening

Aims:

- to enable children to speak clearly and audibly across a range of contexts and to a range of audiences;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands, developing a broader, deeper, richer vocabulary;
- to develop children's abilities to reflect and evaluate on their own and others' contributions and the language used;
- to have opportunities to participate in different group sizes, understanding how to take turns and participate constructively in conversations and debates;

Teaching and Learning Styles

We feel that speaking and listening provides the children with an important tool in which to explore, articulate and develop ideas.

We teach speaking and listening through a cross-curricular approach. We ensure that the children experience talking for different audiences, listening and responding to conversations and recorded material, discussion and group interaction and drama activities.

Phonics

We believe that the teaching of phonics is a key skill in order for children to become competent readers and writers.

Aims:

- to enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
- to ensure that the children are taught high frequency words that do not conform to regular phonic patterns.
- to ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- to encourage the children to attempt to spell words for themselves, using and applying their phonic knowledge and having the confidence and strategies to attempt the unfamiliar.
- to help the children to apply the skill of blending phonemes in order to read words.
- to help the children to segment words into their constituent phonemes in order to spell words.
- to learn that blending and segmenting words are reversible processes.

Teaching and Learning of Phonics and Spelling in EYFS and KS1

All phonics in EYFS and KS1 are taught following the Letters and Sounds document alongside the 'Jolly Phonics Programme'. We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; *Introduction, Revisit and Review, Teach, Practise, Apply and Assess learning against criteria*. When appropriate, children are grouped to allow for the high achievers to make accelerated progress and those with additional needs to gain further support within their phonic phases.

Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context. All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words. We provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the guided reading and writing.

Reception:

- Daily discrete phonics lessons every day for 15/20 minutes.
- By the end of reception children are expected to be at least secure in phase 3.

Year One/Year Two:

- Discrete phonics lessons 3x a week for 20 minutes
- By the end of year one to be secure in phase 5.
- Children at the beginning of year two review Phase 5 before moving onto Phase 6.
- Children requiring extra support are taught every day in a discrete lesson for 20 minutes.

Assessment

Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored. Children are tracked using the Letters and Sounds Progress Tracking sheet. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading.

In Year 1 children will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard then additional support will be put in place in order for the child to make accelerated progress with their phonic awareness development.

Spelling

Our aim is for children to become competent, confident spellers, in order to become fluent and effective writers.

The teaching of Spelling

We believe it is important that:

- Spelling is taught regularly and discretely in every class.
- The spelling of Common Exception Words is addressed separately and alongside phonic skills.
- The teaching of spelling is interactive and multisensory, for the benefit of all children, but particularly those with specific learning difficulties in literacy. (See appendix 7)
- Children are taught a variety of methods for learning spellings, so that they are able to choose the method which best suits them, and best suits the particular word they are trying to learn.
- Children are taught proof reading skills.

Spelling Words Lists

All children will be given weekly spellings to learn or a phoneme focus to investigate. The number of words will vary according to the ability of the child. The word lists may be made up from:-

- Words from National Curriculum – EYFS & K.S.1. Letters and Sounds Phonic phases (see appendix 7) or K.S.2. Spelling Bank
- Topic words – key words relevant to particular week/module

Spellings will be recorded in an individual Spelling Book each week.

Marking, Assessment and Recording of Spellings

- The marking of incorrect spelling in a piece of writing is selective, based on an understanding of progression in the learning of spelling and a knowledge of the needs of the individual child. The aim is to achieve accuracy in words which that child is expected to know, at the same time as building confidence to encourage use of adventurous vocabulary.
- Progress in spelling is tracked by annual testing using the SPAR Spelling test, and the marking of an unaided piece of writing at least termly. The results of Spar in Autumn term are used to identify those children who are likely to need further support in spelling during the year.
- In Years 1-4 the children are tested on their spelling lists each week with the teacher keeping a record of the results. Children in KS2 will regularly write their spellings in a sentence, so that they are sure of their use and context.
- We DO NOT set weekly spelling tests in Upper KS2. Research has shown that as children develop as spellers, they merely learn 'to the test' and then do not apply this knowledge in their everyday writing. In year 5/6, following their phoneme investigation, the children are encouraged to focus on the spelling of these words in their work for that week.

Writing

Aims:

In EYFS pupils should:

- Enjoy mark making through play
- Develop fine motor control
- Write for a purpose
- Develop confidence and a willingness to write independently
- Use and apply phonic knowledge in independent writing

In Key Stage 1 pupils should:

- Enjoy writing and see the value of writing.
- Learn to communicate meaning through a variety of writing genres.
- Develop composition skills through the planning and drafting process.
- Spell and punctuate correctly.
- Develop a legible style of handwriting as required in the National Curriculum and understand the importance of clear and neat presentation.
- Develop knowledge and understanding of the grammatical features of written, standard English and language structure.

In Key Stage 2 pupils should:

- Be confident, independent writers.
- Develop understanding that writing is both essential to thinking and learning and enjoyable in its own right.
- Learn the main rules and conventions of written English (to include grammar, punctuation and spelling) and explore how the English language can be used to express meaning in different ways.
- Use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.
- Use a legible, joined style of handwriting and understand the importance of clear and neat presentation.
- Understand how written, standard English differs in degrees of formality.
- Be able to use language structure to organise and enhance their writing.
- Have a rich understanding of the features of a wide range of writing genres.

Teaching and Learning Styles

In the EYFS as children are developing their initial skills in writing they follow our agreed steps for writing. (See appendix 2)

As a structure for our planning in KS1 and KS2 we use 'A sequence for Teaching Writing' as a model. (See appendix 3) The model outlines 8 key stages that form the writing process and draws out what really helps to improve children's writing. We use a variety of teaching methods to meet different learning needs in our teaching of writing including; shared whole class writing, group/guided writing and independent writing.

Shared whole class writing

This is a powerful teaching strategy and the principal means of teaching writing. It enables teachers to:

- work with the whole class, to model, explore and discuss choices writers make at the point of writing;
- make the links between reading and writing explicit by investigating use of language to create particular effects and by using written texts as models for writing;
- scaffold aspects of writing to help children compose their own writing eg. through choice of words, sentence construction etc;
- focus on particular aspects of the writing process such as planning, drafting and revising
- introduce children to appropriate concepts and technical language as a means of discussing what writers do and apply to their own writing.
- Encourage independent writing by helping children to understand and apply specific skills and strategies.

Group/Guided writing

This provides an additional supported step towards independent writing. It can be used to:

- target groups of children in specific areas of development;
- support children in planning and drafting their own work;
- revise, edit and evaluate work in progress;
- provide differentiated support for particular groups.

Independent writing

The focus of the work in the shared writing will be continued into purposeful writing tasks through which children can apply their new learning independently. Whole school writing mornings will take place each half term.

Assessment and Recording

(See also Assessment Policy)

In EYFS the children are assessed against the stages of development and when appropriate at the Early Learning Goal.

In KS1 and KS2 writing is assessed against End of Year Age/End of phase Expectations as set out in the National Curriculum Sept 2014. Children are assessed as below/on track/met.

We continually assess the children's writing through informal judgements as we work with them in shared, guided and independent writing sessions. Each term an unaided piece of writing is kept in each child's writing journey books. This is a snapshot of where a child is at and shows their writing progress term by term, year by year.

In order to assess impact of teaching on writing, Cold writing tasks are carried out at the start of most units of work with an unaided writing task at the end of the unit.

We have regular moderation staff meetings and also attend cluster group moderation meetings to formally discuss and agree standards of work, referring to national exemplification examples where relevant.

Children's progress in writing is discussed at termly progress meetings with Class teacher, Head, SEND co-ordinator and Chair of Governors.

All children have individual writing targets which are reviewed on a regular basis and next steps are made clear in feedback.

Writing progress and next steps are shared with parents termly and reported at the end of each academic year.

Teaching Writing to children with Additional Needs

As a school we are committed to the inclusion and accessibility of all curriculum areas to children with SEND. We use our assessments to help us track the progress of individuals and identify children who are not making enough progress so that appropriate action can then be offered through either individual support or via a group programme. These assessments also help us identify able children so that we can offer them extension or enrichment activities.

Electronic means of recording work will be offered to children with SEND, where appropriate.

Agreed practice for writing in KS1 and KS2

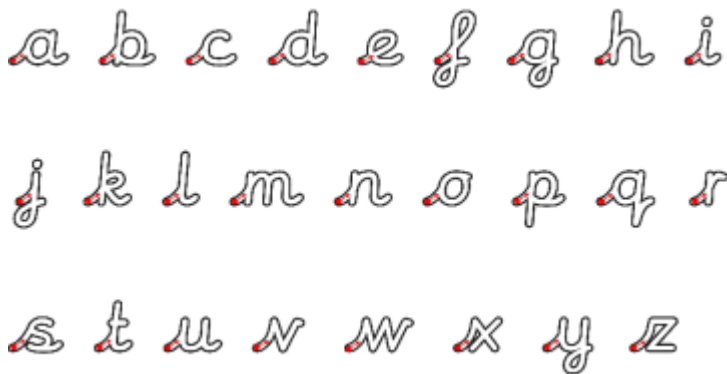
- Units of work taught will follow 'A sequence for teaching writing' model.
- Cold writing tasks will be used as frequently as possible in order to show progress in writing.
- The Learning Journey/Steps to Success for each unit of work will be clear in both children's books and on display in classroom.
- Focused, discrete grammar lessons will be taught across KS1 and KS2.
- Children will be provided with frequent and varied opportunities for writing. This will be, where possible, writing for a purpose across both core and foundation subjects.
- Children will be encouraged to edit their own work (as directed). Whiteboards will be used in Key Stage 1 and when developmentally appropriate the agreed editing system. (usually by Year 4) (See Appendix 4).
- Children will be encouraged at all times to have a high standard of written presentation. In KS2 all pieces of work in books (except mathematics) to have the written date and title underlined with a ruler.
- Mistakes in writing should be crossed out with a single line.
- Classrooms will provide a stimulating writing environment which may include; examples of children's own writing, purposes and opportunities for writing linked

across the curriculum, opportunities to use writing in play activities (especially in Key Stage 1), access to a selection of writing materials, displays of word lists, notes and other formats/prompts to assist writing.

- When appropriate children will self-assess or peer assess work against clear success criteria relating to that genre of writing.

Agreed Handwriting practice

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- Teachers and Teaching Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.
- Our agreed cursive style is as below:



- Joins will be taught in accordance with the National Curriculum.
- Handwriting skills will be taught in a weekly lesson and handwriting exercises undertaken at other times.
- When ICT is used for display purposes a variety of fonts will be used including cursive styles. Join It is available on laptops to enable correct cursive script for use on worksheets etc.
- In Yr R/1 children will practice handwriting on prepared /laminated sheets as well as on printed sheets and appropriate sized guidelines. In Yr 2/3/4 handwriting books with appropriate guidelines will be used. Yr 5/6 will use 1cm lined paper.
- Ensure children are sitting correctly and using correct pencil grip.
- Handwriting will be referred to across curriculum.
- Once a fluent, joined style is achieved a handwriting pen will be awarded and used as appropriate.
- Ink colour can be blue or black washable.

Reading

Aims :

Reading is an essential part of everyday life and it is important that children develop a love of books and enjoy reading a range of quality texts for a variety of purposes.

We aim to:

- Develop pupils' interest and pleasure in reading as they learn to read confidently and independently
- Provide a range of quality texts fiction, poetry and non-fiction
- To develop confident, independent readers through an appropriate focus on word, sentence and text level knowledge

- To encourage children to become passionate and reflective readers through contact with challenging and lengthy texts

Teaching and Learning Styles

We use a variety of teaching and learning styles in our teaching of reading including; whole class teaching, group/guided reading, individual reading and paired reading.

Whole class teaching

As part of English sessions a common text e.g. inspiring texts, poster, text extract, interactive clip, leaflet etc may be shared and read with the whole class focussing on comprehension and specific features such as word building, punctuation sentence structure, grammar etc. This method of teaching provides a context for applying and teaching word level skills (this may also be done discretely) and other reading strategies. Because the teacher is supporting the reading, the text used can be of a higher level than children's independent reading levels.

Group/Guided Reading

Guided reading takes place on a weekly basis and forms part of reading activities session. Children are ability grouped and work on a suitably graded text with the teacher/TA. During these weekly sessions the teacher/TA will introduce the text to the group (to familiarise them with overall context of text), discuss features of text, identify new or unfamiliar vocabulary, listen to individuals read aloud while assessing and supporting. As pupils progress the teaching should focus increasingly on guided silent reading with questions to direct or check up on the reading, points to note, problems to solve etc. The guided reading book and focus should be logged weekly in each child's individual reading record/group reading record.

Other activities that could be taking place whilst the teacher is focussing with the guided reading group are: Silent reading, spelling activities, word games, fact finding, listening to stories on the listening station, handwriting practice, activities relating to a previous guided reading session.

Individual Reading

Children will have an individual reading book according to their reading level, until they are confident, independent readers at which point they can free choose books from the class library or main library. Individual readers will be heard by teaching assistants and other reading helpers regularly and by teachers. Targeted individuals will be heard more frequently.

Paired Reading

Paired reading is the opportunity for pairs of children either of similar or different reading abilities, from the same or sometimes from different classes, to share books for interest and pleasure. These sessions will happen as frequently as time allows.

As a staff we also believe that it is important for children to enjoy the experience of listening to stories as well as having the reading process modelled for them. Therefore we aim to maintain a regular practice of reading to the class at both Key Stage 1 and Key Stage 2.

Assessment and Recording (See also Assessment Policy)

We continually assess the children's reading by informal judgements as we work with them in guided and individual reading sessions. We also formally assess them using a variety of assessments e.g Salford.

In Early Years children are assessed on a half termly basis. We monitor their progress in Phoneme/grapheme correspondence, blending, segmenting and ability to read phonetically and sight read common exception words.

Each child has an individual home/school reading record in which comments can be recorded by parents, teachers and teaching assistants. This record contains details of individual reading books read, as well as books read in guided reading sessions and is also evidence of children's reading progress.

Reading targets are set for children and shared with parents at parents evening.

Each teacher keeps a record of when the children are heard read both individually and in guided reading sessions.

Teaching reading to children with Additional Needs

As a school we are committed to the inclusion and accessibility of all curriculum areas to children with additional needs. (See accessibility plan) We use our assessments to help us track the progress of individuals and identify children who have a significant difference in their chronological age and their reading age so that appropriate action can be offered through either individual support (Individual Learning plans) or via a programme such as Read, Write Inc. These assessments also help us identify able children so that we can offer them extension or enrichment activities.

Agreed practice

- Every child regardless of age or ability is encouraged to borrow books from school for their own reading pleasure either from the main library or class library.
- At the appropriate stage of development in their reading skills, Key Stage 1 children are introduced to the core reading scheme. (Oxford Reading Tree) These books provide a structured approach to building a sight vocabulary and are graded according to difficulty.
- Each class has its own fiction/non-fiction library from which the children are able to choose an appropriate individual reading book.
- Once children have completed the final stage of the reading scheme they will choose an individual reading book from a selection of encouraging independence readers e.g. Young Puffins, Banana books etc.
- The school will promote reading through a variety of ways including an annual book week, book clubs, author visits, visits to the local library and displays around school.
- Struggling readers are offered supplementary texts which offer age appropriate content at a suitable reading level. (Low threshold and high interest e.g. Barrington Stoke)

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Where possible we try to make links with other curriculum areas to ensure that learning is meaningful and has a purpose.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the EYFS develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

Computing

The use of computing enables children to use and apply their developing skills in English in a variety of ways. Younger children use computing as a source of information and as a way of enabling them to present their completed work effectively. Older children use the

Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use computing as a resource for learning, whenever they feel it is appropriate.

Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children may research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Resources

Video camera
Accelerate/Acceleratewrite
Ruth Miskin Phonics Book
Jolly Phonics Materials
Cripps Scheme for handwriting
Class libraries comprising of a selection of fiction and non-fiction books
A central non-fiction library
Reading resource area comprising of guided reading materials and core reading scheme
Story sacks- book bags with stories and activities that can be borrowed by children.
Wellington Square
Listening stations and a selection of story tapes/cds.
Lighthouse Guided Reading Texts
Navigator Guided Reading Texts

Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader discusses regularly with the Headteacher the strengths and weaknesses in the subject, and indicates areas for further improvements. An annual report is also given for inclusion in the School Improvement Plan. The leader has specially-allocated management time in which to review samples of the children's work, to moderate assessments and to undertake lesson observations and learning walks of English teaching across the school.

Roles and Responsibilities

Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching

English Subject Leader

- To have an impact on raising standards of attainment for English across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective programme of moderation of assessments.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To monitor and evaluate policy and practice.
- To effectively manage any funding designated to Literacy.
- To monitor the planning and teaching of English throughout the school.

Class Teachers

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Programme of study for English across the whole school that meets the needs of our children
- Make effective use of Assessment within English.
- To ensure work is differentiated to enable all children to reach their full potential.

Teaching Assistants

- To support the class teacher in the effective implementation of Literacy.

Parents / Carers

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

- 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 indicate how the child can develop their learning
- explaining to parents how they can support their children with homework

This policy is to be reviewed again in the summer of 2020 as we are currently researching and developing teaching in English in the following areas:

- spelling progression and assessments
- Talk for writing
- Other reading scheme books
- Fabulous Free Write Fridays
- Approaches to Guided/whole class reading
- Development of how the library is used
- GPS teaching