



Parklee Community Primary School – English Policy – October 2020

This policy needs to be read alongside other school policies including:

- Homework policy
- Learning and Teaching policy
- Curriculum and planning policy
- EYFS policy
- SEND policy
- Assessment policy

This policy also should be read alongside the new National Curriculum in England (published Sept 2013) and other documents from the Standards and Testing Agency.

Our curriculum overview, medium and short term planning can help support this policy, as will a look at these relevant schemes of work and overviews:

- Text based approach to English (Focus Education)
- Phonics (Letters & Sounds, Anna Lucas)
- Grammar and Punctuation (Schofield and Sims Education)
- Spelling (Collins Education, 'No Nonsense Spelling'- Babcock)

Intent

At Parklee we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- 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.

These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

Early reading is supported through the Letters & Sounds scheme. Regular training and development days ensure that staff throughout school are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. In KS2, when

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children have completed the Phonics programme, they develop deeper reading skills through the Oxford Reading Tree and 'Book Band' scheme. When the 'Book Band' scheme has been completed our older readers move on to our '100 Must Read Books' selection.

Each class's timetable is organised to enable weekly access to the KS1 and KS2 library, with an up to date selection of books to provide quality reading materials for all children to promote reading for enjoyment. The children also take part in organising and developing their classroom reading area and an annual competition ensures that efforts are recognised.

When planning literacy lessons, teachers make links to other areas of the curriculum to ensure that cross curricular links provide further context for learning. Teaching blocks focus on quality texts to expose our learners to an extensive literature list during their time at Parklee, nurturing a lifelong love of reading, learners also follow units focussing on non-fiction texts and we hold termly 'Poetry Weeks', in line with the 2014 National Curriculum and comprehension, grammar and writing are embedded in lessons. Lessons sequences themselves build progressively towards an extended piece of writing. Handwriting is also taught within literacy lessons, and outcomes in KS2 are recorded in literacy books to promote a high level of pride and presentation across all written outcomes.

Assessment for Learning is embedded in literacy lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

Impact

The organisation of the English curriculum, has realised a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills.

Children are confident to take risks in their reading and writing, and love to discuss and share their ideas. Outcomes of work in both literacy and other subject area books evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

1. Spoken Language:

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

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1.1 Our aims and connected provision:

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally and in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions; they develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all pupils, irrespective of ability
- Pupils with specific speech, language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk activities at home through 'talk homework' or 'reading homework' – group discussion during weekly, planned 'Guided Reading' sessions
- Public speaking competition (summer term)
- Termly poetry recital events
- School plays/class assemblies
- Class debates
- Weekly celebration assemblies
- Events within the community
- School/Eco Council
- Talk partners
- Guided reading – 3 sessions per week, planned around key discussion points of chosen text
- Drama/Role Play
- PSHE – Circle time

2. Reading:

Reading is at the heart of all learning. The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know.' (p13)

Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:



- Word reading/decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

We recognise that these areas are clearly linked to other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise pupils at every stage of it.

2.1 Our aims and connected provision:

- Parklee uses Oxford Reading Tree in Key Stage 1 to promote the teaching of reading. In Key stage 2 the Oxford Reading Tree Scheme is supplemented with various other reading spines such as 'Tree Tops', 'Songbirds' and various books from recognised children's authors including classical literature.
- Pupils learn to read easily and fluently through daily, systematic teaching of phonics in Early Years and Key Stage 1. 'Letters & Sounds' is used to progress pupils through the stages until they are competent readers. Phonics lessons take place every morning between 9.10am and 9.40am.
- In EYFS and KS1 pupils have reading books that link to the phonics stage that they are currently learning.
- Regular reading at home and reading to adults in school is promoted throughout the school and various reading incentive schemes are used to increase participation. 'Reading Miles' are used throughout school and provide pupils with a termly 'treat' for consistently reading with an adult. In Key stage 2, 'Book Blasters' provides pupils with a reward for being the 'Reader of the Week.'
- Pupils develop skills in 'reading for understanding' from a text based approach to learning. Each year group uses a set of high quality texts in order to deliver the curriculum and encourage discussion and debate around the texts in order to deepen understanding.
- Pupils are encouraged to read widely, through our use of class texts, guided reading texts, home reading books, school library books, Atherton Library membership and high quality, attractive reading resources in the classroom. Each classroom has a designated 'reading area'.

3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)



We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the aspects of English learning: spoken language, reading, grammar and vocabulary.

Pupils are encouraged to 'read for pleasure' through our curriculum text based approach, guided reading, class novel/discussion, reading displays in class and trips and visits to the library.

- Pupils are exposed to a wide range of texts including those from their literacy heritage, modern classics and texts from other cultures, during their school career.
- Pupils who are making slower progress in their reading are given one-to-one support through 'precision teaching' and will read daily with an appropriate adult.
- Pupil Premium pupils and those identified as making slower progress follow the 'Lexia' reading programme to aid progression.

3.1 Our aims and connected provision

- Where appropriate grammar teaching is inter-woven into our text based approach to delivering the curriculum. Alongside this, stand-alone grammar lessons will be taught, with each Year group having a clear set of grammar objectives and a focus on embedding grammar terminology throughout school.
- We correct grammatical error orally through spoken English and in written work, where appropriate.
- We have systemic approach to ensure progression, we revisit key learning and build upon it in all areas from phonics through to grammar and spelling.
- Spelling is a taught subject in our school. Every class has three, 20 minute spelling sessions, timetabled during their week. Each Year group has a clear set of spelling rules (objectives) to be taught and spelling strategies are taught for words that do not fit those rules.
- We use high quality texts, modelling and shared/collaborative writing to demonstrate good practice.
- We encourage and promote a 'talk for writing' based approach, particularly in Key Stage 1 to develop story language and improve writing.
- Each year group will have at least one quality writing opportunity each week that is linked to the teaching text that they are learning from.
- We provide writing frames to support the least confident.
- We provide time for planning, editing, revising and revisiting.
- We mark extended pieces of work in depth, using 'tickled pink' and 'green for growth', to praise the pupil and set further targets.
- We use checklists for pupils to self-assess or peer assess, when appropriate to they can evaluate effectively.
- We teach cursive, joined, handwriting to support spelling and speed.
- Support is given to pupils with learning and motor difficulties.
- We hold meetings with parents to help them support their child.

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:



- Active
- Progressive/systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific-accurate, mathematical and scientific words

4.1 Our aims and connected provision:

- We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:
- Taught spelling sessions – spellings are not just given out to be memorised – spellings are discussed and put into context, with appropriate strategies for remembering their meaning and spelling, discussed.
- Key words are displayed in classrooms and corrected by teachers in written work. In Key stage 2, key words are taken from the National Curriculum word lists and are taught and discussed.
- 'Cloze' reading activities are encouraged that link to the teaching text – these are stored in the 'English' folder on the staff shared area.
- Key words related to topics and subjects are displayed in class.
- Correct use of spoken English is ensured in class.
- In-depth word based lessons looking at patterns.
- Using dictionaries, thesauruses and similar programmes.
- Discussion of vocabulary during lesson time, guided reading session and other reading/discussion activities in class.
- Where appropriate carrying out testing and providing feedback.
- Targeted one-to-one or small group support, where appropriate.

5. Planning and Assessment:

5.1 Planning:

- Long term overviews can be found on the school's shared area for Key Stage 1 and 2.
- Planning is differentiated and focuses on the needs of individuals.
- Our literature spine and overviews can be found in the 'English' folder. Base points for planning can also be found and teachers can update planning and save resources in these folders.
- Schemes of work for phonics, grammar and spelling are used to ensure developmental learning building on prior knowledge.
- Guided Reading sessions are planned on a Year group planning proforma and these kept in a Guided Reading folder within class. Guided Reading files can then be used for monitoring and evaluation processes.
- Pupils entitled to Pupil Premium funding will be given additional English support which is tracked and monitored termly.

5.2 Assessment:



- Staff assess pupils learning during and as part of every English lesson, they adapt their practice accordingly.
- Weekly 'Creative Writing' tasks are used to assess progress in writing and targets set to further aim progression.
- Formal assessments of reading comprehension ability, writing, GPS are carried out, tracked and monitored every term.
- Progress in English is tracked using our 9 point scale based on the Year group expected standard, Emerging, Emerging +, Emerging ++, Working, Working +, Working ++ and Secure, Secure +, Secure ++ This allows us to track pupil progress and further support those making slower progress.
- Staff attend moderating sessions within school and with other school in the local area.
- End of Key stage assessments are analysed by the Head teacher and feed into the school SEF, development plan and performance management.

6. Professional Development:

- The English coordinator attends regular training courses for Curriculum updates and 'best practice' awareness.
- Staff are expected to attend relevant courses during the school year.
- Moderation takes place in school and with other schools.
- A writing moderation file is held showing examples of marked pieces of work from each class at each assessment period.

7. Specific Groups:

- Analysis of English achievement is carried out termly, pupils who are making slower progress are identified and strategies discussed at termly progress meetings.
- Pupils entitled to Pupil Premium are given additional English support and this is monitored for effectiveness termly ie Lexia.
- Pupils who are 'gifted and talented' receive additional support/challenge. Pupils attended 'gifted and talented' workshops to further develop their skills.
- Pupils with SEN will have English based targets on their IEPs. These are reviewed termly.