

## Southwold Primary and Nursery School

### English Policy

#### English Statement of Intent

In our English curriculum at Southwold Primary and Nursery School we strive to provide all children with the knowledge, skills and understanding to become a reader, a writer and confident speaker by the time they leave Southwold Primary and Nursery School. We place reading at the centre of our English curriculum to immerse and engage our pupils in literature-rich environment where we want them to be linguists, confident readers and life-long learners.

We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in the next stage of their education and into adult life. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

To promote and instil a love for reading, writing and high-quality literature into pupils at all ages.

To derive an English curriculum which is sequenced progressively to develop the acquisition of knowledge and skills.

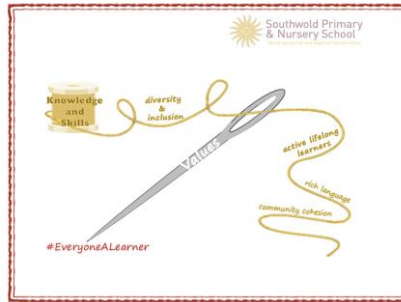
At Southwold Primary and Nursery, we believe that the study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

*Our Golden Threads; values, knowledge and skills, inclusion and diversity, active lifelong learners, rich vocabulary, and community cohesion, are instrumental in everything we do at Southwold and are embedded across our English curriculum.*

#### Intended outcomes

At Southwold Primary and Nursery School our children will learn to:

- speak clearly and audibly in ways which take account of their listeners;
- to listen with concentration in order to be able to identify the main points of what they have heard;
- to adapt their speech to a wide range of circumstances and demands;
- to reflect on their own and others' contributions and the language used;
- to evaluate their own and others' contributions through a range of drama activities
- to develop confident, independent readers through an appropriate focus on high quality texts
- to become enthusiastic and reflective readers through contact with challenging and varied texts
- enjoy writing and it is purposeful
- to write with accuracy and meaning in narrative and non-fiction;



- to increase their ability to use planning, drafting and editing to improve their work.

## **Implementation of English**

### **Teaching and Learning style**

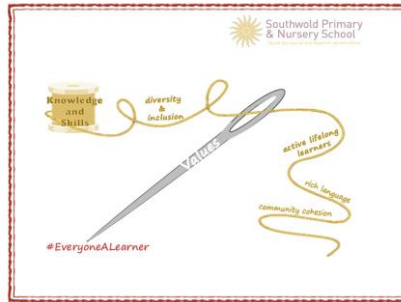
We aim to ensure that English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught both as a discrete subject and in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. The four strands of spoken language - Speaking; Listening; Group Discussion and Interaction, and Drama - permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Vocabulary is developed systematically.

Our pupils are encouraged to read for pleasure and to read widely. We foster a love of reading through a breadth of literature in order to develop understanding of story, vocabulary acquisition, comprehension skills, non-fiction texts and poetry. We promote a love of books from the outset and every class has a dedicated book corner or den. The school library is utilised for reading sessions and research purposes and class novels are shared within each class.

Early reading is taught via the phonics first approach. We use Read, Write Inc for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. We use the Read, Write Inc Programme for teaching phonics and early reading in EYFS and KS1 as well as for some older children who have gaps in their phonic knowledge. RWI teaches children letter sounds that enable them to decode words to both read and spell. In RWI sessions, children will practice both reading and writing as we believe that 'practice makes permanent!'

The children will be heard reading both individually and in groups. Guided reading sessions link directly with the reading and writing sequence and cover both fiction and non-fiction books. Guided reading also develops the children's vocabulary, pace and comprehension skills. We expect that our pupils will practice reading at home to develop word reading, fluency and comprehension skills.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing, revising and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose, and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. We use the Read Write Inc Spelling programme to deliver daily spelling sessions in Years 2-6. Handwriting sessions are incorporated into the weekly timetable, and we follow the Nelson scheme. A range of extra activities are used to promote literacy within the school including hook days, book fairs, celebration of learning events, World Book Day and author visits.



At Southwold we aim to ensure whole school consistency through the use of the three-phase approach to teaching English from Year 1 to Year 6. This approach entwines reading and writing based around a high-quality text. Each term, one high quality text is covered which links closely to our big question theme. From this, a narrative and a non-fiction piece of writing are produced.

Children will develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar through our personalised grammar progression documents tailored to each year group. They will build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do will include narratives, explanations, vocabulary acquisition, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

At Southwold Primary and Nursery School, we ensure that our English curriculum is planned for and delivered using the six principles of learning providing rich opportunities for challenge, explanation, modelling, practice, questioning and feedback. We have high expectations for all pupils, all of the time. We encourage students to be resilient, question, have time to practice a skill and we support them in responding to modelling, feedback and critique so they can improve their work and learning behaviours. We like them to be inspired by the excellent work of others. Challenge is the key driver of everything we do.

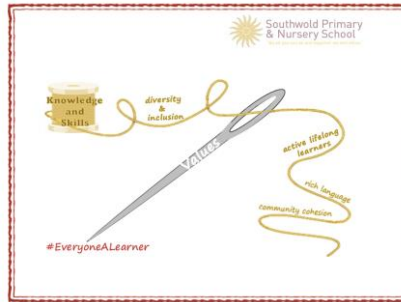
### **Early Years**

In Early Years, the areas of Literacy, and Communication and Language are taught following the early learning goals using focussed activities throughout the day including guided reading. Children use computing skills in English lessons where it enhances their learning. We always plan and encourage children to use and apply their learning in other areas of the curriculum.

We teach English as an integral part of the day. As the Reception and Nursery classes are part of the Foundation Stage, we relate the literacy aspects of the children's work to the objectives set out in the Foundation Stage curriculum which underpin the curriculum planning for children aged 3-5. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their range of vocabulary and communication skills. Spoken Language is the starting point of every session and is carefully structured in planning. Children have the opportunity to explore, enjoy, learn about words and text in a range of situations and through structured play. Large imaginative play areas and small worlds provide a nucleus for speaking and listening in the Foundation Stage. The Read Write Inc Phonics scheme is taught daily, and activities are sent home regularly for reinforcement taken from class teaching. Year 1 adopt the EYFS approach at first but progress to more formalised KS1 teaching from term 2.

### **Key Stage 1 and 2**

In Key Stage 1 and 2 the children have daily English lessons. Across the school from Year 1 - 6, we have adopted a three-phase approach to effectively and consistently plan an integrated reading and writing sequence based on a text (incorporating vocabulary). High



quality texts are used to drive children's enthusiasm and motivation for reading and writing. This approach also encapsulates guided reading, grammar, vocabulary and spoken language. Guided and independent writing give children opportunities to apply their phonic knowledge. This ensures learning is meaningful and purposeful.

Early reading and Phonics are taught via the Read Write Inc scheme and is a systematic way of teaching children to read quickly and skilfully. Phonics is taught daily in EYFS and KS1 and children are grouped and assessed according to their phonic knowledge. Children are taught how to recognise the sounds that each individual letter makes and identify the sounds that different combinations of letters make. Children can then use this knowledge to 'de-code' new words that they hear or see. Children are heard to read regularly throughout the week, both individually and in small groups. Children's reading books are closely matched to their phonic ability along with supplementary picture books to read at home to develop comprehension, vocabulary and story language. Children in Year 3 who did not pass the Year 2 Phonics screening check re-sit will continue with Read Write Inc Phonics as an intervention.

Reading comprehension skills are taught through Guided Reading and the use of the content domains: Questions linked to the headings - Look, Clue, Think, Word, and text to text, text to self and text to world are used across the school. Shared reading and individual reading sessions also allow children to apply their phonic knowledge to decode and develop comprehension skills and strategies.

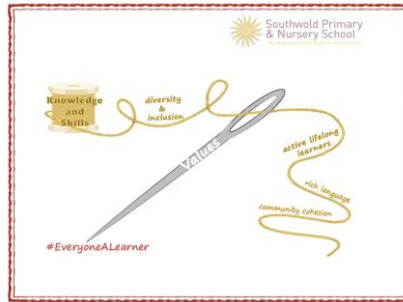
Within the reading and writing sequence the children will develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar through our personalised grammar progression documents tailored to each year group. They will build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do will include narratives, explanations, vocabulary acquisition, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Spelling is taught via the Read Write Inc scheme and is a systematic way of teaching children to spell quickly and skilfully. Spelling is taught daily from Year 2 to Year 6 as whole class spelling sessions using the scheme workbooks and online resources. Children are taught the spelling rules, common exception words alongside dictation, games, root words and homophones. Children can then use this knowledge in their writing across all subjects.

Handwriting is taught as a discrete subject.

Links are always made between English skills and the use of them in the curriculum and cross-curricular planning is done whenever possible.

There are children of differing ability in all classes at Southwold Primary and Nursery School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In the majority of lessons, children will begin at different starting points carefully chosen to enable them to progress and attain. In some lessons, we ask children to work from the same starting point before moving on to develop their own ideas. Greater Depth children may be fast tracked at certain points to receive a higher level of challenge. We use teaching assistants to support some children and to enable work to be matched to the needs of the child.



## English curriculum planning

English is a core subject in the National Curriculum. We use the English National Curriculum to plan from. We have a yearly curriculum overview (Long Term Plan) for each year group (EY-Y6).

This defines what we teach and ensure an appropriate balance and distribution of work across each term. In KS1, some of the work is blocked and some is continuous. In KS2, English objectives are often achieved in cross-curricular planning themes. These objectives are still dictated by the English National Curriculum but are now linked with real purpose to the reading and writing focuses. Plans are kept electronically and reviewed by curriculum champions and members of the Senior Leadership Team.

Class teachers complete a unit (short-term) plan for the teaching of English (Reading and Writing combined). The three-phase approach allows the reading to be entwined within the writing, and also cover narrative and non-fiction writing outcomes. This comprises of a clear sequence of work with modelled skills writes and planned written outcomes taken from specific year group learning objectives. Planning is shared with the English curriculum champion and SLT.

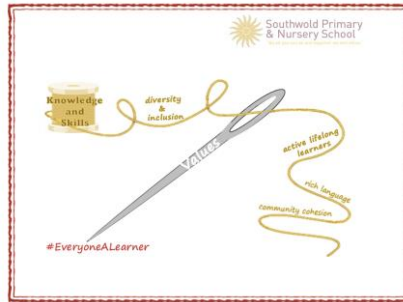
Writing Sequence	Reading Sequence
<u>Pre Phase 1</u>	Read around narrative/ develop subject knowledge to prepare for phase 1
Phase 1: immersion	Preparation for phase 2
Phase 2: skills/ planning	Preparation for phase 3/ unpick a certain part of the story (look, think, clue, t-t, t-s, t-w)
Phase 3: narrative	<u>Pre Phase 1</u> - Read around non-fiction genre to prepare for phase 1
Phase 1: immersion (non-f)	Preparation for phase 2
Phase 2: skills/ planning	Preparation for phase 3/ unpick a certain part of the story (look, think, clue, t-t, t-s, t-w)
Phase 3: non-fiction writing	Read around narrative/ develop subject knowledge to prepare for phase 1

Planning is completed in teams for that phase/year group and teams will discuss the ideas and create a unit of work together. Resources and PowerPoints are also created together, and the final planning is always shared with all the adults who work in the team.

## **Resources**

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts and a welcoming book corner. Children have access to the internet through laptops and iPads. The library contains a range of books to support children's individual research and is a place to read for pleasure. A range of games are available to support children with their literacy skills-word, sentence, text, handwriting, phonic, comprehension, speaking and listening, performing, drama and online links.

## Contribution of English to teaching in other curriculum areas



The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. There are many resources for English and cross-curricular resources to support the teaching of English.

### **Mathematics**

English contributes significantly to the teaching of mathematics vocabulary in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space, problem solving and reasoning by talking about these areas with adults and other children. Children in EYFS and KS1 meet stories and rhymes that rely on counting and sequencing and begin to read, reason and interpret problems. In KS2, children are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

### **Computing**

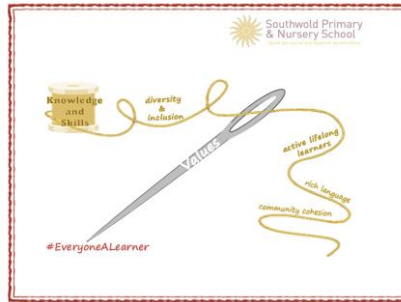
Skills and knowledge that are part of the computing curriculum work alongside the skills of language to support pupils to participate fully as a member of society. Opportunities for communication and collaboration online will provide a context for pupils to communicate their ideas and emotions to others. Confidence to search for, and evaluate information online, will provide experiences to enable pupils both to acquire knowledge and to build on what they already know. Computing provides opportunities to write clearly, accurately and coherently in different contexts, for different purposes and for different audiences. Pupils will need to elaborate and explain understanding and ideas clearly. They will acquire skills to help them make formal presentations and to demonstrate thinking and ideas to others. Direct links between English and computing can be seen within Technology in our Lives and Multimedia areas of the Somerset New Wessex Computing Curriculum. <http://bit.ly/SomersetNewWessex> Links to enhance learning can also be made through the development of computational thinking (CT) as part of the programming thread. Development of CT through decomposition and abstraction will support the development of pupils' capacity to explain their understanding of books and, together with algorithmic design, will help them prepare their ideas before they write. Pattern recognition and decomposition will contribute to skilled word reading and transcription. All aspect of CT will contribute to composition and will support spelling, grammar and punctuation. [www.somersetelim.org](http://www.somersetelim.org)

### **Personal, social and health education (PSHE) and citizenship**

English contributes to the teaching of personal, social and health education and citizenship. Across the school we use the Jigsaw PSHCE scheme. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

### **Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other



cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

### **Teaching English to children with special educational needs**

At our school we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Interventions are planned when a teacher has assessed that a child has a particular need. We support Speech and Language, Fine and Gross Motor skills and Learning Difficulties with specific programmes undertaken by adults in the school and with home support. These are monitored by the SENCO. We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers provide help with communication and English through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and materials (e.g., talking tins);
- using alternative communication, such as signs and symbols;
- using Google translate.

### **Impact**

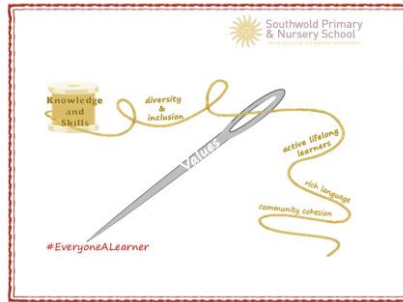
#### **Nursery (FS1/FS2):**

Nursery children take a reading folder home on a weekly basis. The books cover a broad and varied curriculum. Every child has the opportunity to take home a bag containing a soft toy and reading journal.

The child and parent record their experiences in this book and share it with the nursery class. Listening skills are developed through Read Write Inc Phonics. Value is given to all forms of mark making.

#### **Reception (FS2) Year 1 and Year 2:**

Children take home a book that is closely matched to their phonic ability, plus a book to share at home which may well be above their reading level. A real/picture book is taken home to share with an adult to develop a love of reading, story language, vocabulary acquisition and to develop reading comprehension. When children have read 30 times at home and have had their reading record signed by the adult at home, they can go the Principal and receive a prize.



Keywords from Read Write Inc Phonics/Spelling as well as rotten reds (common exception words) are taken home to learn to read and spell. These are formally tested and are monitored by the class teacher.

Headstart Reading assessments and past SATs papers are used for Year 2 children.

Handwriting is taught according to the Nelson Scheme and as soon as individual letters are formed correctly; children begin to learn joins.

Focused writing opportunities and cross curricular links are planned for each term within the medium-term planning documents. This is then marked using the Marking Policy.

### **Key Stage 2:**

Children can choose books from class bookshelves or the school library, with some reading material banded according to the National Curriculum. Children choose their own independent text (with support from the teacher) to take home daily from the home reading boxes. When children have read 30 times at home and have had their homework diary signed by the adult at home, they can go the Principal and receive a prize.

Headstart Reading assessments and past SATs papers are used for Years 3-6.

Focused writing opportunities and cross curricular links are planned for each term. Spelling rules from Read Write Inc Spelling as well as National Curriculum words are taken home to learn to read and spell. These are formally tested and are monitored by the class teacher.

### **Handwriting**

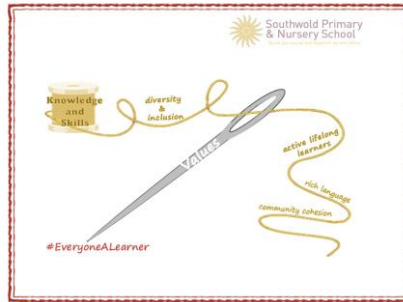
Handwriting is taught according to the Nelson scheme which has been adapted in the following ways:

1. No letter which finishes back on itself will join to the next letter (b, g, j, p, s, x, y,)
2. Double t will be joined with one cross bar. Bar will be the same height as the lower-case letters.
3. All descenders will be the same height.
4. All ascenders will be the same height.
5. w and v to be written with straight lines.
6. m w – middle section of these capital letters will be the same height as the lower-case letters. (The middle section will not touch the bottom line)
7. x will not be joined to another letter (The word 'example' will have a break after the x and before the a)
8. I as a capital has a base and a top.

### **Assessment and Recording**

Teachers constantly assess children's work in English. They use a range of assessments to measure progress against the key objectives and to help them plan for the next unit of work. In Reception and Nursery, each child is assessed in reading and writing according to EYFS and National Curriculum. In KS1 and KS2, children are assessed against the National Curriculum. Children are measured against age related expectations. Those WORKING TOWARDS age related expectation, those working AT the EXPECTED level and those children working at GREATER DEPTH. Children are assessed at 3 data points throughout the academic year in reading and writing, then this information is entered on the school agreed format for the Senior Leadership Team to analyse. This data is used to set curricular and year group targets as well as for the teacher to use for class planning and support. A written report is sent to parents at the end of the year with future targets for English identified. Assessments are made using children's work, teacher assessments and end of Key Stage SATs.





The English curriculum champion keeps examples of moderated children's work from staff meetings in a file. Any issues that arise from moderation staff meetings or book looks are addressed by the English curriculum champion/SLT through either CPD courses or team intervention.

### **Monitoring and Review**

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English curriculum champion. The work of the curriculum champion also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Signed: Mrs Sagar

Date: October 2022

Review date: October 2023