

# Duke Street Primary School



## English Policy

Date: January 2020

Next review: January 2022

The school contact for English is: Miss Parkinson

Phonics: Miss Robinson



## **Duke Street Primary School**

### **English Policy (January 2020)**

This policy reflects the school's values and philosophy in relation to the teaching and learning of English. Duke Street Primary School considers English to be a vital part of the whole curriculum and is not just a standalone subject.

#### **Philosophy**

At Duke Street Primary School we believe that English is a pivotal part of everyday life and is therefore an essential life skill. It is our aim for children to speak, read and write with confidence, fluency and understanding, enabling them to become independent, confident and creative learners. It is our philosophy that children should engage in a curriculum that inspires their reading, writing and spoken language. We value the importance of cross-curricular teaching and learning opportunities that develop children's creativity to the full. We feel that English teaching and learning is at the heart of this process and our creative curriculum framework is rich with purposeful reading, writing and speaking and listening opportunities. English and literacy is at the forefront of our priorities as a means of impacting on a broad and balanced curriculum.

#### **Aims**

At Duke Street Primary School we aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given the 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. English will be promoted in all areas of the curriculum, in order for our pupils 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 vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- have an interest in books for enjoyment, as well as applying their reading skills across the curriculum;
- enjoy and engage with and understand 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 and critical awareness;
- use grammar and punctuation accurately to write in a range of creative ways;
- Have a suitable technical vocabulary to articulate their responses;
- understand spelling conventions;
- produce effective, well-presented written work.
- Have legible handwriting, where both joined up and printed styles are used when appropriate;

#### **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

In the Early Years Foundation Stage (Nursery and Reception) children should be given opportunities in:

#### **Communication, Speaking and Listening:**

- 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 communications.
- develop their confidence and skills in expressing themselves;
- experience a rich language environment;

**Reading:**

- children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:**

- children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

At key stage one (Years 1 and 2), children should learn to:

- Learn to speak confidently and listen to what others have to say;
- begin to read and write independently and with enthusiasm;
- use language to explore their own experiences and imaginary worlds.

At key stage two (Years 3 to 6), children should learn to:

- change the way they speak and write to suit different situations, purposes and audiences;
- read a range of texts and respond to different layers of meaning in them;
- explore the use of language in literary and non-literary texts;
- learn how the structure of language works.

We encourage children to take responsibility for their own learning and like to give them opportunities to take a leading role. One way we do this, is appointing English ambassadors. Their role is to promote reading and writing, throughout the school, in a positive manner. The English subject leader meets with the English ambassadors on a regular basis to ensure there are a variety of different clubs and events running in school, EYFS – Yr 6, in which the ambassadors lead e.g. reading club and storytelling sessions. They particularly enjoy planning and actively getting involved with Book Week which has previously included; whole class reading competitions, class projects, taking part in the book bench project, visits to a local book shop and organising author visits.

**Governing Body**

It is the role of the governors to:

- Have a strategic overview and agree the English policy, ensuring the policy is known to staff and parents;
- monitor English targets and ensure that they take account of national and local targets;
- monitor the teaching and learning of English including the standards attained at the end of each key stage;
- include an English action plan as a feature of the school improvement plan;
- English subject leader to report directly to governors on a termly basis;

**Spoken Language**

In the early years, attention is focused on children being able to listen attentively to the teacher, other adults and to each other. They are encouraged to communicate orally to express their needs, feelings and observations. This is developed through circle-time, role-play, story-telling, puppets, games, multi-media activities, exploratory play and creative and social experiences.

As children move through the school, speaking and listening skills are developed through more specific tasks, eg. discussion, drama, oral presentation, debates, giving explanations and communication with a variety of audiences in social and formal situations. The children are given opportunities to listen to authors, visitors and theatre groups. It is important that as a school, we provide children with good role models and demonstrate high expectations of the spoken word. Respect should be given to all children as we develop their communications skills and sensitivity should be shown to those who have pronunciation difficulties, have a pronounced regional dialect and for those for whom English is not their first language.

## **Reading**

At Duke Street Primary School we wish to develop passionate readers for life and whilst developing children's skills in word reading we also place a strong emphasis in developing their ability to derive meaning from a text in order to maximise enjoyment.

## **Phonics**

We use Letters and Sounds to plan and deliver phonics sessions. Daily phonics sessions take place in key stage one. For children who did not pass the phonics screening test, extra provisions are put in place e.g. Indirect Dyslexia Learning (IDL) and Nessy Spellings, to help support these children in making further progress.

## **Shared Reading**

Shared reading takes place within the English lesson; the teacher models the reading process to the whole class or group as an expert reader, providing a high level of support. Learning objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children join in, where appropriate with the reading of the text. The texts selected are quality texts that reflect the learning objectives. We follow a scheme called *Focus English* and within this, we generate a two-year cycle which includes exposure to a variety of texts, including fiction, non-fiction and poetry.

## **Whole Class and Guided Reading**

We aim to instil a passion for reading in all our children, therefore daily whole class and guided reading sessions reading are integral in our school curriculum.

*Expectations:* 1 to 1 reading takes place in Foundation and Year 1 and every child must read once a week with an adult. In foundation, children will begin to take part in guided reading sessions weekly. Guided reads take place x4 weekly in key stage one.

Whole class reading takes in Years 3 – 6. This lesson lasts for 20 minutes and takes place 4 times a week. The sessions allow children of all attainment bands to be immersed in the same high-quality literature and the discussions that these texts promote. Within the study of the text, children are required to answer questions on vocabulary, inference, retrieval and writers purpose.

We also use volunteers and adult helpers to read with the children on a 1 to 1 basis. This happens daily throughout school but mainly in KS1.

## **Individual Reading**

Children have access to a range of picture books, transition chapter books and longer reads to support the development of their individual reading skills. Children start the colour book bands in the Foundation Stage and continue through the bands until they become competent, independent readers.

In EYFS children have daily access to books that are phonetically decodable. They also have access to quality texts in the reading area.

Teachers are responsible for ensuring that children are taking home books appropriate to their reading level regularly. Teaching Assistants (TAs) read a class novel or short story every day for 15 minutes. This could be a book purchased from the *Ebb and Flo* book scheme, a recommendation from a child or a book that most children wouldn't necessarily choose from looking at the front cover e.g. classic fiction.

The children also enjoy daily ERIC time (everyone reading in class) . We used ERIC time to help promote pleasure for reading, allowing a further opportunity for children to read a range of different texts on a daily basis.

Priority 1 to 1 reading with an adult must take place every day for children that are below national expectations or target expectations (numbers of children will vary per class – lowest 20%). These children will be closely monitored to allow them to appropriate progress.

## **Home Reading**

In EYFS we send home phonic based books, which focus on a current sound a child is learning, as well as picture and early reading books. Children in EYFS are invited to complete a simple phonics activity with parents / carers on a

weekly basis. This helps to rehearse key sounds of the week as well as providing parents with the opportunity to get involved with phonics at home.

In KS1 and KS2, children take home a reading book based on their reading level. Books are changed as necessary and TAs keep a reading log for every child, which is then passed on at the end of every school year.

We expect children to read each evening at home, the minimum expectation is x3 weekly and for parents/carers to make comments in the reading records. For children in KS1, comments in reading record books will be made by parents and carers however, as children move on into KS2 the children are able to begin recording their own feedback as they read at home, though parents must still sign.

Home reading is monitored closely in every class and class percentages are shared weekly with the children and parents via good news assembly and the school website.

We have half termly incentives and motivational quotes /statements that are recorded on the children's log sheets to help encourage all children to read at home. We aim to create a passion towards reading and for the children to understand the importance of how reading is at the core of learning.

Children receive prizes when they reach certain stages in their home reading log sheets e.g. 25/60 reads. This system helps to increase the number of children reading at home, and also to identify any children who are not reading so relevant provisions can be put in place.

### **Reading for Pleasure**

Each class has a designated reading corner, which is an engaging and comfortable environment to stimulate and engage children during quiet reading and guided reading time. Class reading corners offer children a range of text types to choose from and also display a range of interactive questions and resources to help children consider what they have read. We provide the children with blankets and cushions to help children relax and enjoy this quality time.

As a school, we aim to provide many exciting and rewarding activities to promote the pleasure and knowledge that can be gained from books. Some of these events include visits by published authors, skilled story tellers from many cultures, in-school performances by professional theatre groups, reading competitions, making books, using drama, dance and music to illustrate texts.

Children enjoy visiting the library on a weekly basis, where they can access additional texts and borrow books through our loaning system. The library is open to children and parents every Thursday after school.

All children have logins to the Reading Cloud where they can blog and share book reviews. Children are also encouraged to use the Reading Cloud during ERIC time also. Please refer to the library policy for more information.

### **Writing**

At Duke Street we believe that the mastery of written language is one of the most powerful gifts that we can provide to our children. We believe that writing should be purposeful, rich and enjoyable for all.

### **Shared Writing**

Shared writing takes place within the English Lesson; the teacher models the writing process to the whole class or group as an expert writer, articulating the process. Learning objectives, are pre-planned and sessions are characterised by explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing where appropriate.

### **Guided Writing**

Guided writing takes place as part of a guided session within a unit of work. Guided writing takes place with a group of children with similar writing targets/needs. During a guided writing session the children will write with a teacher leading. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills.

### **Grammar and Spelling**

As a school we firmly believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. We believe that the teaching of grammar should, as far as possible, feed into the writing activity that the children are undertaking. From Year 1-6, teachers deliver a standalone lesson on GPS, helping not only to consolidate and extend understanding but also revisit key objectives from previous year groups. Children are taught and encouraged to use the correct grammatical terminology from Key Stage 1 onwards.

All teachers follow the expectations set by the spelling guidance within the New Curriculum Framework 2014. In Early Years Foundation Stage and Key Stage 1, spelling will be taught and monitored daily through phonics lessons.

From Year 2 (for those children that have completed phase 5 of phonics), spelling is taught daily, in line with the spelling guidance for each year group in the New Curriculum Framework 2014. Spellings are systematically taught according to spelling patterns, following the No Nonsense spelling scheme. IDL and Nussy, spelling interventions, are delivered daily for key children and their progress is monitored closely by the Special Educational Needs and Disability Co-ordinator (SENDCO).

Children are given a 'preview' of their spellings on a Monday and have all week to rehearse spelling rules and patterns before completing a spelling test on the Friday. The children at Duke Street enjoy comparing their end of week school to Monday's score and this really helps every child to see the progress they have made.

Spelling trackers are completed weekly by class teachers and are used to monitor the progress and identify any children who may need further support.

A 'Word/s of the Week' is introduced in KS1 and KS2 each week and displayed in the classroom. Teachers talk about the meaning of the word; how to use it in a sentence and strategies used to be able to spell it.

## **Handwriting**

We follow the *Nelson Handwriting* scheme. Please refer to separate document for further information.

## **Planning**

Planning takes place in two stages, on a half termly basis and on a weekly basis. These plans reflect the expectations set out in the National Curriculum 2014. We plan using the scheme, *Focus Education* in order to ensure progression and coverage of skills.

### **Long Term Planning**

Each year groups map out their learning journey for the year. This plan takes into consideration the coverage of all genres and the resources used. It is also used as a tool to ensure links between topics and writing. Key texts are identified to support both reading and writing skills through each English unit.

### **Weekly Planning**

Shared planning with key stage departments (KS1, LKS2 and UKS2) is used to plan for English on a weekly basis. These plans display clear objectives, vocabulary, resources, use of additional adults and personalised learning for children with specific needs. Plans include a spelling starter, the main teaching and make clear what is expected from the children, helping to ensure consistency between classes.

## **Recording Written Work**

In EYFS, writing opportunities are an integral part of child led learning and through continuous provision. The explicit transcriptional and compositional skills are taught in teacher led guided writing sessions. Individual literacy books are used to record evidence of weekly literacy tasks. A key worker will focus on a group of children each day, ensuring that all children have accessed the literacy writing task by the end of the week.

Children from Years 1 to Year 6 have an English book and a polished portfolio. The English book shows the learning journey through each unit of work and displays the range of Talk for Writing strategies that are used in classrooms. Working walks are used to show this journey and help to support children when writing independently. During each unit of work incidental writing opportunities will be planned building up towards an extended writing piece that is modelled a section at a time. Children will have opportunities to edit a draft version before creating their final polished piece of writing which will be added to portfolios. Evidence from other subject areas are added to portfolios also to help demonstrate how children have transferred key skills, including non-negotiables, into other subject areas. At the end of each year, portfolios are then passed on through the school with the child.

## **Assessment**

### **Reading**

- In the EYFS, pupils' achievements are ongoing and are assessed against the Early Learning Goals.
- Assessment for Learning is well established in all teaching and formative assessment occurs daily through oral feedback.
- Children are assessed against the National Curriculum requirements in line with each year group. Attainment in progress is recorded on the school's assessment tracker sheet and key children identified during pupil progress meetings.

### **Summative Assessment Requirements**

- Year 1 pupils are assessed using teacher assessments. They complete an NFER test during the summer term. They also complete the phonics screening test in June each year.

- Children from years 2- 6 complete NFER reading tests twice a year and children in Yr 2 and 6 sit the national reading test (SATs) in May every year.

### Writing

- In the EYFS, pupil's achievements are ongoing and assessed against the Early Learning Goals. A gap analysis is completed on a termly basis (for reading and writing) to identify key strengths and also to identify specific areas that need to be revisited or covered next term, helping to ensure coverage.
- In EYFS we also use a Focused Approach to Writing. These include steps (1-8) which help all adults in the EYFS setting assess and make accurate judgements in line with Early Learning Goals and the EYFS progression document, created by Lancashire.
- All teaching staff use Assessment for Learning (AfL) techniques in each lesson and formative assessment occurs daily.
- Next steps are recorded in English books (see Marking Policy) to help consolidate, deepen and extend understanding of a specific objective.
- Extended pieces of writing are assessed so that successes and areas for development can be clearly seen.
- Children are assessed against the National Curriculum statements for each year group and attainment and progress is recorded on the school's assessment recording system.
- In-house and cluster moderation takes place throughout the school year to compare and ensure accurate judgements are made.

### Classroom Environment

Each class has an English working wall. This is an interactive display board to show the process of writing and should show the journey through each unit of work. This board is regularly changed to reflect the teaching and learning activities happening in the classroom. This display should include materials to support children in accessing their learning independently.

A Non Negotiable poster should be displayed and referred to, ensuring all children are aware of expectations, not just in English but throughout the curriculum.

WAGOLLs (What a Good One Looks Like) are also displayed in classrooms to celebrate and recognise good work, showing a range of abilities and text types.

### Equal Opportunities

All pupils are entitled to English regardless of race, creed, gender, physical abilities, special needs or where English is a second language. Where a child requires help in accessing the subject, assistance will be given via adult intervention, scribes or I.C.T. More able children will be challenged and motivated by opportunities to deepen their understanding in a range of contexts.

### Inclusion and Intervention

We aim for all children to participate in mainstream lessons. Children with Special Educational Needs or Disabilities (SEND) are included within the English lesson in shared and independent sessions using the support of teaching practitioners where possible. Tasks are carefully differentiated and provision maps are used to inform planning. See SEND and Inclusion policy. Children are withdrawn from whole class sessions (for a short time) to focus on ensuring learning objectives and targets have been achieved through the use of daily progress groups. Within the daily English lesson teachers provide activities to support children who find English difficult.

### Resources

The English subject leader is responsible for the purchasing, organisation and management of reading materials in school. This includes:

- Key texts for literacy teaching,
- Focus authors for each year group,
- Quality texts for reading areas,
- Guided reading materials,
- Colour banded and free reader books,
- Non-fiction books for topic work across the curriculum (Library subject leader),
- EYFS resources- phonically decodable reading books and story sacks

Colour-banded books and free reading books are housed the EYFS, KS1 classrooms and on book shelves in both the KS1 corridor and in the library. A wide range of guided group reading books are available and are organised by genre and ability. With each classroom there are dictionaries and thesauruses of appropriate level to cover a range of abilities. Classrooms also house a variety of texts in their reading area. Non-fiction texts specific to topics can be found in the appropriate resource boxes as well as in subject cupboards.

### **Leadership and Management**

It is the role of the headteacher to:

- Oversee the monitoring and evaluation procedures.
- Provide support for the subject leader.
- Be accountable to governors so that they can fulfil their monitoring role.

It is the role of the subject leader to ensure that:

- Teachers have secure subject knowledge of English.
- English resources are adequate and accessible.
- There is equality of opportunity with regards to race, culture, gender, physical abilities and learning needs.
- Initiatives and information are disseminated to staff.
- Methods of assessment, recording and reporting are effective and in line with school practice.
- The English policy, long term plan and guidance material are updated.
- They are the lead professionals in monitoring and exemplifying standards and practices.
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*They evaluate the teaching of English in the school and use this analysis to identify effective practice and areas for improvement is the role of teachers to ensure that;*

- Medium and short term plans are readily available and set out in accordance with an agreed format.
- Where applicable, learning support assistants are involved in English planning and training sessions and are fully briefed prior to the lessons.
- Issues pertaining to low/exceptional achievement in English are communicated to the subject leader and special needs/high achievers leader as appropriate.
- English is taught according to the learning styles of the children in the class.
- Regular and appropriate assessment and recording is undertaken.
- The marking policy is followed and used to help every child make effective progress.
- They keep up to date with current thinking, informing subject leader of training requirements.

### **Parental Involvement**

Parents are encouraged to take an active interest in their child's learning and to support this as much as possible at home. This includes daily reading, completion of preview work and any other learning activities which are mutually agreed. We welcome parents help in school, either during the English lessons or hearing individual children read.

Reviewed by K. Parkinson  
JANUARY 2020