

English policy 2020

Nominated Member of Leadership Staff Responsible for the policy:

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Nominated Member of Governing Body Responsible for the policy:

Date written:

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Date agreed and ratified by Governing Body :

Date of next review:

This policy will be reviewed every three years, and following any concerns and / or updates to National and Local guidance or procedures

Policy 2020

Rationale

At Porter Croft Church of England Primary School, we understand and recognise the importance of English as both a subject in its own right and as a medium for teaching the wider curriculum.

Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within a combined programme of Spoken Language, Reading & Writing.

Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills throughout in a range of contexts.

Aims and Objectives

At Porter Croft C of E Primary Academy we aim to:

- To promote and nurture a positive attitude to reading, writing and spoken language.
- To develop children's ability to become confident users of language, both oral and written.
- To ensure children have access to a broad, balanced and creative literacy curriculum that provides purposeful and real experiences.
- To provide clear and consistent teaching throughout the school in line with curriculum expectations.
- To communicate the school policy on English to all staff, Governors, parents and other interested parties.

At Porter Croft C of E Primary Academy we aim that all children will:

- Learn how to read, write and speak with fluency, understanding and confidence.
- Be encouraged to develop a love of reading and to read for enjoyment
- Develop an ever-growing vocabulary, through an interest in words and their meanings
- Experience and understand a range of text types and genres, across a range of contexts, to develop their understanding

- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing
- Develop a technical vocabulary with understanding of grammatical terminology and learn how to apply grammatical terminology in their own writing
- Have the opportunity to write for pleasure; to explore and develop their own ideas and developing their creativity and imagination.

Statutory requirements

Porter Croft C of E School follows the Framework of the 2014 National Curriculum. This ensures continuity and progression in the teaching of English. In the Early Years the curriculum is guided by the Early Learning Goals and Foundation Curriculum.

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature. From EYFS to Year 6, the national curriculum for English (2014) aims to ensure that all children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Subject Organisation

Foundation Stage

In Foundation stage children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. Children have daily story times and singing to develop a love of reading. The design of the classroom environment facilitates and gives children opportunity to develop their writing, reading and spoken language skills through the continuous provision and play-based experiences provided. There is an emphasis on a quality English rich environment and the provision provided includes writing/mark-making, reading corner, small world and role play. Provision is made for children who require extra support through intervention programmes (e.g LEAP, VIP), differentiated class teaching and differentiated Read Write Inc sessions.

Key Stage 1

In Key Stage 1 daily discrete phonics lessons (Read Write Inc) continue and are taught in ability groups. Children also have daily Literacy lessons as well as discrete handwriting and spelling sessions. Children take part in both guided and individual reading sessions (e.g. with teachers, TAs, Reading Buddies and parents) and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum in other subject areas. Provision is made for children who require extra support through intervention programmes (e.g FFT), differentiated class teaching and differentiated Read Write Inc sessions.

Key Stage 2

In Key Stage 2 Children have daily Literacy Lessons. Additional literacy sessions include guided reading, whole class reading, handwriting, and spelling from the 2014 Guidance. Literacy skills are developed across the curriculum in other subject areas. Children are also expected have independent reading time daily as well as engage with a class text read by the teacher. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

Planning

The English curriculum at Porter Croft follows the programme of study in the National Curriculum. In addition to this, Reception follows the Early Years Foundation Stage. English includes speaking & listening, reading and writing.

Planning in EYFS

The Foundation Stage uses the EYFS Framework to inform planning. Planning is around a core text that should be linked to the current theme for learning; where possible, mark making and writing experiences are linked to these learning themes. Within the EYFS the planning for self-initiated learning takes place on a daily basis as it is dependent on and informed by the children's interests and progress.

Planning in KS1 and KS2

In Key Stage 1 and 2 we carry out the curriculum planning in three phases: long, medium and short-term.

Long term planning: The long term plan for English identifies the main genres, outcomes and key texts that each year group will focus on each term throughout the year. It also outlines the grammar and punctuation objectives for each year group.

Medium term planning: The medium term plan for literacy identifies the objectives from the national curriculum that are going to be taught for each literacy unit each term. These are organised

into units of work that may last approximately 2-3 weeks, including learning intentions, tasks and main learning outcomes. Teaching and learning is sequenced and structured through a process of immersion (hooks), planning and ideas, drafting, editing/redrafting and publishing.

Short term planning: This weekly planning is prepared by teachers and identifies specifically the national curriculum learning objectives alongside details of the teacher's and teaching assistant's roles, children's differentiated activities and learning outcomes.

Phonics, guided reading, whole class reading and spelling are planned and taught outside of the English lesson.

Our Approaches to Spoken Language

Spoken Language is an integral part of all English teaching and is developed through a variety of activities and experiences both within a classroom setting and as part a of child's wider school life. Opportunities are provided for children to talk and listen in both formal and informal settings. These include:

Within classroom environment:

- Drama and role play to explore imagined situations and enrich children's learning
- Class and group debates and discussion
- Interviews and hot-seating
- Talk partners
- Talk for writing and retelling activities
- Encouraging talk-time at home, including talking homework
- Talk partners
- PSHE and circle time
- Listening to and participating and reciting stories, poems, rhymes and songs.
- Use of sentence-stems to scaffold oral responses in class.
- Questioning and discussion across the curriculum.
- Reading aloud
- Opportunities for children to talk about and discuss their reading and writing.
- Collaborative work and reporting back following group work.
- Presenting in front of an audience.

Wider school environment:

- Reading buddies
- Talking to visitors
- School council
- Class assemblies
- Good work assembly
- KS1 Nativity

- KS2 End of year performance
- Talent shows/Battle of the bands
- Poetry recitals i.e. Poetry jam
- Trips and visits
- Clubs i.e. Drama club, Sticks and stones

Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate.

Our Approaches to Reading

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. We are aware that the reading opportunities we provide should allow children to develop 'culturally, emotionally, intellectually, socially and spiritually'.

As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies, e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as retelling, inference and prediction.

We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature. Children throughout the school are encouraged to read widely and often.

Phonics

All children in EYFS and KS1 are taught phonic skills through the Read Write Inc programme. This takes place through daily dedicated phonics lessons. During these sessions' children practice speed sounds, oral blending and segmenting. Phonics lessons are fast-paced and repetitive in order to introduce, recall and embed learning. At all stages, phonics attainment is assessed, and gaps are addressed quickly and effectively for all pupils with interventions planned for those children who are working below expected levels. Pupils have regular reading sessions with an adult to ensure pupils are regularly practicing and applying their phonics knowledge. Children are matched with phonetically decodable reading books which match their current phonics ability and they can choose a share at home book to take home to develop their enjoyment of books.

Children will be ability grouped for these lessons and these groups will operate across the whole key stage. Where necessary, this is continued into KS2. Once the children have progressed from Grey storybooks of Read Write Inc. they will progress RWI comprehension scheme which will continue to develop their knowledge of sounds and words so they can become fluent readers and increasingly accurate spellers. Children are assessed half-termly and regrouped as necessary through regular meetings amongst staff.

Teachers will encourage independent spelling and editing by children when they are producing written work. Teachers will identify misspelled words in written work. Age appropriate dictionaries, high frequency words and topic words are available in all classrooms.

Whole Class reading

All classes from Year 2 upwards are taught six units of whole class reading throughout the year outside of their English lessons. At Porter Croft we believe strongly that children of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote.

These daily sessions are planned and delivered based on reading V.I.P.E.R.S. VIPERS is a whole class approach to teaching reading, and enables teachers to target specific questions to individual children dependent upon their individual targets

V.I.P.E.R.S covers the key comprehension skills in line with the content domains which can be found on the gov.uk website.

The mnemonic VIPERS represents

V – Vocabulary

I – Infer

P – Predict

E – Explain

R – Retrieve

S – Sequence/ Summarise

The same mnemonic can be used by both KS1 and KS2 with a little adaptation. The main differences being in the S - sequence in KS1 and Summarise in KS2 also in the Explain section. In KS1 'Explain' is not one of the content domains; rather it asks children to explain why they have come to a certain conclusion or to explain their preferences, thoughts and opinions about a text. In KS2 the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

A typical lesson structure is as follows:

- 10 mins reading (teacher led, student led, choral, individual). This where expression, fluency, meaning can all be modelled to the children
- 5 min quick-fire questions (during/after) – these test that at a basic level, the children have understood and accessed the text.
- 5 mins (max) input and modelling of main task.
- 15 mins main task and feedback.

Individual Reading

Each child is given a home reading diary at the beginning of the school year. Children are expected to take books home from the school's reading schemes until they reach Stage 15. The book they read will then be a "free reader" from the class reading area or the school library. Children in EYFS and Year 1 are expected to take a Phonics reading book home weekly which matches the phase/sounds

they are currently working on. Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher. Parents/Carers are encouraged to read with their children and record comments in the reading diary. There is a reward system in place to encourage and motivate children to read at home.

Bronze: 25 reads

Silver: 50 reads

Gold: 100 reads

Developing a love of reading

At Porter Croft we strive to encourage the children we teach to develop a love of reading and to read for enjoyment. As a school we provide opportunities to facilitate and nurture this through various strategies, environments and events

- We have a dedicated book corner area in each classroom.
- Visits to the local library for storytelling and book sharing
- Sheffield Children's book awards
- Plays and performances e.g. Nativity
- Poetry Jams
- Cosy reads e.g. Christmas, Bible story, Fairytales
- World Book Day celebrations – dressing up, activities linked to favourite stories
- Roald Dahl Day celebrations – as above
- Reading buddies
- Reading Rewards
- Whole school library
- Displays linked to reading around the school

Assessment of reading

Children are assessed in line with the school's assessment policy and are assessed against the year group expectations every half term. Phonic knowledge and progress throughout the phases is also regularly monitored and tracked. Children reading and comprehension skills are formatively assessed termly using rising stars reading tests. Progress in reading is discussed at pupil progress meetings held half termly and specific intervention strategies are put into place to support children who have not made the expected progress.

Our Approaches to Writing

At Porter Croft we strive to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and systematically. Teachers plan sequences of lessons to build towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks.

Wherever possible, writing is linked to the termly class topic and, therefore, the wider curriculum. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts.

Writing in EYFS

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing.

A wide variety of opportunities are provided for children to engage in writing activities.

Amongst these are:

- Shared writing
- Role-play (e.g. a shop or restaurant)
- Labels and captions
- Recipes
- Lists
- Making books
- Writing letters
- Menus

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English. A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing.

Writing in KS1

In English lessons, children explore a variety of themes such as Stories in Familiar Settings, Instructions, Fantasy Stories or Poems. They study fiction and non-fiction and begin to compare characteristic features of writing. Children learn how to apply these features in their own writing and begin to write at length.

In Key Stage 1, children will write for a range of purposes, including (but not limited to):

- Stories
- Diaries
- Instructions – recipes, 'how to' guides
- Explanation texts
- Poems
- Letters & postcards
- Labels, lists and captions
- Recounts
- Non chronological reports

Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing where they can apply the skills, knowledge and understanding acquired through literacy lessons. This may be linked to Topic or other curriculum areas such as R.E or Science.

Writing in Key Stage 2

In Key Stage 2, children have English lessons in which they focus on a range of text types throughout the year. These may be linked to Topic themes or to a book or poem. During Key Stage 2, children can expect to tackle a range of writing tasks, including (but not limited to):

- Stories (including a variety of genres such as myths & legends, adventure, mystery & suspense)
- Letters
- Play scripts
- Biographies
- Recounts
- Instructions
- Glossaries
- Explanations
- Debates
- Newspaper reports
- Poems

Children will also learn to write in a range of styles, including;

- Writing to entertain
- Writing to inform
- Writing persuasively
- Writing in a journalistic style
- Writing formally/informally
- Writing arguments

English, Spelling, Punctuation & Grammar is taught discreetly in daily sessions.

In Key Stage 2, children continue to have a range of opportunities for cross curricular writing where they can apply the skills, knowledge and understanding acquired through literacy lessons. English skills are developed across the curriculum so children can apply what they know in a variety of contexts.

Assessment of writing

Children are assessed in line with the school's assessment policy and are assessed against the year group expectations every half term. Progress in writing is discussed at pupil progress meetings held half termly and specific intervention strategies are put into place to support children who have not made the expected progress. Moderation of children's writing takes place during staff meetings to ensure teachers are confident in assessing writing standards.

Spelling

Pupils should develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies, which they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. This is taught using the Read Write Inc. programme. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words that are not phonically regular (common exception words).

Children from Year 1 to Year 6 access the particular national curriculum objectives relevant to their year group and ability and progress through these accordingly. Children have a spelling focus per week or fortnight which they practise through a range of class and home based activities.

Spelling is taught regularly, in short daily sessions.

Over a week the sessions will incorporate the following teaching strategies:

- Monday – *Teach*,
- Tuesday / Wednesday / Thursday - *Practise*,
- Friday – *Apply (spelling test given in dictation)* .

Spellings are brought into the rest of the curriculum where possible including in their reading to maximise learning opportunities and embed the theory into practice, using it in a range of contexts.

Handwriting

At Porter Croft it is our intent that children develop a sense of pride, pleasure and enjoyment in their writing through fluent, legible and joined handwriting.

EYFS

On entry, our Foundation Stage children are involved in varied activities to develop essential pre writing skills in line with the Early Learning Goals. There is much focus on developing gross and fine motor skills and strengthening muscles in the arms and fingers. We use 'Dough Disco' and many playdough activities to increase muscle strength. We also use 'Write Dance' as way to encourage mark-making and to develop gross and fine motor skills. Children are also introduced to the individual letters and rigorously taught correct formation from the very beginning of their time in school. From the time that children are ready, they are taught to sit with a good posture and are taught to hold a pencil with the correct grip.

KS1 and KS2

At Porter Croft we teach joined handwriting using a cursive script. Handwriting is taught weekly from Year 1 to Year 6. The handwriting sessions are used to consolidate the National Curriculum spelling lists for each year group and key words and phrases related to topic work. As children progress through school there is an increasing focus on fluency, consistency and speed. All children initially write with a pencil moving on to using a pen when they are ready (often through being awarded a pen licence).

Monitoring and Evaluation

The leadership of the English curriculum is the responsibility of the subject leader, who:

- supports colleagues in their teaching, by keeping them informed about current developments in English and by providing a strategic lead and direction for this subject;
- gives the Headteacher a termly subject Action Plan, which evaluates the strengths and weaknesses in English and indicates areas for further improvement;
- uses specially allocated management time to review evidence of the pupils' work to observe English lessons across the school and monitor learning environments
- will provide guidance and support on the implementation of policy;
- will stay up to date on developments;
- will ensure staff are aware of resources that may support the teaching of English;
- will monitor implementation and planning;
- will monitor the standards in books, carry out book scrutinies and provide feedback
- will liaise with outside agencies and other English Leaders;
- will moderate the assessment of reading and writing.
- Will deliver staff meetings to promote CPD

Parental Involvement

We value and celebrate the contributions parents and carers make to their children's development and progress in English. As such, we promote clear and regular communication in the following ways:

- Home school reading diaries to promote weekly communication
- Sharing and involving parents in the development of IEPs
- Termly parents' evenings
- An annual written report which reports on attainment and progress
- Parent workshops and the distribution of any relevant information to promote reading and writing skills
- Good work assemblies, class assemblies, battle of the bands, poetry jam and church services
- Theme week museums
- Christmas and Summer productions

Evaluation of Policy

This policy will be reviewed in three years or in the light of changes to legal requirements.

The following criteria will be used to measure its success:

- How has the quality of children's learning been enhanced/improved?
- How has the quality of teaching been improved?
- Are staff and pupils following routines agreed practices?
- Is there clear evidence of assessment informing planning?
- Do pupils know what they are learning and why?

- Has any part of the policy been difficult to implement, or been ignored?

Equal Opportunities

We strive to provide equality of access to all aspects of the curriculum to all members of the school community. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability in accordance with the school's Equal Opportunities and Inclusion policies. We aim for all children to participate in mainstream lessons. Work is differentiated and extra support is in place for children with SEND. Where it is felt necessary, a pupil is withdrawn from class to receive specialist help from school devised intervention programmes, or support from other relevant bodies.