English Policy

‘Every Day Counts, Every Minute Matters.’

A Policy Statement

- ## The place of English

At Ladygrove Primary School we endorse the view expressed in the National Curriculum 2014 document:

"English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised."

- ## English across the curriculum

We also recognise that English skills should be regularly applied in every subject area and that, where appropriate, English teaching should be linked to work in other areas of the curriculum. Our use of a 'Thematic Curriculum' sets a context for writing and allows for cross-curricular approaches. In KS2, we follow a Whole Class Reading structure to our reading lessons- throughout the books we share, we aim to choose texts that are linked to our topics as well as linking to British Values and our PSHE offer through Jigsaw.

- ## Aims

Our aims are therefore to ensure that all our pupils are encouraged and supported to: -

- speak confidently and competently in a range of contexts for different purposes and audiences.
- understand, respond to and comment upon speakers' use of language.
- take different roles in groups, contributing and responding to others' suggestions and responses.
- use dramatic techniques to explore, create, share, and evaluate ideas.
- read fluently and automatically, using phonic knowledge, and blending skills to decode unfamiliar words.
- spell words accurately through use of segmenting and application of their knowledge of word structures and patterns.
- apply specific Grammar focus for the week to writing.
- access texts for pleasure or information.
- understand and interpret texts on both an organisational and literary level.
- engage and respond to a range of texts and the intended effects of authors.
- express themselves creatively for purpose, pleasure, and learning.
- write in a range of forms, making stylistic and structural choices to suit both purpose and reader.
- organise ideas cohesively and use varied sentence structure and punctuation to convey meaning effectively.
- develop a fluent cursive handwriting style.

- use ICT tools to present work appropriately.

Mental Health and Emotional Wellbeing in English

Here at Ladygrove Primary School and Nursery, we recognise the importance of promoting mental health and wellbeing throughout our school community, school vision and within our curriculum. Reading and Writing can cause anxiety, especially if a pupil feels they are not as good as their peers. Through our English curriculum, we celebrate mistakes as a way of learning and moving forward. English is a creative subject, and we want children to be intrinsically motivated to learn this subject and achieve that great feeling once they have written at length independently, have read a challenging book, or overcome a challenge in their comprehension of reading. This comes back to 'Marvellous Mistakes' and our learning animals with a focus on 'resilience'.

Speaking and Listening

At Ladygrove Primary School we believe that the development of speaking and listening skills should be a priority within the learning environment of every curriculum subject.

Objectives and success criteria relating to this are planned for through a range of activities including the use of: talk partners, open questions, hot seating, role play, puppets, class discussions and debates, class assemblies, drama productions, show and tell and School Council ad Team Safeguarding, Well-Being Ambassador and Digital Leader meetings.

Reading

Reading is not simply the decoding of words on the page but involves the ability to read, with understanding, a wide range of different types of text including: fiction, non-fiction, real world texts such as labels, captions, and lists, and print in the environment. Competence in reading is the key to independent learning; therefore the teaching of reading is given a high priority by all staff across the school.

Reading in Early Years and Key Stage 1 is structured through Read Write Inc lessons daily. In KS1, children follow the same format as Reception but will work on complex sounds and read books appropriate for their reading level assessed through RWI. In Year 1 and for children working below the expected level in Year 2, daily sessions of RWI last for one hour. In Year 2, children take part in daily 30 minutes RWI sessions as well as a Guided Reading model for comprehension.

In KS2, our Whole Class Reading model allows every child to share the same text ranging from classic fiction to modern literature, children have the opportunity in guided group sessions to read at least once a week with their class teacher and teaching assistant. Within these structured Whole Class Reading lessons, children share the enjoyment of reading as a whole class. Where possible, reading texts are chosen to fit closely with the Half Termly topic and therefore support a cross-curricular approach to either Geography, History, Science or PSHE and British Values.

At Ladygrove, we believe Reading is the gateway to knowledge and is 'The Golden Thread to Learning'. We root reading at the foundation of all knowledge and believe that until a child can read fluently and independently, other areas of the curriculum remain hard to access. We therefore place great emphasis on teaching children to read as early in their school career as possible. For children in KS2, their individual reading is assessed by their class teacher is transferred to our book banding system- this means that children have access to an individual book of their choice which is matched directly to their reading ability to be read at home and during individual reads at school. Our book banding system begins at RWI and encompasses these colours to begin.

- All national curriculum programmes of study statements must be covered throughout the teaching year.
- All children will have access to a broad range of books appropriate to individual levels of ability and interest and are given books to take home that are matched to their phonetic ability and are matched to their targeted book band. Children can also access banded books (fiction and non-fiction) in our Reading Retreat (School Library).
- All children will be encouraged to enjoy reading and will be given opportunities to share a range of books and other reading materials.
- Pupil Premium children will read with an adult at least three times per week. All other children will read with an adult at least once a week.
- Parents are encouraged to read with their children at home and to write comments in the children's reading records, at least 3 times per week but ideally more.
- Children will be taught to use a range of strategies to help them read independently with understanding and will also be helped to develop different reading styles to enable them to read a wide range of texts.
- All children will be encouraged to develop a sense of audience when reading aloud, and they will have the opportunity to read aloud to a variety of audiences including younger children, their own class, adults, and the whole school in assembly. In KS2 Whole Class Reading sessions, children have regular opportunities to read aloud across the week.
- In Whole Class Reading sessions, children are encouraged to read aloud- teaching assistants track those children who have read aloud across the week to ensure that every child has at least one opportunity. Children also have regular opportunities, daily, to hear their class teacher read aloud.
- Whole Class Reading sessions ensure that vocabulary is a main focus- regular opportunities are given when reading aloud as a class to pause and discuss vocabulary. Children are encouraged to use the context of the text to support them in finding the meaning of unfamiliar words.
- In Year 2 and KS2, children's reading comprehension is supported by VIPERS (Vocabulary, Inference, Prediction, Evidence, Retrieval, Summary). Question stemmed activities use this model to support children's understanding. Children also have a VIPERS bookmark attached to their reading record to support questioning at home.
- All children will be encouraged to see themselves as readers. Children with specific difficulties in reading are to be given help through targeted interventions such as Rapid Readers, Project X, Reading Fluency and TRIP, either as part of a small group or in a one-to-one setting.
- In Early years and Key Stage One, children will be taught 'Read, Write Inc' Phonics for one hour daily. This will continue into Key Stage Two, for children with specific phonetic difficulties.
- Reading areas and book corners will be designed in an interesting way in each classroom to encourage independent reading and promote a positive ethos around reading.
- Cross Curricular displays (for children's Half Termly topics) will feature books that are appropriate to the topic and age of the children. These books will be a range of fiction and non-fiction.
- We will ensure that the books and literature available to children represent as wide a range of cultures as possible.
- Teachers will regularly read aloud to the children using a variety of literature. This will be seen as an important and valuable activity.
- The importance of reading will be reinforced through special events, for example, book fairs, book weeks, visiting authors, sharing assemblies with parents, book talks and drama productions.
- Assessment of reading will be on-going through the year.

- We use a variety of reading scheme books which are banded to match national curriculum levels. Currently, Read Write Inc material is used widely across Early Years and KS1. Barrington Stoke Dyslexia friendly texts are also available for those children who have Dyslexia.
- Data is to be entered every half term and will be tracked by the English Coordinator and SLT.
- Children highlighted through Pupil Progress Meetings, data analysis and moderation sessions as not making expected progress will receive targeted intervention- either through targeted 1:1 or small group phonics interventions (through Read Write Inc) or reading interventions (Rapid Readers, Reading Fluency and TRIP).

Writing

We believe that the development of writing should be embedded across the curriculum, through a range of exciting and stimulating contexts. The key skills of transcription, punctuation, grammar, spelling, handwriting and presentation, and standards of English and language structure are therefore taught explicitly through English lessons, but also indirectly through cross-curricular writing tasks. In KS2, children have specific grammar lessons (focused through starter activities) targeted and planned to link with the writing genre across the week.

- During their Reception year, writing is about how children build an understanding of the relationship between the spoken word and the written word, and how through making marks, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes. The EYFS curriculum informs planning for learning activities, and writing materials are always available for the children in their child-initiated learning.
- Children start with large motor control activities, moving on to writing patterns, then on to letter formation.
- When children are familiar with phonics and letter formation, they are encouraged to attempt a more focussed form of writing using the initial, end and medial sounds in words, learning high frequency words and make phonic attempts at writing.
- When learning the formation of letters, children from EYFS are taught how to form letters correctly- when children have passed the phonics screen and have completed their Read Write Inc phonics cycle, they will begin to learn how to use Cursive handwriting (usually when in Year 2). Children from Year 2-6 will then be taught to begin letters from the line in a Cursive handwriting style.
- The development of writing skills at Key Stage One progresses by building on the basic skills learnt at EYFS, with an emphasis on talk for writing.
- Phonics is taught daily (for at least 30 minutes) in EYFS and Key Stage One. Children in KS2 who also require targeted Phonics teaching also have access to this. Lessons are planned and structured through the Read Write Inc phonics scheme.
- Daily English lessons include regular writing tasks which are planned for in KS1 and KS2. Additional support is allocated to children with specific writing needs.
- A common/shared structure and commonality of language approach is used to ensure progression in all genres of writing across all key stages. (see appendix 1)
- Children are encouraged to look at examples of writing genres in their weekly English lessons to provide modelled examples of texts. Planned activities provide the children with opportunities to identify a text's language and structural features.
- Before writing, children are supported in planning their writing using a shared planning frame across the school. Children are encouraged to create vocabulary banks to support their writing. Working walls (washing lines) are built throughout the writing sequence which provide children with models of language and vocabulary linked to the writing genre.

- Work is marked according to Ladygrove Primary's marking policy, and next steps are provided by the teacher in order for the child to know how to progress to the next level.
- All children will be expected to write an independent piece of writing after each genre, which is designed to build writing stamina. This piece of writing is called our 'Chance to Shine Writing' and informs next steps and targets for children's writing. Class teachers provide children with an individual target matched to their writing in which children are encouraged to meet in their next independent write.
- Across KS1 and KS2 spelling sessions are taught weekly from the 'Read Write Inc Spelling' scheme. Where possible, handwriting activities are also linked to spelling.
- All English lessons have a starter activity (linked to the units grammar focus) that provides the opportunity for discrete grammar, vocabulary, and punctuation teaching.
- Teacher assessment of writing will be on-going through the year, using next steps marking, peer assessment, achievement meetings, whole school writing moderation and writing targets.
- Data is to be entered termly and will be tracked by the English coordinator and Senior Leadership team.
- Children highlighted through key stage achievement meetings as not making expected progress will receive targeted intervention.

Spelling and Handwriting

Spelling

Spelling and handwriting can be taught and practised both within and outside the English lessons but needs a specific allocation of time. Where possible, handwriting is linked to spelling. Children in Years 2-6 follow the Grammarsaurus Spelling Programme designed to meet Spelling knowledge for children with clear progression across year groups. Spelling rules are split and segmented across year groups, with a recap at the end of every half term. The SNIP Spelling intervention is used in addition to Grammarsaurus for children who are not making sufficient progress in spelling during the Grammarsaurus daily taught session.

- **Teaching spelling will involve:**
    - attention to secure phonic development.
    - explicit teaching of the spelling rules and conventions (see Curriculum 2014 spelling lists).
    - explicit teaching of the range of spelling strategies and word meaning – phonic, visual, word building from meaning, morphology, etymology and analogy.
    - explicit teaching of spelling rules with rhymes and acronyms to support memory. Children are given supported with regular opportunities to apply their understanding of rules to new/unfamiliar words as well as applying their phonetic understanding.
    - a focus on the links between spelling and handwriting, to support the development of visual spelling skills and motor memory.

Handwriting

At Ladygrove, Handwriting is taught formally using CURSIVE script from the time that they complete their phonics screen (usually by the end of Year 2). Children are taught to use a fluent, joined script during Year 2, or when they are ready. Children are given a pen when their script is mature enough to warrant it. This is usually within Year 3 but not exclusively. Children in Early Year 1 will be taught how to form letters correctly using rhymes and acronyms from their Read Write Inc phonics sessions- when children have a secure letter formation and have completed the Read, Write Inc scheme, they will then be moved onto learning how to join in the Cursive style.

When children start to learn Cursive handwriting, they will learn to form every letter with an entry and exit stroke that starts from the line. Handwriting is taught daily across the school and is IInced to spelling, where possible.



We believe that the Cursive formation of letters provides a solid foundation for teaching joined handwriting as children progress through school. Children are taught that every letter starts on the line. When single letter formation is secure, we begin to teach digraphs and trigraphs as joined letters. For example:



Research into Cursive writing has shown that the use of continuous Cursive handwriting plays a significant role, not only in developing fine motor skills, but also in learning spelling patterns. Of course, this is particularly important for children who find spelling difficult and find decoding writing patterns challenging. Using Cursive writing then supports the child on the content and structure of writing rather than the disconnected process of letter recollection.

We believe that constant repetition is the key to becoming fluent in Cursive handwriting. Emphasising the correct entry and exit strokes every time a letter is formed whilst ensuring that children have the correct pencil grip is essential our children getting themselves into good habits for writing. Writing in a Cursive style provides the benefit that it can be identified quickly identify when a child is forming a letter incorrectly.

Digital Literacy links with English

- Digital Literacy should be a significant part of every child's experience of learning to be literate.
- The use of information and communication technology should be used to promote, enhance and support the teaching of English at word, sentence and text level.
- Children will be given regular opportunities to use a range of ICT programs to present their work.

Assessment, recording and marking procedures

At Ladygrove assessment is an integral part of the teaching process and we endeavour to make our assessment purposeful, thus ensuring progress.

Assessment is carried out on three levels and is in line with our Assessment policy:

- Formative assessment - Assessment for learning strategies and the use of success criteria are a part of every lesson and are closely linked to the teaching objectives. Whenever possible work is marked alongside the child. Children are encouraged to peer and self assess their work against the success criteria/ independent writing grids matched to year group.

- Summative assessment - Formal assessments are carried out every term. The purpose of these is to review and record the progress the pupils have made and set future targets. Children's writing is formally assessed using teacher assessment judgements.

Teacher assessments are carried out in every year group on a half termly basis. Progress and attainment of each children is monitored and reviewed.

- Baseline Assessments
  On entry to Reception, we baseline children and track their progress accordingly.

Monitoring

English lessons are monitored by:

- the attached adviser/SIP
- the Headteacher
- the English co-ordinator and other members of the SLT (e.g. SENDCO/ EYFS coordinator))

Planning, book scrutiny and pupil conferencing are carried out by HT, Deputy HT and /or English co-ordinators.
Writing is moderated by all teaching staff every term to ensure writing standards are consistent throughout the school.
Key stage achievement meetings/ phase meetings are carried out every two to three weeks to review the progress in reading and writing of identified groups of children.
Reading and writing assessments are analysed termly to identify specific groups that may need focused interventions to accelerate progress and attainment.
All teaching staff use current teacher assessment judgements to identify groups of children requiring targeted intervention.

Equal opportunities/inclusion

At Ladygrove we endeavour to maintain an awareness of, and to provide equal opportunities for all our pupils in English. We aim to take into account cultural background, gender and Special needs, both in our teaching attitudes and in the published materials that we use with our pupils.

Equalities Statement

Through appropriate treatment of all, Ladygrove Primary School and Nursery aims to eliminate unlawful discrimination, prejudice, harassment, and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

Special Needs

Throughout the school children who need extra support are identified and provision made to meet their needs through targeted support, intervention programmes and SENCO support. External agencies are used to assess these children as and when appropriate.

Gifted and talented

Provision for the more able children should also be made by differentiating the tasks given and by providing extension materials and opportunities to extend their learning beyond the classroom environment. These children should be identified and included on the more able child register.

Homework

Homework is used to support English through:

- taking books home to read to a family member;
- taking weekly spellings home to practise;
- specific tasks set by the teacher relating to reading or writing themes throughout the week
- practising phonics set specifically for each child dependent upon their new sound/focus

Policy- Document Status			
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