



Coupe Green  
Primary School  
HOUGHTON

## English Policy

At Coupe Green Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

### Purpose

- To promote a shared love and understanding of literacy;
- To establish an entitlement for all pupils;
- To establish high expectations for teachers and pupils;
- To promote continuity and coherence across the school.

### Overview

This policy consists of key paragraphs that explain how English is taught and appendices that give further guidance about:

- Reading – Appendix 1
- Writing – Appendix 2
- Speaking and listening – Appendix 3
- Spelling and Phonics – Appendix 4
- Characteristics of effective teaching and learning – Appendix 5

### Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings;
- enjoy and engage with a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

## **Expectations**

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of key stage one, we expect that the majority of children will be working at the expected level, Year 2 Secure.

By the end of key stage two, the majority of pupils should be working at the expected level of Year 6 Secure. Some children may still be 'Developing' in the Year 6 skills and some may be working 'At Greater Depth'.

## **Time Allocation**

The time allocated for English is in line with recommendations for key stages one and two. This amounts to 7.5 hours per week at both key stages.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum.

## **Teaching and Learning**

### **Planning**

In Early Years, children begin their journey as writers. Writing is planned using The Early Years Framework and lessons are sequenced to enable children to meet The Early Learning Goal. Children learn how to orally segment and blend words and sounds during daily phonics lessons which, along with fine motor development, build the foundation for writing.

In KS1, teachers use The National Curriculum and KLIPs progression maps to inform planning which take skills directly from the NC2014. Teachers use these documents alongside our grammar progression document to map out the skills that will be covered in each unit which coincide with the text type features.

From this, 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.

In KS2, teachers plan the writing using The Write Stuff, which take skills from the NC and link them to a variety of text types throughout the year. They will also use the Lancashire KLIPS document and our grammar progression map to develop grammar skills and sentence structures linked to the genre. In reading, skills from the Lancashire KLIPS document are selected to coincide with the genres that are being studied to help children gain an understanding of text type features, vocabulary and organisational devices.

ICT is used where it enhances, extends and compliments English teaching and learning.

### **Inclusion**

All children receive quality first literacy 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.

There will be a third wave of support for pupils who are identified on the SEN register and have a SEN Support Plan or EHCP. These children will receive over learning activities, with timetabled support to ensure that they make progress.

Pupils that are More Able are challenged to apply age related skills in a variety of ways, developing a breadth of understanding.

The needs of children with English as an additional language will be supported through targeted planning and teaching making use of language support resources.

### **Assessment, Recording and Reporting**

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Children complete independent writing tasks at the end of a unit which may be linked to learning in English or revisiting a text type previously taught for a cross curricular write, allowing children to showcase their literacy skills in a different context. These writes allow children and teacher to assess their progress against set targets.

Summative assessments are conducted on a ten weekly cycle, at week ten, twenty and thirty. This cycle give teachers and children time to cover enough skills and learning before assessing, ensuring that data is accurate.

Analysis of assessment data is used to set targets and discussed with teaching teams through Pupil Progress meetings. The targets set will relate to specific class data and whole school developments.

At Coupe Green we use the Lancashire Tracker to record and track children's progress. Data is added to the tracker at the end of each term and analysed by the senior leadership team.

Children are given personal targets for learning and supported to make progress towards them. Targets are set each term and updated as required. These targets are shared with parents and placed in the children's planners, enabling both parents and children to have access to them at all times.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The Reading and Writing Leads will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

### **Resources and Accommodation**

Within each classroom at Coupe Green there is a class library which children can access throughout the day and borrow books from. We also have a whole school library where a wider range of books are available for children to read.

Oxford Reading Tree books are used to support early reading. Once children are fluent readers and have completed phonics successfully, children have access to a wider range of schemes to support reading such as Tree Tops, Big Cat and Bug Club.

### **Monitoring and Evaluation**

The effective teaching and planning of English is monitored through observations, book scrutiny and data tracking. All of the information gathered from these monitoring activities feeds into the school development plan.

At Coupe Green we have an open door policy where we encourage staff to learn from and support each other. As part of monitoring and developing staff we conduct team teaching, where staff are given the opportunity to observe each other and coach.

### **Review**

This policy will be reviewed and updated as required, supporting School Development Plan.

## **Appendix 1 - Reading**

### **Aims**

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading such as phonics decoding skills and comprehension.

### **Entitlement**

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts
- Reading Clubs
- Library access

Much of the Programme of Study will be taught through English lessons. Additional Guided Reading sessions are taught weekly incorporating adult led reading and activities, reading investigations developing comprehension skills and independent reading for enjoyment.

### **Teaching and Learning**

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

Reading skills are mapped through Coupe Green reading progression map. This document is used to support and inform planning. Our reading curriculum is rooted in high quality texts, which are mapped on termly reading spines.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading lessons, teachers share a whole class text which is used to challenge reading skills, decoding, fluency and comprehension. Children are then organised into guided groups to practice and apply skills.

Teachers plan reading opportunities in English lessons where children immerse in a text developing language skills and their understanding of the story structure, preparing them to write.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age related expectations they are supported through reading interventions, guided reading sessions and 1:1 reading.

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 English working walls should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School diaries. Diaries are monitored by teachers and teaching assistants who communicate with parents through them, commenting on home readings and recording when guided reading or 1:1 reading sessions take place in school.

### Home Reading Overview

Day	Skill Focus	Key Questions
Monday	<ul style="list-style-type: none"> <li>• Make predictions</li> <li>• Describe characters and settings</li> <li>• Identify tricky words and learnt phonemes (sounds)</li> </ul> <p><i>Read the book, or chosen pages, with your child to explore characters and build the confidence for decoding the next day.</i></p>	<ul style="list-style-type: none"> <li>• What can you see on the front cover?</li> <li>• Can you spot any tricky words or sounds?</li> <li>• What could happen in this book?</li> <li>• Is it a fiction or non-fiction? How do you know?</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>• Decoding to read – segmenting and blending.</li> </ul> <p><i>Ask your child to read the book to you, support them to decode when/if required.</i></p>	<ul style="list-style-type: none"> <li>• Can you spot any sounds that you know before we read?</li> <li>• Can you add sound buttons to the words that you don't know?</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>• Reading Fluency – practise reading so that children can read the majority of the book without having to stop often to sound out.</li> <li>• Comprehension – understanding what they have read.</li> </ul> <p><i>Ask your child to read the book to you again, practising their 'speedy reading' (reading without having to spot and segment words). Encourage your child to add expression to demonstrate their understanding</i></p>	<ul style="list-style-type: none"> <li>• Can you practise your speedy reading? Let's read the words that we know without saying each sound first.</li> <li>• How did Chip feel? How do you know?</li> <li>• Why/What/When/How questions to establish understanding.</li> </ul>
Thursday	New book given. Repeat the cycle above, using the new text.	

## **Appendix 2 - Writing**

### **Aims**

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- share their views as a writer and discuss the strengths of the text and what could be improved
- plan, draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

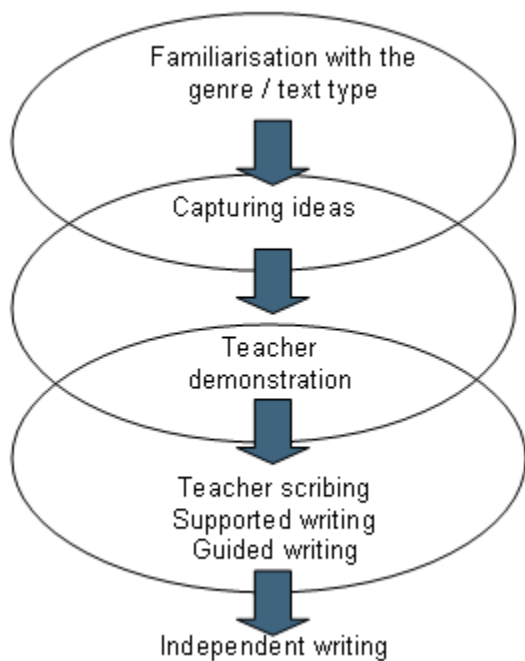
### **Entitlement**

Pupils have access to a wide range of writing opportunities that include:

- teacher modelled writing
- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

### **Teaching and Learning**

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. In Key Stage 1 the following teaching sequence for reading and writing will be used as a framework:



The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process and we use actions to support the understanding of punctuation through our Kung Fu punctuation designed by our children.

## **Handwriting**

In KS2 we use *The Write Stuff* by Jane Considine. This approach immerses the children in a wide range of fiction, nonfiction texts and poetry. The children are encouraged to think as a writer. They are involved in experience days to gain first hand ideas linked to the text and sentence stacking days. To develop the children's writing skills. Vocabulary is at the forefront of the write stuff aiming and the children are constantly learning new and ambitious language to embed in their writing. They are also supported with the structure of sentences and writing techniques enabling a smoother transition into independent writing. Each unit is finished with editing and improving opportunities, allowing the children to strengthen their work.

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the Pen pals



handwriting programme. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books. By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

## **Appendix 3 – Spoken Language**

### **Aims**

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

### **Entitlement**

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- School council meetings
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school productions
- Performing in class assemblies
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

### **Teaching and Learning**

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging all children to participate.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

## **Appendix 4 – Spelling and Phonics**

### **Aims**

Children should be able to:

- Blend and segment sounds easily
- Segment words into single phonemes to spell
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach and learning the 'tricky' words and irregular spelling rules.

### **Entitlement**

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching, in EYFS and KS1
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- ICT based phonics and spelling resources to engage

### **Teaching and Learning**

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials following Red Rose phonics scheme.

Phonics lessons are structured using revisit, teach, practice, apply format.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities. Children are expected to spell high frequency words correctly and the word lists for their particular year group.

### **Spelling Homework**

Spelling homework is set each week across the school. In Years 1 – 6 children have a spelling investigation one week and spellings from their year group word list the following week. These are linked to the spelling focus of the class.

In EYFS children receive termly sound homework when learning new graphemes in Phases 2, 3, and 5 and practise segmenting and blending skills through reading and spelling games.

### **Resources**

Red Rose phonics  
Phonics Play resources  
Year Group Spelling lists  
Fast Track Phonics  
Bounce Back Phonics  
Spelling Shed

## **Appendix 5 - Some Characteristics of Effective Teaching and Learning**

### **Spoken Language**

Children:

- Feel their ideas and opinions are valued
- Listen to verbal instructions which are clear
- Offer ideas and opinions which may differ from others
- Verbalise ideas in a variety of situations
- Ask and answer questions appropriately
- Think before they speak – plan out
- Appreciate opinions of others
- Speak aloud with confidence for the appropriate audience
- Communicate collaboratively

Teachers:

- Plan for speaking and listening
- Speak clearly
- Listen
- Consider oral outcomes
- Encourage discussion, debate and role play
- Value and build on pupils' contributions
- Understand how to develop skills progressively
- Use resources effectively
- Set realistic goals
- Use different approaches

### **Reading**

Children:

- Are motivated to read a variety of genres for a range of purposes
- Have access to a range of stimulating books
- Enjoy reading at their level
- Talk about reading and reading material
- Use a range of comprehension strategies to engage with text

Teachers:

- Offer a range of reading opportunities
- Encourage independence
- Read to children
- Teach the full range of reading strategies
- Understand the progression of skills in reading development
- Plan for shared and guided reading
- Monitor independent reading
- Promote reading for enjoyment and as a life skill
- Use reading in other subjects to consolidate skills
- Maintain home/school links

## Writing

Children:

- Take pride in their writing and know when different writing styles are appropriate
- Understand why they are writing
- Uses and apply ambitious vocabulary
- Experiment and draft ideas
- Talk about what they are going to write (mentally rehearse)
- Are confident to share ideas with others
- Write for different audiences and purposes
- Use a variety of sentence types and structures
- Plan effectively
- Use support materials effectively
- Use ICT as a tool

Teachers:

- Make clear links between reading and writing
- Offer a wide variety of writing opportunities, including handwriting practice
- Are confident in modelling the writing
- Know key features of different text types and narrative styles
- Use modelling/scribing and supported composition
- Plan outcomes and clarify audience and purpose
- Provide equipment to allow children to achieve their best results
- Clearly outline objectives and targets
- Encourage children to edit and improve their work
- Identify and use cross curricular links
- Plan to use ICT in writing activities
- Provide prompts and scaffolds to support independence