



English Policy

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1. Curriculum Statement

Intent

The 2014 National Curriculum for English 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

We ensure that the National Curriculum (2014) aims are met through following the Read Write Inc. programme in every year group including Reception. The programme has clearly mapped out the objectives which the National Curriculum states should be covered in each year group to ensure coverage and progression. We believe that language paves the way to a child's journey of learning; it is central to a child's successful development and underpins every element of our curriculum at Arley Primary School. We are committed to the highest standards of teaching and learning and we are relentless in our desire to continually raise standards. We recognise the importance of creating a climate in which children can learn effectively and believe that consistent teaching and behaviour management strategies are the key to this.

Implementation

The programme promotes five core principles to teaching and learning and we believe that these principles apply to all subjects, not just Read Write Inc. The routines and signals associated with these principles are relevant to all aspects of school life. Therefore, we have adopted these consistently throughout the school, for all lessons and for all staff including teachers, teaching assistants, lunch time staff and out of hours provision staff.

All staff should embrace the five core principles and must:

1. Know the **purpose** of every activity and share it with children, so children know the **one** thing they should be thinking about.
2. Be **passionate** about teaching so they can engage children emotionally.
3. Teach at an effective **pace** and devote every moment to teaching and learning.
4. Ensure that every child **participates** throughout the lesson. Partner work is fundamental to learning.
5. **Praise** effort and progress - not ability.

Purpose: We can only pay attention to one new thing at a time. If we are asked to learn too much at once, we give up. Each teaching activity presented to children has one clear purpose which is set at the beginning of the activity so that children know what they are learning and why.

Passion: Emotional engagement is necessary for children to learn something new. The greater their engagement the more they learn. Children mirror the teacher's mood. When teachers are enthusiastic, children are too.

Pace: We need children's minds to be free to learn. This means practising routines until they become second nature to both staff and children. *Everyone* in our school uses the same routines.

We have a range of silent signals that are key to these routines and children are praised for routines they do quickly and quietly.

Team Stop Signal

This helps us stop children in a calm manner, ready for what comes next. It replaces all other stopping techniques such as: clapping, clicking, singing rhymes, shaking instruments, shouting, singing etc.

The stop signal is used at all times of the school day: during lessons, on the playground, in assemblies, during transitions, in the dining room, on trips and in staff meetings and professional development.

Turn To Your Partner Signal (TTYP)

Partner work is used consistently in all lessons and this is the signal that tells pupils to turn to their partner to discuss something or answer a question.

My Turn, Your Turn Signal (MTYT)

This silent signal is used when staff want the children to repeat something after them to reinforce their learning.

1, 2, 3 Signal

This silent signal moves the children silently from the carpet to their tables in under 15 seconds. In reverse, it moves the children from their tables to the carpet in under 15

seconds. It speeds up movement around the classroom and ensures that it is done quietly with no disruption to learning.

Participation:

Teamwork

We want children to be motivated to work together, teach each other, practise together, talk together and give feedback to each other. Teamwork is key.

Partnerships

Articulating a thought, forces children to engage. It makes children organise what they know and what they don't. We want all children to practise what they have been taught with a partner regularly in lessons and in all Read Write Inc. lessons where they should practise every activity and answer every question together.

We gain and keep children's attention throughout lessons by using the following three techniques:

Choral work: My Turn Your Turn (MTYT)

We use choral work when we want children to copy what we've just said.

Partner Practice

Children are asked to recall what we have just taught them by teaching their partners: teachers are then able to check if their teaching has been successful or not.

Partner Talk

Children pay attention because they know they will be expected to answer every question with their partner and could be called upon to share their response with the rest of the group.

Praise: We praise the effort that our pupils put into their learning. Children always feel good when they are working hard and succeeding so we acknowledge this and tell them exactly what they are doing that deserves praise. Creating an ethos of encouragement and praise has a dramatic effect on a child's success and morale.

Impact

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Pupils can underperform in English if they do not have a solid foundation in the key skills of reading and writing. The Read Write Inc.

programme and through our ongoing assessments ensures children who are not meeting the expectation for their year group are identified straight away in EYFS and KS1 to ensure intervention can take place immediately to close barriers which will grow as they progress up the school. Having the consistency of the programme in every year group allows children familiarity with the pace and procedures so that during lessons, time is spent supporting, engaging and achieving; it allows the children to feel comfortable and develop a growth mind-set towards their learning.

2. Teaching and Learning

2.1 Reading

We place significant emphasis upon the development of basic skills and we aim for every child to be reading fluently and with high levels of understanding by the age of 7.

EYFS and Key Stage 1

We use Read Write Inc. Phonics which is a complete literacy programme for 3 to 6 year olds that are learning to read and write. The programme uses synthetic phonics to teach reading and it covers all of the National Curriculum requirements for literacy and language.

This approach:

- Gets children decoding and comprehending quickly. The special 'three reads' approach ensures that all children gain accuracy, fluency and a good understanding of the text.
- Ensures children read storybooks and non-fiction books matched to their growing phonic knowledge.
- Leaves no child behind. Initial and on-going assessment to track every child's progress.
- Prevents downtime. Direct teaching followed by partner practice means that every child participates in the whole lesson.

We begin using Read Write Inc. when our pupils are in nursery and they start by learning the first 30 sounds in short, daily sessions. When pupils move into reception year, they begin to read storybooks and non-fiction books that are closely matched to their developing phonic knowledge. The sessions are lively and interactive to support our pupils to make rapid progress. Their progress is assessed at the end of every half term and they are grouped according to the level they are working at. This ensures that teaching is always focused precisely on what pupils need and the pace of learning

is fast. If we are ever concerned about a child's progress in reading, we provide 1:1 intervention to address this and accelerate their progress. These sessions are delivered by highly skilled support staff who received specific Read Write Inc. 1:1 intervention training.

Key Stage 2

The teaching of reading does not stop when children complete the Read Write Inc. Phonics programme. The skills of reading comprehension are a considerable focus that children begin when they complete Read Write Inc. phonics. If any children in Key Stage 2 still need Phonics work they remain on the Read Write Inc programme.

In Key Stage 2, classes follow 'Power of Reading' to use up to date texts for children to use their reading skills through to the writing skills. Teachers will use a variety of reading techniques such as reading for pleasure, comprehension work, shared reading, guided reading and independent reading.

Reading for Pleasure: At Arley we aim to promote a love of reading in our children. We have identified the need for children to be heard reading and to be read to on a daily basis and throughout the curriculum. Children are able to select their own reading and library book to take home and from class selections to read in class when appropriate. Children have opportunities to listen to quality literature read to them by adults. Reading buddies are used throughout school to support this enjoyment and progress in reading. Arley children also participate in World Book Day every year when reading for enjoyment is widely promoted across the school. They will also take part in reading festivals and competitions.

Comprehension: Specific skills are taught, which enable them to decode the meaning of a text and how to form and express their own personal opinions and make comparisons. Teachers question pupils to ensure their understanding of a text. It is expected that teachers carefully plan their questions before a reading session to ensure a range of question types.

Guided Reading: Guided reading sessions are carried out on a regular basis. Teachers are expected to create a reading atmosphere and use texts to engage children and bring the reading alive. Teachers use a variety of guided reading texts and where possible try to use books/texts related to our school topics. Independent activities are planned well to provide children with challenging tasks related to reading. Guided reading sessions can consist of group work and whole class teaching.

Shared reading: Children are given the time to share books in class and provided with the opportunities for discussion and extension of children's comprehension and literary language.

Home reading:

Ks1

Children will take a decodable book home that they have read three times in their Read Write Inc sessions and also choose a book from age related books in their classroom. Children will have library sessions during the week where they will be able to select a book of their choice to share with an adult at home.

KS2

Each child selects a reading book from their classroom that is taken home to be shared with parents. They will also choose a library book during their class library sessions.

Every child will take books home which is accompanied by a reading journal in which parents are encouraged to record when they have heard their *child read*. *This also promotes good communication between teachers and parents about the child's progress.*

2.2 Spelling

We believe that foundations in spelling should be put in place from an early age. Within Reception and KS1 the focus is on Read Write Inc phonics and children are immersed in the world of phonics (closely linked to their reading) as soon as they enter school. All children within Reception and KS1 access a daily lesson of phonics. The children also learn the common exception word lists for their year groups. As children move towards the end of KS1 the focus changes from phonics to the learning of spelling rules and strategies.

Within KS2, key spelling strategies and rules are taught within the classroom. Children may receive weekly spelling lists or individualised spelling lists to learn at home. Alongside learning spelling rules and strategies Years 3/4 and Years 5/6 are also expected to learn the words lists as stated in the national curriculum. This is supported through spelling games to provide an interesting and engaging approach to learning spellings.

2.3 Writing

The teaching of writing is embedded across our curriculum. The key skills of composition, planning and drafting, punctuation, spelling, grammar and handwriting are taught explicitly in the context of literacy lessons but also indirectly through cross curricular writing in other subjects. During each unit of writing, children will produce at least one whole composition that is broken down and supported by the teacher. They should also be provided with the opportunity, where possible, to write another

composition independently and apply the skills they have learned during the unit. This is done in the form of 'Time to Shine'. It is essential that each piece of writing is purposeful and the children should know the purpose and audience of their writing. The process of writing goes through phases, planning, writing composition, editing and assessing. Children are given the opportunity to edit using self and peer assessment. The children complete 'Rapid Writing' sessions three times a week to support the learning of editing. Where possible we celebrate children's writing in class, on displays and in whole school assemblies.

Emergent writing: emergent writing is encouraged in Foundation Stage as a way of allowing children to develop the early mechanics of writing while strongly encouraging the application of phonics as it is acquired.

Shared Writing: shared writing opportunities are used to model skills and expectations as well as to share ideas and create texts collaboratively.

Guided Writing/Independent Writing: planning will identify work done independently or as part of a guided group. Daily opportunities to write are planned.

Extended writing / Time to Shine: regular opportunities to write at length are planned from Year 1 onwards. The expectation of an extended, independent piece of writing is to be carried out once a fortnight.

Drama and discussion and partner work are an integral part of the programme as is **teacher modelling** and **vocabulary work**. These key aspects of the programme create passionate, confident and curious writers who have a drive to succeed.

2.4 Vocabulary

Here at Arley Primary School we are acutely aware of the growing need to close the 'word gap' and have taken proactive measures to ensure we are doing all we can to break down any barriers which a limited vocabulary may cause to children achieving their potential.

We believe that purposeful talk should permeate the curriculum; it is our duty to equip our pupils with the language skills they require to give them the best chance of success. It is important that teachers scaffold and 'train' the children to communicate effectively giving pupils **a place to talk and a reason to talk**. We do this using a number of techniques:

- Bouncing (rather than the teacher commenting on a child's response, ask a child to compare/summarise/build on/reason etc. on the answer given) Talk To Your Partner, choral and word wave responses.

- We use continuous provision to provide children a place/reason to use subject specific vocabulary.
- Purposeful talk is encouraged.

2.5 Handwriting

At Arley we take great pride in the presentation of all our work. Within English, we believe handwriting is an essential skill and we believe that the children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education. We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills. A flexible fluent and legible handwriting style empowers children to write with confidence and creativity. We feel that fluent and cursive handwriting should be learnt as early as possible. As a school we follow 'Nelson Handwriting'.

Children will:

- Develop fine motor skills
- Understand the importance of correct posture and paper position whether right or left handed.
- Hold and use a pen/pencil effectively
- Learn how to start and finish letters correctly
- Form letters of consistent size and shape
- Use and understand the language of writing and how to use the correct terminology
- Use regular spaces between words
- Form upper and lower case letters correctly
- Join letters correctly
- Be able to write legibly in both joined and printed styles
- Be able to use different styles of writing for different purposes
- Understand the importance of neat and clear presentation in order to communicate meaning effectively
- Develop greater control and fluency as they become increasingly confident

Handwriting is taught as an explicit lesson in all classes and children have the opportunity to practise and refine their handwriting skills though all areas of the curriculum. Teaching staff throughout the school are expected to model this cursive style in their own writing, on boards, in books and through displays and lettering.

3. Assessment

3.1 Assessment for Learning:

Children receive effective feedback through teacher assessment, both orally and through written feedback in line with our Marking Policy.

3.2 Formative Assessment:

Short term assessments are part of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary.

At the end of each unit of work, the children will have completed independent writing: a fiction piece and a non-fiction piece. After the completion of an independent piece of writing, the teacher takes children through an editing process.

Written marking and verbal feedback ensure that gaps in understanding can be addressed and children can edit further on an identified area of weakness, before the next unit is taught.

3.3 Summative Assessment:

Assessment of reading:

Teacher assessment of the skills needed for reading and the ability to read is carried out throughout the year. Assessments are carried out through completing reading ITAF sheets. *Individual reading records are to be kept for each child to provide evidence of their achievement and progress as well as guided reading records for reading groups.* Targets are shared and updated with children regularly. Each term, the children also sit a NTS reading comprehension test. Reading results are entered into MARK which allows teachers to gather intervention activities through SHINE. Teachers update Target Tracker every term. In Reception and KS1 Phonics assessments are carried out frequently where pupils are put into groups. Children are to be screened for their phonological understanding and application, including nonsense words. This is in line with the government phonics screening check.

Assessment of Writing:

Work will be assessed in line with the Assessment Policy. Assessments are continuously made and updated onto ITAF sheets and Target Tracker each term. Regular moderation will take place within school to monitor the assessment of work and ensure

consistent judgements. Teachers are formally monitored by the leadership team, through regular learning walks, as well as one termly observation. Informal monitoring is carried out by the English Lead, who oversees that planning, teaching and assessment strategies are being carried out consistently. Written feedback is given where necessary to teachers on the quality of work, presentation, marking and attainment evident in their books. This process allows teachers to share good practice. Feedback is given during staff meetings.

Assessments are shared with parents and form the basis for the child's annual report.

Moderation happens within key Stage phases at Arley Primary School and within our cluster.

4. Cross Curricular opportunities:

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

5. The use of ICT:

ICT is used to support our teaching and to motivate children's learning. The interactive whiteboards are used for writing information and for sharing texts, pictures, other children's work and video clips. Pupils are given the opportunity to apply and develop their ICT capability through the use of ICT tools to support their learning in English. Read Write Inc portal is used for videos and information and Oxford Owl allows pupils to watch handwriting exercises for Nelson handwriting.

6. Equal Opportunities

Special Educational Needs:

Where barriers to learning are identified, the class teacher will work closely with the SENCO and the English Lead, to ensure that difficulties are addressed and a programme of learning is put into place to remove the barriers. If appropriate to their needs, the targeted children may access intervention groups.

Inclusion and Equal Opportunities:

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. We aim to remove barriers to learning and encourage all children to achieve well.

Children for whom English is a second language will receive appropriate support using outside agencies as necessary.

7. Home School Links:

Arley Primary School values the relationship with parents in supporting their children's Literacy skills. Parents are involved in their children's learning by:

- Providing regular parent's evenings which give them verbal information on their child's progress and their targets for the future.
- Sending reading books and home/school record books to monitor progress at home and school.
- Providing curriculum meetings when appropriate to inform parents on how we teach reading/writing/phonics and how they can help.

8. Role of the Subject Leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy.
- Regular lesson observations are made on all class teachers to ensure they are carrying out the aims of the Literacy curriculum.
- A regular work scrutiny of children's books/work, planning and marking is carried out.
- Pupil progress meetings.
- Provision of Literacy (including Intervention and Support programmes)
- The quality of the Learning Environment.
- Analysing data and tracking pupil progress and attainment.
- Supporting colleagues in their CPD.
- Purchasing and organising resources.

- Keeping up to date with recent Literacy developments.
- Informing Senior Management, phase leaders and governors of Literacy issues.

9. The Governing Body

Regular reports are made to the governors on the progress of English provision.

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

Conclusion:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping and Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

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New Beginnings, Endless Possibilities