Northbrook Primary Academy



English

Policy

Date of policy: September 2021

Review Date: September 2022

At Northbrook Primary Academy, our children’s happiness, well-being and achievements are at the heart of everything we do. We provide a nurturing environment for each child, where they feel safe and supported to achieve their full potential.

Our logo represents the nurture and opportunities for growth we provide for all of the children in our care. The compass and brook not only refer to our name, they also represent the educational journey each child will embark on from the moment they join us here at Northbrook.

At Northbrook we recognise that every child is unique and all our staff strive to ensure that every child is given the opportunity to work to the best of their ability. We endeavour to develop the whole child and prepare each one academically, emotionally and socially to live and succeed in an ever-changing world. We provide our children with a wide range of experiences to ensure every child can develop a love of learning, enjoy being in school and have a chance to shine. We aspire to ensure that our children leave us with the best possible foundations upon which they can build throughout their lives. We are incredibly proud of our children and want our children to feel proud of themselves.

We take pride in the family atmosphere that we have developed and value the partnerships we have with parents, carers and the local community. It is important to us all at Northbrook that parents feel part of our school as well and always feel welcome.

**Our values are at the HEART of our school**

**Happiness**

**Empathy**

**Aspiration**

**Respect**

**Teamwork**

**Aims:**

At Northbrook Primary Academy, we believe that all aspects of English are a fundamental life skill which develops pupils’ ability to listen, speak, communicate, read and write for a wide range of purposes.

We want all children to develop a love of language for language sake. We aim to develop our children’s ability to use spoken and written language to communicate effectively – to listen, speak, read and write both in, and for, a wide range of contexts, purposes and audiences.

We want our children to read fluently and with confidence, in any subject, by the time they are ready to move to secondary school. We want our children to love reading and to want to read for themselves.

We want our children to acquire a wide vocabulary, a good understanding of grammar in context and to be able to spell new words by applying the spelling patterns and rules they learn throughout their time in our school.

We want our children to write clearly, accurately and coherently, adapting their language and style as necessary. We believe that all children should be encouraged to take pride in the presentation of their writing and aim to develop a legible, joined handwriting style by the time they move to secondary school. We want our children to understand that all good writers refine and edit their writing before producing a final published copy therefore we want our children to develop independence in being able to identify their own areas for improvement in a piece of writing and edit their work during and after the writing process.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points in order to ensure that every child can celebrate success.

**Implementation:**

We use the Lancashire which is directly alined with the National Curriculum 2014 to deliver lessons rich in reading, writing, phonics, spelling, grammar and punctuation through our whole school English Curriculum, where high quality texts are used to deliver all aspects of learning. Each book on the English Long Term Plan has been carefully chosen to match the National Curriculum reading and writing requirements for each year group as well as linking in to our wider curriculum, with history, geography, science and social themes specifically covered. This structure provides the children with a deeper understanding of texts. We think it is important for our children to value the importance of reading to develop and enhance writing and to see a clear purpose and context for writing.

We work on promoting a love of reading in all children and fostering a text rich environment where children understand how language works, as well as developngi the skills they need to be proficient readers and to interpret texts accurately. Around school, you will see displays which celebrate authors and inspiring, calm reading corners and spaces which promote a love of reading for pleasure. In addition to this, throughout the year the importance of reading is enhanced through activities such as termly home reading tasks and reading events, World Book Day celebrations, class links with an author and classes studying the same picture book which enables us all to share the same value across school – the importance of reading.

Early Years Foundation Stage (EYFS)

In the Foundation Stage, Communication and Language and Literacy development are incorporated in all areas of learning. Opportunities are provided for pupils to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Pupils are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of experimenting with mark making and writing for different purposes. Pupils enjoy daily phonic sessions.

Key Stages 1 and 2

KS1 and KS2 pupils have 5 English lessons a week. The structure over each unit works through key phases. These are (i) Creating Interest; (ii) Reading; (iii) Gathering; (iv) Writing. Children spend time on each phase gathering and implementing their learning, with many short writing and more extended writing opportunities planned throughout the unit.

Phonics

Phonics lessons are taught daily in both EYFS and KS1. We use the Floppy’s Phonics scheme **xxxxxxxxxxx**

See How we Teach Phonics section on the school website

Punctuation and Grammar

This aspect of the English curriculum is taught throughout the week, either as a discrete session or a short activity which then links to the English lesson. The class teacher will plan according to the class needs and the time spent mastering each area is determined by the children themselves. We believe that it is important that punctuation and grammar are both taught in context with the reading and writing curriculum, not as a bolt on , unrelated session.

Guided and Whole Class reading

This takes place every week throughout the school from Year 1 to Year 6. We use the Lancashire Learning and Progression documents and reading domains to aid planning and assessments. Pupils focus on questions and activities which relate to the assessment. Children experience a balanced mix of a Whole Class and Guided Group reading approach throughout the year, to best develop their word reading and comprehension skills.

Reading

Children will be heard reading throughout the week, according to ability and frequency of home reading. KS2 pupils frequently enjoy quiet time to read independently, reading for pleasure is a key part of developing a love of reading. We foster this love in a variety of ways, through well considered and welcoming class reading corners, quality, well kept and appropriate texts for children to choose, reading displays and whole school initivites , class lending library’s, children voting for and choosing the class book, focus authors in class and all staff being positive reading role models.

Writing

Writing is taught by studying the high-quality text or focus media clip for each unit, from which various writing opportunities are then derived. Each week, the children are taught to develop an understanding of how the text flows through reading comprehension, exploring key themes, events and plot of the texts being studied. From the text, children are taught vocabulary and grammar elements of the National Curriculum , corresponding to the genres being written as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying features of a high-quality modelled text (WAGOLL) before progressing to plan, write and edit a written piece which matches the purpose and audience. Children receive regular feedback from both teachers and their peers in the writing process. Focus time is given for pupils to evaluate their work by editing and redrafting, and these skills are taught and modelled to the children. Cross-curricular work is planned to incorporate skills and knowledge learned, because we understand that writing for a purpose in very important for all our children.

Spelling

We teach spelling using the No Nonsense Spelling Scheme. Year 3 – 6 follows these guidelines so that there is continuity and progression across the key stage .

Speaking and Listening

Effective speaking and listening is encouraged throughout the school, and not just in English lessons and we place a great emphasis on developing our children’s oracy skills. We have a firm belief that if children “can’t speak it, they can’t write it” therefore children are constantly encouraged to articulate their sentences before beginning to write them down.

Throughout the year, we provide opportunities to enhance children’s speaking skills. These opportunities may include answering questions in assembly, speaking, performing and presenting information in assembly and class productions for an audience, taking part in class debates, picture news discussions, school council activities, performing in school music opportunities and representing our school in the wider community.

Handwriting

All staff have high expectations for the presentation of work in all areas of the curriculum and are good role models for our children. Handwriting plays an important part and is taught regularly following the Letter Join Scheme. using an agreed font. All written work presented to the children is done so in the Letter Join font including class information, labels, display work and teacher scribed work. This emphasises to our school community the high expectations we have in terms of our whole school presentation and the value we place on a cohesive approach.

**Assessment:**

Formative assessment is carried out throughout the teaching process, through questioning, talk partners, group discussion, work scrutiny, teacher observation, peer evaluation, self-evaluation and mini-plenaries. We use the Lancashire Learning and Progression (LAPs) document and the Lancashire KLIP’s documentation to support our teacher judgements in Reading and Writing. These teacher assessments of each individual child's work will be a continuous process. This process will serve to reinforce both teaching and learning and will inform next steps for planning.

We formally assess an independent piece of writing each term, using the one page consistent format for assessment, which enables progress and attainment to be analysed and evaluated. Moderation of these writing assessments takes place in school termly, as opportunities for discussion amoungst staff is highly valued, we also take extended opportunities to meet with other linked school’s to ensure accurate judgements are being made.

Foundation Stage profile is an ongoing assessment at Foundation Stage.

Formal screening of pupils takes place during the summer months.

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| EYFS | Early Learning Goals |
| Year 1 | Phonics screening |
| Year 2 | End of KS1 teacher assessment |
| Year 6 | End of KS2 SATs in reading and spelling, punctuation and grammar. |
|  | Writing is teacher assessed |

The results of these formal tests are recorded for each individual child. The progress and attainment of each child will then be tracked by the assessment leader, both for target setting and intervention purposes. In all year groups, children who have made slower than expected progress are identified and targeted support is put in place.

Rachel Spence