



Member of staff responsible: Carmen Dewhurst

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English Policy

1. Aims and intent

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Longridge CE Primary our overarching intent for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure. Our children will learn how to speak, read and write fluently and confidently.

At Longridge CE Primary we strive for all children to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- develop their love of literature through widespread reading for pleasure and enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres and be able to write clearly and accurately in a variety of styles and forms appropriate to the audience and purpose.
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- appreciate our rich and varied literary heritage.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

2. Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Early Years Framework.

Early Years Foundation Stage

In the Foundation Stage the children will be given opportunities to:

- speak and listen and represent ideas in their activities.
- use communication, language and literacy in every part of the curriculum.
- become immersed in an environment rich in print and possibilities for communication.

Key Stage One

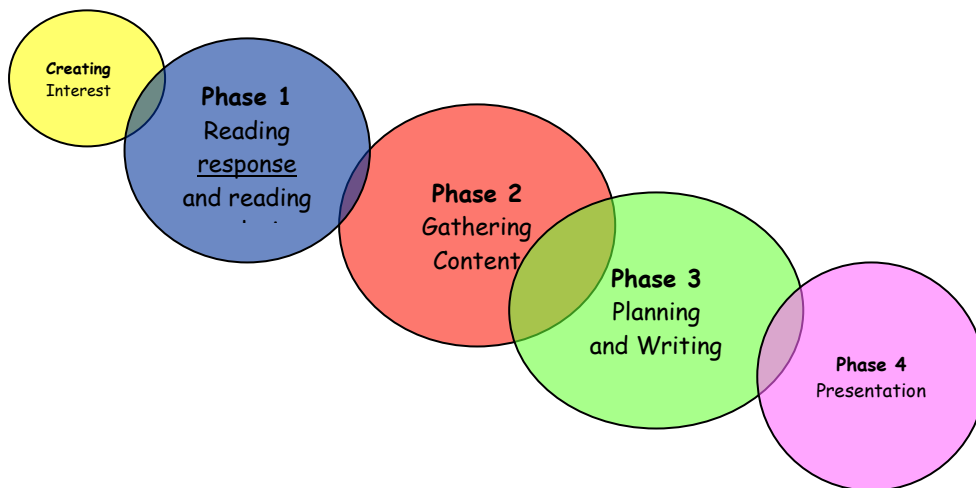
In Key Stage One the children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

Key Stage Two

In Key Stage Two the children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literacy and non-literacy texts and learn how the structure of language works.

3. Subject organisation

At Longridge CE Primary school, we have devised **UNITS (see unit overviews)** for each year group which cover Fiction, Non Fiction and Poetry. Teachers have also devised **CURRICULUM MAPS** for English which incorporates the key skills and writing opportunities for each unit. These are reviewed annually. Teachers employ a range of generic teaching strategies and follow a clear **TEACHING SEQUENCE** within a unit.



Class teachers use the Lancashire KLIPs and LAPs to support them with planning, progression and assessment. Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Technology is used where it enhances, extends and complements English teaching and learning. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

Teachers make use of published materials including 'Developing Early Writing', 'Letters and Sounds', 'Grammar for Writing' and 'Talk for Writing'. We have also purchased 'No Nonsense Spelling', 'Reading Detectives', 'Collins Spelling' and 'Collins Vocabulary, Grammar and Punctuation'.

4. Approaches and methods

Approaches to Speaking and Listening

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear are vital for developing their vocabulary and grammar and their understanding for reading and writing.

At Longridge CE Primary school, speaking and listening is taught by:

- providing regular opportunities for children to voice their opinions with talk partners, in small groups and in whole-class situations.
- developing the ability to take turns and to listen to others.
- providing opportunities for pupils to articulate and justify answers, arguments and opinions, give well-structured descriptions, explanations and narratives for different purposes.
- listening and responding to a variety of different texts including stories and poetry.
- teaching children to articulate thoughts and feelings of characters in books they read.
- planning opportunities for children to take part in role-play, drama activities, discussion, hot-seating, school performances, class assemblies, reading prayers and bible readings in church and assemblies, talking to school visitors, discussion in pupil voice groups.
- encouraging children to speak audibly and fluently with an increasing command of Standard English.
- providing opportunities for children to improvise, devise and script drama for one another as well as to rehearse, refine, share and respond to drama and theatre performances.

Approaches to 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. We understand at Longridge CE Primary that different kinds of teaching are needed for each of these dimensions.

Our aim at Longridge CE Primary is to ensure that children develop as effective readers, using the skills they have acquired, in a confident manner and developing a love of reading that they will have throughout their lives. To do this we aim to teach the children to read accurately, fluently and with understanding, encouraging and developing their responses to the texts they read.

For children at the early stages of reading development the National Curriculum 2014 demands that the books used by these children are closely matched to their developing

phonics knowledge and knowledge of common exception words. Further guidance from DfE advocates that the books children are asked to read for themselves (i.e. Guided Reading books and home reading books) must be 100% decodable, up until the end of Phase 5 (Year 1 for most children). In order to master phonic decoding as the route to decode words, children should work with books that are written and structured to provide opportunity for them to apply their developing skills and knowledge. For this reason, teachers should match books more closely to phonics phase than book band up until the end of Phase 5.

In addition to the books the children read for themselves, they should also encounter wider experiences of books and reading each day, experiences which will contribute to their language development, comprehension skills and love of literature (e.g. books explored through Shared Reading, story-time, library books, familiar books and class book corners).

For children who are developing and fluent readers - from Phase 6 onwards, the coloured book bands provide a useful guide to indicate the increasing level of challenge from different books. Many publishers use this approach within their reading schemes but, as they all have slightly different interpretations, it is wise to see this as a 'best-fit' guide with overlaps between the colours. Once a child has secured decoding, how easy or difficult they find a text is heavily influenced by their interests and life experiences. The emphasis should then be on broadening and deepening the children's reading experiences, rather than racing through the bands.

At Longridge CE Primary school, we have developed a 'wider reading challenge' for our Key Stage 2 children. This will sit at the back of the children's home reading book and is a way of encouraging wider reading in a range of genres. As a school, we have an 'author of the half term' to encourage children to read books written from different authors.

At Longridge CE Primary, we have **non negotiables for English (Home/School Reading)** **YR and KS1**

- Home Reader: Children to read in school twice a week (at least once to a teacher or TA). Recorded in home reading record book.
- Daily reading for those children below age-related expectations.
- Guided reading once a week.
- Adults to change the books. The children can begin to change the books themselves when they are ready, in Y2.

KS2

- Home reader: Children to read in school at least once a week. Recorded in home reading record book.
- Daily reading for those children below age-related expectations.
- Guided reading once a week.

Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Reading record books. We regularly send home information leaflets on 'How to hear your child read' along with colour band bookmarks which give parents ideas for supporting their child with reading.

Shared reading

- Whole class with the teacher
- Challenging, age appropriate texts
- Involves teacher modelling of reading skills - decoding and comprehension
- Teacher reads the text - modelling the use of expression and taking note of punctuation.
- Development of a key reading skill
- This approach is included in the reading phase of an English unit.
- This is essential in ensuring the teaching of reading towards age related expectations.

Guided reading

- Children working in small groups
- Level of books matched to the ability of the children
- Children read the text independently
- Involves teacher modelling of specific reading skills - decoding and comprehension
- Sessions are either phonics focused or comprehension in YR and KS1 or fluency and comprehension focused in KS2
- Groups can be led by teachers or teaching assistants
- Other groups are engaged with reading related learning
- This is essential in teaching reading for word reading and comprehension in all year groups.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books. Children are encouraged to visit the school library and teachers share 'story time' on a daily basis in Yr. R and KS1 and regularly in KS2. Reading at home is regarded as an important part of reading development. Home reading books are audited annually and new books are purchased.

Approaches to 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 in speech and writing). It is essential that teaching develops pupils' competence in both the above

It is essential that teaching develops pupils' competence in both the above dimensions. All teachers will carefully plan purposeful lessons that support the acquisition of writing skill and facilitate the learning of age/ability appropriate activities for transcription, composition, vocabulary, punctuation, grammar and handwriting.

Our aim is to develop the children's understanding of the written language by purposeful activity. To do this we aim to give children the opportunity to produce wide-varied forms of writing for different audiences and purposes. Through these experiences they can use writing to develop ideas and communicate meaning to a reader using wide ranging vocabulary and an effective style.

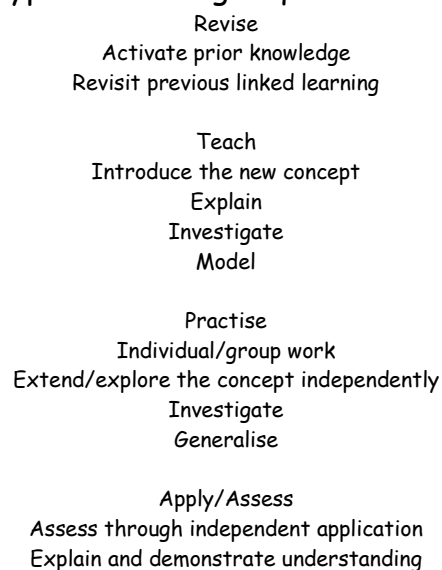
Daily phonics (Ms Hennedy is the Phonics Subject Lead)

'Letters and Sounds' has been implemented at Longridge CE Primary School and there is a designated 15/20 minutes period for discrete phonics teaching each day in Year R and Key Stage 1. Daily Phonics sessions take place at 9.50 - 10.10 am each day in the KS 1 classrooms and support rooms. In Year Reception, daily phonics takes place at different times in the day. In KS1 the children are streamed according to ability and placed in the appropriate phonics group. For children who are not yet secure at phase 5 at the end of Year 1, they will continue with daily phonic sessions in Year 2 and Year 3. The children are streamed according to ability/phases. At the end of Year 1 the children have their PSC (Phonics Screening Check). For those children who do not achieve the PSC standard there is intervention put in place in Year 2 via the Fast Track Phonics programme. The children are rechecked at the end of Year 2. We also have the 'Bounce Back Phonics' programme available - this document offers a series of phonics lessons aimed at helping children in Years 2 and 3 who may have missed, or not fully understood, some of the crucial stages of systematic synthetic phonics teaching in the early years (essentially Phase 5). The units of work will be useful if some of our children are experiencing difficulties with:

- blending phonemes for reading and segmenting for spelling;
- selecting the correct spelling for long vowel phonemes;
- reading and spelling longer words containing adjacent consonants.

No Nonsense Spelling (See Spelling Policy)

From Year 2 to 6 we use the No Nonsense Spelling Programme. In Year 2, this is a daily session which covers Phase 6 phonics. In KS2 the 15 minutes sessions are 5 sessions over each 2 week period and the children use their spelling journals. The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows



Some teachers also use 'Spelling Frame' to support individuals with Spelling.

In the Foundation Stage the children are given many opportunities to use emergent writing when expressing their thoughts in written form and encouraged to use their growing phonic knowledge. The children will be provided with writing opportunities through continuous provision as well as discrete writing opportunities.

All class teachers use shared writing to model different genres and work on specific writing targets with groups of children in guided writing groups. All pupils have daily opportunities to write independently in a variety of styles and forms often linked to other areas of the curriculum. The teachers use genre checklists to ensure that the children are aware of the features of each genre form.

The National Curriculum 2014 details the grammar and sentence skills to be introduced to each Year group. The application and manipulation of these rules will be investigated, taught and applied in relation to any English work being undertaken. Explicit knowledge of grammar is very important as it gives us more conscious control and choice in our language. All teachers plan short key skill warm up sessions particularly during the earlier phases of a teaching sequence, focusing on age appropriate grammar and sentence key skills. Each year group has 'non negotiables' for writing.

Handwriting is taught daily in YR, KS1 and Y3 (Autumn) and at least three times throughout the rest of KS2. Cursive handwriting is introduced in Reception and the children are encouraged to produce fluent, legible handwriting and high standards of presentation. (**see Handwriting Policy**).

We have 'Special writing books' in which we add a piece of writing each term. These books are passed up through school and are a lovely journey of how each child's writing has progressed throughout school. Children are expected to write a scaffolded piece of writing at the end of each unit and 1 INDEPENDENT piece each half term (with an extra independent piece in the Summer term).

5. The use of ICT

Teachers will seek to take advantage of opportunities to make cross curricular links. They will plan to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Opportunities to use ICT to support teaching and learning in Literacy are planned for and used as appropriate. We also have the use of 6 ipads which can be used in a variety of ways in English.

7. Assessment and Target Setting (see Assessment Policy and Marking and Feedback Policy).

*Pupils are encouraged to evaluate and reflect upon their own work. Children edit with green pens.

*Teachers give clear feedback to children so that they know how to improve their work.

*In the Foundation Stage the children are assessed using the Reception Baseline assessment. Throughout the year the children will be continually assessed using the Development Matters statements and the Early Learning Goals. At the end of the Foundation stage the children

are then assessed to ascertain whether they have achieved a good level of development in each area of learning. This data is shared with their next class teacher during transition meetings.

*The KS1 and KS2 class teachers assess pupil's work in relation to Key Skills for the appropriate year group. This enables the teachers to pinpoint pupil's strengths and areas for development and to tailor planning and teaching to the needs of the class.

*Termly assessments take place in reading and writing for each year group.

*Formal assessments take place in at the end of KS1 and KS2 along with the Year 1 PSC.

*All assessment data is shared during transition meetings.

8. Special Educational Needs, Intervention Programmes and Equal Opportunities

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. All staff identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils. Those children working below year group expectations are set termly targets in conjunction with HT (Pupil progress meetings).

Here are some examples of intervention that we provide although they are cohort specific:

*Fast Track Phonics (Year 2)

*Bounce Back Phonics (Year 3)

*Internal phonics intervention (YR-3)

*Booster classes (Year 6)

*Writing intervention (Years 2-6) Although SLT identify the children working below expectation in each group this intervention will remain flexible. The children selected will change weekly and be at the class teacher's discretion. Mrs Smith will have 8 hours and the provision will depend on the greatest need and decided by SLT.

*IDL Programme (Years 2-6) - which is a computer programme aimed to support specifically spelling and reading.

*Speech and Language support (outside agency) for identified children in YR and Y1.

For children identified on the SEND register, teachers and TAs will create weekly targets. These targets are delivered via daily PT sessions. Pupils that are more able (working with deeper learning in Reading or Writing) are planned for in line with our policy for teaching pupils that are more able. We are also commencing a 'book club' for children our more able children in reading.

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. 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.

9. Role of the subject leader

The Subject Leader should be responsible for improving the standards of teaching and learning in English.

Monitoring and evaluating via

- Data/pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the learning environment
- lesson observations
- book looks
- scrutinising planning
- pupil voice
- the 'Deep Dive' approach

In conjunction with

- Analysis of internal and external assessment
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Organising wider enhancements of the English curriculum
- Keeping up to date with recent English developments which include Lancashire SL update meetings (termly).

10. Parental Involvement

Parents are able to speak to class teachers after school about any advice that they may need in order to support their child at home. In addition to this staff meet with parents formally twice a year and send out a report at the end of each year detailing the progress and attainment made in English.

Parents are encouraged to support their child's learning in many ways.

- Reading records are used throughout the school to aid communication between home and school.
- Regular English homework is sent home throughout the school.
- Phonics games/activities sent home in YR and Y1 and a meeting for parents in Yr 1 prior to the PSC.
- Y6 meeting for KS2 SATs

Carmen Dewhurst
English Subject Leader