

English Policy

Updated in line with new curriculum: J. Wood 2018
Approved by Governors:

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

At Parkside School we believe that language and literacy is fundamental to the overall development of children and their access to the curriculum in all its aspects. In the society in which we live an ability to communicate effectively, both orally and in writing and to read a wide range of texts is essential if children are to achieve their potential throughout their school days and into their adult life.

We follow the 2014 National Curriculum Framework for Literacy and other guidance to enable quality learning and teaching to take place.

Key knowledge, skills and thinking from the New Curriculum.

Aims

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a Primary School. The new English programme of study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The new National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ✓ 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 knowledge of linguistic conventions for reading, writing and spoken language
- ✓ Appreciate our rich and varied literature 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 art of speaking and listening, make formal presentations, demonstrate to others and take part in debate.

The new National curriculum 2014, gives detailed guidance of what should be taught at each Key Stage under the following headings;

- Spoken language
- Reading - Word reading
 - Comprehension
- Writing – Transcription,
 - Spelling,
 - Handwriting and presentation,
 - Composition,
 - Grammar and punctuation

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

Statutory requirements which underpin all aspects of speaking and listening across the six years of primary education, form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

The National Curriculum states that pupils should be '*taught to speak clearly and convey ideas confidently in Standard English*' (p10)

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

The focus on the spoken word gives children the ability to cope with written language by discovering:

- How it works;
- That meanings are shaped by lexical and syntactical choices;
- That language changes in different contexts;
- That there are differences between written and spoken English and standard and non-standard;
- Rules of spoken language;
- Creative thinking and self-expression

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- ✓ Word reading
- ✓ Comprehension

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently and with confidence in any subject.

To promote a love of reading we;

- Read aloud to children up to and including Year 6, to introduce them to new authors and styles of writing.
- Encourage and model reading for pleasure and establish an appreciation and love of reading.
- Establish and develop a varied range of texts in the classroom.
- Create vibrant book corners with age appropriate texts.
- Have well-resourced and engaging library with up to date texts for current topics being taught and a wide selection of fiction books from a range of authors.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- ✓ Transcription (spelling and handwriting)
- ✓ Composition (articulating ideas and structuring them using speech and writing)

It is essential that teaching develop pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. The whole school follows a handwriting policy to ensure consistency in the teaching of handwriting.

Modelled, shared, guided and independent writing will be evident throughout this sequence and will support both independent and groups of children following teachers' formative assessments. Assessments will inform shared writing and will inform the groups that are needed for guided writing. Stages do not have a time

frame, teachers plan around the needs of the children in their class and the process is cyclical. Rich texts will be used as a stimulus for the writing sequence which the children will be immersed in through a range of activities, including drama. A range of texts may be used throughout alongside the main text.

Spelling, Punctuation and Grammar

At Parkside, teachers follow a separate Spelling, Punctuation and Grammar policy to ensure rigorous, consistent teaching during an explicit SPG session. However, in addition to this session, teachers also provide pupils with a spelling/grammar focused starter activity at the beginning of literacy sessions. During this time pupils are encouraged to play with language through short games based on children's needs (AFL) and also areas of the National Curriculum to be covered by the year group. Teachers use the appropriate meta-language when talking about writing ensuring children learn the appropriate terms found in appendix 1.

The two statutory appendices – on spelling and on grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Literacy in the Foundation Stage

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning. The practice in Foundation Stage will work towards the Early Learning Goals aiming to meet the statements contained within the goals by the end of Reception year. **In Nursery and Reception the daily routine will include planned and spontaneous activities that include:**

- a wealth of opportunities to develop and experience speaking and listening.
- experiences that develop gross and fine motor skills both indoors and outdoors.
- sharing and enjoying a range of rhymes, songs, stories and books.
- immersion in a print rich environment with opportunities to see a variety of written communication.
- focus activities that teach children early communication language and literacy skills.
- choosing books to take home to share.
- synthetic phonics (phase 1-3) RWI (Read Write Inc) taught daily

Literacy on a daily basis

Apart from when there is a specific off-timetable event (ie Maths week), there must be a daily Literacy lesson for the age appropriate recommended time.

The literacy lesson must include some form of teacher modelling/ joint supported writing which should be evident on planning. This could include:

- Teacher modelling writing e.g. descriptive language choices within a setting description
- Children working on whiteboards individually/ in pairs to improve a paragraph of writing

- Joint supported writing where teacher acts as a scribe, scaffolding the children ideas

All daily literacy lessons should provide opportunities for AFL (Assessment For Learning) for both the teacher and children. This may be in the form of self-assessment/peer assessment against the success criteria or success against set targets. (How this is facilitated is down to individual teachers, by taking into consideration the aptitude and age of the learner.)

All Literacy lessons should have a GAPS focus- see GAPS policy. (Grammar and Punctuation, Spelling)

Literacy on a weekly basis

Each week annotated weekly lesson plans using the Literacy planning format should be stored in planning files. Original copies are to be saved on school network. Planning should plug gaps in pupils' knowledge and understanding as well as introduce new concepts. Pupil Progress Meetings must clearly identify where gaps identified in gap analysis are being taught and addressed.

Each weekly plan should consider;

- Learning objectives/s and spelling focus of the week
- Grammar Starters
- Success criteria – by Y5 and Y6 this can also be generated by the children
- Clear, differentiated activities with appropriate challenge for all (referring to the overview of strands by year or level)
- AFL – how this fits into the lesson
- Key questions
- Role of the other adult (including during main teaching)
- Use of a WAGOLL (What A Good One Looks Like) so children can see the expectation
- Examples provided of the activities e.g. are children using frames, what are you specifically looking to see in their work
- Speaking and listening opportunities
- Opportunities for children to proofread and edit their work in purple pen

Children should have an opportunity to complete one piece of extended writing at least once a week.

Guided Reading- Each week from Year R, children must have one taught guided reading session which is recorded using the Guided Reading format and stored in the appropriate folder. The other reading activities must be literacy based.

Home Reading- Children must carry an appropriate reading book/s in their bag to read in school and at home. It is the class teacher's responsibility to monitor this. Children must have their reading record book signed each day by their parents and the teacher or TA. It is the class teacher's responsibility to monitor that children are reading regularly at home to liaise with parents when this is not happening.

Any children who is working well below age related expectation in reading, should receive a structured weekly program of daily reading support- this could include reading with their teacher/ TA/ additional adults.

Phonics- Phonics must be taught in phonics phase groups from R-Y2 using RWI. In KS1, four sessions are taught per week with the fifth session having a spelling focus appropriate for that year group. Any children requiring additional phonics support in KS2 will be referred to the phonics intervention group and their progress will be closely monitored.

Handwriting- Children must receive a handwriting session per week. See handwriting policy. The teacher will set high expectations for neat handwriting in all exercise books. Children from Year 3 upwards write in pen (except in maths).

Homework - Daily reading, weekly spellings and other literacy activities linked to topic (fortnightly).

Literacy on a half-termly/end of unit basis

Each half-term there should be evidence of a variety of independent writing in children's exercise books which will be used to aid teacher assessment. A range of genres is taught with grammar, punctuation and spelling incorporated throughout all lessons.

Assessment

Writing Assessment- During each assessment cycle the class teacher will plan an appropriate writing task for the children in their class - this should link to the unit of work that has been studied not a stand-alone piece. Work will be assessed against TAFs (Teacher Assessment Frameworks) for each year groups.

Reading Assessment- During guided reading sessions class teacher will plan an appropriate reading task for the children in their group. Reading will be assessed using the New Curriculum assessment phases and evidence collected on group reading assessment highlighting sheets. Children are also benchmarked to support assessments.

Phonics Assessment- From Year R- Year 2 the children take part in a daily 25 minute phonics session where the children are ability grouped. These groups are fluid. At the end of every half term, children are assessed using the RWI (Read Write Inc.) assessment proforma and children are regrouped accordingly. All children in Year 1 are screened in the summer term. Any children who do not meet the National pass rate are part of a phonic intervention with the aim they will pass in year 2.

In KS2, any child who is yet to complete the phonics programme will continue via intervention within the class. This is overseen by the class teacher.

Learning Environment

Our classrooms and displays are used as learning tools. Using the learning environment all skills are transferrable and learning is applied across a range of contexts, ensuring intrinsic links between reading, writing, phonics, grammar, spelling and punctuation are made and children are regularly given time to consolidate learning. Through the learning environment children are empowered and supported to build independence when working.

We have Literacy rich classrooms which have evidence of;

- Differentiation offering all children the opportunity to make progress in Literacy learning.
- 100 high frequency words on display and/or accessible on tables to support children *in all year groups*
- The complex alphabetic code displayed in Foundation Stage and KS1 classrooms with provision made for those who need it in KS2
- Children being engaged through a wide range of modes such as: drama, oral presentation, visual, and kinaesthetic activities.
- Modelled expectations available for reference.
- Current phonic and spelling objectives are visible *in all year groups*
- Easily accessible reference material such as spelling dictionaries and thesauruses.

Working Walls

Every class has a Literacy Working Wall;

- This evolves as each day progresses. It is the public display of the learning process. It clearly displays the long term learning objectives as well as short term intentions.
- The success criteria are developed with the children and displayed. They are used to demonstrate to pupils how they will be able to achieve the learning intention.
- Exemplified text-types.

Key vocabulary is also displayed. Mind mapping, modelled examples, re-drafting and pupils' examples are regular features of the working wall.

Inclusion

The New National Curriculum is for all pupils and the expectation is that the principles of inclusion pertain, although special circumstances may arise whereby individual pupils miss occasional Literacy lessons or parts of lessons e.g. through involvement in a Reading Recovery, intervention programmes such as Sir Kits, ELS, FLS, FFT or speech therapy programmes.

Teachers in conjunction with the Inclusion co-ordinator will draw up individual programmes for teaching and support. Care is exercised to ensure that parents and carers are kept fully informed.

Alternative methods of recording, e.g. use of ICT, are provided to support pupils who experience extreme problems with handwriting or spelling to demonstrate their compositional skills and understanding of text.

Where pupils make limited progress in their ability to segment words for spelling, a targeted programme is deployed such as Accelerated/accelerwrite or Fischer Family Trust Intervention. Intervention programmes such as Sir Kits, ELS, FLS and Write Away Together are deployed to support children who are achieving below their level of potential. A learning support assistant is deployed to support pupils who are supported with such programmes. Any intervention delivered will be recorded on the class provision map and progress made will be tracked by comparing data from the start of the intervention to data acquired at the end.

The vast majority of pupils are able to write legibly and fluently. However, all teachers are aware of the needs pupils with motor control difficulties and of left-handed pupils and make appropriate provision

Our vision for pupils

We want all our children by the end of Year Six to be able to:

Express their thoughts and ideas with confidence in a way appropriate to the situation;

Listen to the ideas of others;

Perform to small and large groups;

Have an interest in words and their meaning and a growing vocabulary;

Read and write with confidence, fluency and understanding;

Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;

Be interested in books, read with enjoyment and evaluate and justify their preferences;

Understand the sound and spelling system and use this to read and spell accurately;

Have fluent and legible handwriting;

Understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;

Understand, use and be able to write a range of non-fiction texts;

Plan, draft, revise and edit their own writing;

Have a suitable technical vocabulary through which to understand and discuss their reading and writing;

Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

The Subject Leader

The Literacy Leader's role involves:

- modelling good practice and updating the school policy when necessary

- being responsible for the upgrading and ordering of resources and arranging for their storage;
- keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed;
- auditing needs and organising staff training; training staff in teaching and learning of literacy;
- analysis of attainment and progress of pupils throughout the school and ensuring targets are met.
- monitoring planning on termly basis; scrutiny of books and lesson observations with constructive feedback on a half termly basis; half termly PPM's (Pupil Progress Meetings) and using this monitoring to inform actions on the English Action Plan to drive the subject forward.
- supporting teachers in planning and using resources;
- governor feedback