

# Strike Lane Primary School



## English Policy

Policy Review	Date	Personnel
	Sept 19	RK
	Sept 20	RK
	Sept 21	KS/RK
	Sept 22	RK
	May 23	RK

## **Introduction**

At Strike Lane Primary School, we are constantly looking at how we can improve the inclusive provision for our children to ensure that our children meet their potential and achieve at school. To this end, the information contained within this policy will be regularly reviewed and updated as necessary.

At Strike Lane, we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and fiction texts. Children gain an understanding of how language works by looking at its patterns, structure and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

## **Aims and objectives:**

Our aims are based on the following core values and ethos in our mission statement, which is:

**“Learning and Growing Together”**

Our aims are designed to ensure that the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils are prepared for full participation in our multi-ethnic society.

## **We therefore aim to ensure that:**

- All children have access to a broad, balanced and differentiated reading and writing curriculum and the experiences to support this
- All children who may have special educational needs and/or additional needs are identified and provided for as early as possible and reading inventions suitably matched
- We promote a wide and rich reading culture across school
- We establish high expectations for teachers and pupils.
- We promote continuity and coherence across the school.
- We enable children to speak clearly and audibly and to take account of their listeners
- We aim to encourage children to listen with concentration, to identify the main points of what they have heard
- We show children how to adapt their speech to a wide range of circumstances and audiences
- We teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings

- We help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge
- We aim to develop enthusiastic and reflective readers through contact with challenging and substantial texts
- We aim to foster the enjoyment of writing and a recognition of its value
- We encourage accurate and meaningful writing, be it narrative or non-fiction
- We aim to improve the planning, drafting and editing of their written work through effective marking and feedback (in line with the marking policy)

## **Teaching and Learning**

### **The Foundation Stage**

We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals and advisory content of Development Matters. We give all children the opportunity to;

- Talk and communicate in a widening range of situations
- Respond to adults and to each other
- Listen carefully
- Practise and extend their vocabulary and communication skills
- Explore works and texts
- To play and explore with sounds, rhymes and songs
- To learn phonics using Red Rose Letters and Sounds and ensure a rich language environment

### **KS1 (Y1 and Y2) and KS2 (Y3 – Y6)**

At Strike Lane School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills and understanding. In the Foundation Stage communication, language and literacy development are incorporated into all areas of learning and opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books; throughout the year there are planned opportunities to explore all genres to ensure breadth of coverage. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves.

In Key Stages 1 and 2 we teach English through a daily English session, within which children will experience a speaking/listening reading and a writing activity. These sessions could be a guided group, an independent activity or whole class sessions to support, review and assess learning. Sessions which extend beyond one lesson enable us to offer additional time for children to write at length and continue to push themselves further in their own learning.

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts; their work is supported with a variety of resources such as dictionaries, thesauruses, individual spelling/word books and writing prompts which the children can freely access.

Staff provide balanced and varied learning opportunities within the classroom through a text-based curriculum.

Children use ICT in Literacy lessons where it enhances their learning: eg hooks for writing; drafting their work; multimedia to study how words and images are combined to convey meaning; presenting work in a variety of digital formats. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

### **Strike Lane Non-Negotiables**

- Targeted readers (generally the lowest 20% of the class) will receive daily reading support. Every child in FS and KS1 will be read with once per fortnight by the class teacher and teachers will record Showbie audio that shows clear reading progress across the year. In KS2, children will collate two pieces of meaningful reading evidence via Showbie each half term and this will be monitored by the subject leader/SLT. Files will be created on class Showbie accounts to make it clear where reading evidence is stored.
- To ensure an accurate judgement on our children's reading ability and progress, children across school will be assessed using Phonics Tracker. EYFS/KS1 and any SEND children who access phonics provision, will assess against our Red Rose Phonics scheme to quickly identify and rectify the gaps in individual's phonics knowledge. KS2 will use Phonics Tracker termly to assess individual reading ability of the high frequency words for their year group.
- The assessment for children who struggle to retain high frequency words, precision teach will be used to support this learning.
- Daily phonics - Phonics following Red Rose Phonics, is taught daily to all children in Reception, Year 1 and 2 (where required based on Year 1 phonics screening results) by an experienced adult.
- Daily Spellings sessions (Y2-Y6 using No nonsense spelling programme, weekly spellings sent home linked to no nonsense spelling programme). Children who pass the Year 1 phonics screening will begin using No Nonsense spelling programme from Autumn term.
- Writing opportunities are given for children daily in the English lesson.
- Extended/Independent writing (weekly in FS and KS1 and at the end of a sequence of an English unit)
- Whole class reading sessions to take place three times per week.
- Additional phonics support is in place (Fast Track Phonics) for those children requiring further support
- Extra guided reading sessions (Reciprocal Reading) are in place for those children requiring further support
- At least weekly handwriting sessions in Early Years and Key Stage 1, separate from their phonics lessons
- Phonic assessments take place at the start and end of each term for EYFS/KS1 children to track progress.
- KS2 children to be assessed at the end of each year term using NFER reading tests or SATs equivalent.

### **Curriculum Planning**

The DfE National Curriculum for English details what we teach in the long-term while our yearly teaching programme identifies the key objectives in English that we teach with purposeful cross-curricular links with other subjects.

Our medium-term/short-term plans are adapted from the DfE National Curriculum and teachers also use the Lancashire Learning and Progression Skills (LAPS) to determine the teaching objectives for their class. Teachers also use the Lancashire Planning Units to map out a cohesive and progressive route through a range of appropriate genres and learning objectives for their year group/class.

Weekly short term planning focuses on the daily objectives to be taught; preparation of resources and independent and group activities to be provided, including support, where appropriate. This is followed through with regular teacher assessment against the learning outcomes.

We include independent writing sessions, which come at the end of a sequence of teaching and cover different genres allowing children to re-visit writing objectives. This is assessed against success criteria and time is built in for children to evaluate their work against their own success criteria and to edit and improve work within lessons.

Through effective marking and feedback, the children are made aware of their next steps and writing targets.

In EYFS and KS1 Phonics is taught daily using the Red Rose Letters and Sounds Phonic Programme. Phonic resources and decodable books have all been aligned to match the correct phases and letter sounds being taught.

Whole Class Reading takes place three times per week and is used to teach decoding and comprehension skills. Appropriately levelled texts are selected by the class teacher and pre-teaching of vocabulary and key words is in place where necessary for those children in need of support. Texts may be linked to the Writing genre or to wider curriculum areas. For older children it is not necessary to read a whole book during class reading sessions.

Teachers read to children for at least two sessions per week (daily in EYFS/Y1) and this is generally a text which is at a higher level than the children can read. This is to encourage a wider experience of higher-level vocabulary and sentence structures and for teachers to model key reading behaviours such as pace, tone and fluency. Pie Corbett's Reading Spines have been used to support in the initial selection of texts for these reading sessions.

Handwriting is taught at least weekly in KS1 and more often if necessary. All teachers have high expectations for handwriting and the presentation of work in all areas of the curriculum. The expectations and marking symbols are outlined for each class on display as a constant reminder. Handwriting plays an important part and is taught separate from phonics in EYFS/KS1. EYFS children are encouraged to develop their fine motor skills before attempting to teach the basic formation of letter shapes. Good muscle development and control must be in place before children are encouraged to begin learning pre-cursive patterns. Children from KS1 upwards are taught to use entry strokes and lead out's to letters before being taught a cursive/joined style. When children have reached a good standard of handwriting in all areas of the curriculum they can use a handwriting pen [available from their class teachers].

## **Contribution of English in other Curriculum Areas**

The skills and standards expected in English are linked to and applied in every subject of our curriculum. Skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school. High expectations apply throughout.

## **English and Inclusion**

At our school, we teach English to all children, whatever their ability, through a broad and balanced curriculum. All children are engaged in whole class learning and resources or support materials are tailored to individual needs, including those with learning difficulties and those learning English as an additional language. We provide appropriately challenging work for those children who are working above age related expectations.

## **Racial Equality & Equal Opportunities Statement**

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. Varying levels of support or scaffolding is provided during learning to ensure the best performance of all groups and individuals. Strike Lane Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Please refer to our Equalities statement and policy.

## **Assessment for Learning**

All teachers make formative and summative assessments of English work throughout the school.

- All children's work (reading and writing) is assessed formatively throughout lessons via questioning, quizzes, independent work and responses. These responses are used by teachers to inform next day planning.
- Marking and feedback is given to all children either individually, as a group or whole class and how work can be improved, where extra practice is needed or the next steps in learning. This can be done in books or on Showbie either in written format or verbally.
- Regular monitoring of children's work across the school takes place by the English Subject Lead, SLT
- End of term summative assessments are made in phonics, reading and writing and are used to determine the progress of pupils.
- Moderation of end of term assessment judgements is carried out by all class teachers and through the local school's cluster group arrangements
- End of year assessments are used to inform the next class teacher to aid transition and to ensure support systems continue to be in place where necessary
- Formal assessments are reported to LCC and the DfE as appropriate. These are the KS2 SATS (May) Reading and Grammar, Punctuation and Spelling marked externally, writing assessed in school by Teacher Assessment and moderated by the Local Authority. Key Stage 1 Teacher Assessments informed by the Key Stage 1 SATS (marked in school). EYFS end of year reporting on the EYFS Profile (June), Year 1 Phonics Screening (June).

## **Peer Marking and Editing**

- All children from Reception to Year 6 will be given daily opportunities for editing
- Staff in years 1 to 6 to ensure that children complete all four stages of the school's editing sequence (Editing for GPS, Enhancing Vocabulary and Meaning, Genre Specific Success Criteria, and Audience, Purpose, Effect)
- During Independent Writes, children to leave a space for editing by writing on alternate lines.
- Children to edit in a different colour to the once they originally wrote in.
- All children to work in pairs during the editing process. Pairings to be selected by class teachers.

## **ROLES & RESPONSIBILITIES**

### **Headteacher and Governing Body**

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor how effective teaching and learning strategies are in terms of securing high standards for all the children
- Ensure that staff development and appraisal policies promote good quality teaching, through appropriate professional development opportunities

### **Subject Leader**

- To have a positive impact on raising standards of attainment for English across the whole school
- Establish and overview of the texts being used across school.
- Ensure the effective implementation of the Statutory National Curriculum for English
- Adapt and use the DfE National Curriculum for English across the whole school that meets the needs of our children
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs
- To maintain an overview of current, effective strategies and developments within the subject
- To ensure, together with the Headteacher, a rigorous and effective programme of lesson observation monitoring
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place
- To ensure that Curriculum Targets are regularly reviewed and monitored at least termly.
- To effectively manage any funding designated to English
- Monitor teaching strategies in the light of health and safety regulations

### **Class Teachers**

- Ensure the effective implementation of the Statutory National Curriculum for English
- Make effective use of Assessment for Learning within English
- To effectively monitor the progression of phonics through the use of Phonics Tracker.

- To accurately assess the reading progression of all children through effective monitoring and assessment (Phonics Tracker for Year 2 to Year 6 – High Frequency Words).
- To ensure work is differentiated to enable all children to reach their full potential
- To work collaboratively with other professionals in order to fully develop and utilise individual skills and expertise

### **Teaching Assistants**

- To support the class teacher in the effective implementation of English
- To proactively support teaching and learning in terms of delivery, assessment and future provision.

### **Parents / Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by;

- Induction evenings are held for all year groups at the beginning of each year.
- Additional meetings are arranged to inform parents about Phonics, SATs etc.
- Online video and phonics 'drop in' sessions are available for parents in EYFS to enable the best start for our early readers
- Parents' evenings to discuss children's progress
- Explaining to parents how they can support their children with homework

### **Displays**

There are opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, joined up font, phrases and complete sentences. English working walls are used in all classes to display key vocabulary, modelled and shared writing, success criteria and relevant examples of good work. Children are taught how to use working walls in classes to support them in their independent learning. All classrooms have a class selection of books which must be well organised and easily accessible within an attractive reading area. All adults must be good role models for children in modelling both reading aloud and silent reading.

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