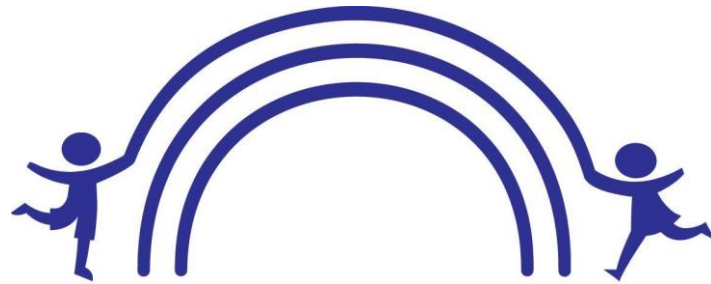


# The Lanes Primary School Policy



**The Lanes**  
PRIMARY SCHOOL

## English Policy

<b>Last reviewed</b>	<b>September 2019</b>
<b>Review Cycle</b>	<b>2 Years</b>

# English Policy

## Overview Statement

At The Lanes Primary School, we strive to develop a love of English in our children and believe this is key to achieving high standards of success. We aim to develop highly-skilled readers and writers who are articulate and have a love of language. To this end, in all year groups, our children are provided with rich experiences which enable them to develop their knowledge, skills and understanding within a broad and balanced curriculum.

## Reading

### **Rationale**

Reading is a vital skill that supports our children's learning across the whole curriculum. As a school, we ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. We believe that reading is one of the most important skills in life and we teach our children to not only decode and comprehend but we encourage every single child to love picking up a book and delving into the minds of characters and their worlds. Our ultimate goal is for every child to read for pleasure.

### **Learning to Read = Reading to Learn**

Every teacher in our school places a huge emphasis on reading and every year group carefully chooses quality, age appropriate, challenging 'core' texts that are not only linked to our topic areas but heavily support the teaching of our topics too. We know that this is vital in order for our children to learn deeply about a topic area and the links that they make enable our reading curriculum to be engaging.

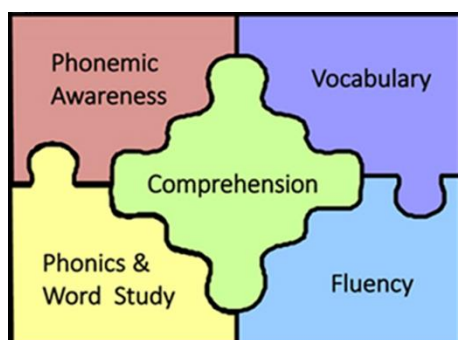
We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through intervention programmes in school.

### **Promoting Reading for Pleasure**

In every class, there is a collection of hand-picked, quality texts for children to read independently and teachers read to their classes regularly to promote the love of reading further. Our school libraries are places where children come to read, relax and enjoy a huge variety of books from a range of authors. Every year, the school celebrates book week and classes do lots of cross-curricular work around reading.

### **The Teaching of Reading**

We aim to teach our children to be both accurate, fluent decoders as well as having well developed comprehension skills.



The school follows Letters and Sounds, a systematic, synthetic phonics programme to ensure progression in phonics. Children are taught using a multi-sensory approach with stories, songs and actions, taken from Jolly Phonics, used to support their learning of each phoneme. Sessions are interactive, with a range of practical activities used to teach children to apply their knowledge in reading and writing. Teaching is fast paced, with built in opportunities for revisiting and reviewing learning.

In Reception and Year 1, four fifteen minute sessions are taught per week with most children completing Phases 2, 3 and 4 in Reception and Phase 5 in Year 1. In Year 2, three thirty minute sessions are taught per week with most children working on Phase 6.

Children are assessed at intervals and those few children needing to repeat a phase are identified and phonics sessions targeted accordingly. We are positive in our assessments and will move children on as quickly as possible, ensuring any further gaps are addressed during further sessions through revisit and review or through intervention and targeted support. In addition children may be targeted in further short interventions; these focus on particular areas the children find difficult. Those children who are working beyond the level expected for their age may be moved on at a quicker pace.

We aim for the vast majority of our children to reach the expected standard in phonics by the end of Year 2. However, we accept that not all children learn to read using phonics, and therefore use word reading programs to support these children in developing their decoding skills. This is particularly the case where, despite extensive support, a child has not met the expected standard in phonics by the end of Year 2.

### **Early Reading**

In reception children work in small groups to develop their decoding skills using a range of simple texts. The children are access to a range of books during the school day, which they are encouraged to enjoy independently. Books form the heart of the curriculum and are used as a stimulus for both the literacy and wider curriculum. The children hear and discuss storied every day.

### **Individual Reading**

Each child has a school reading book which they read independently or to an adult. Children record any reading done at home in their reading diary and reward those who read at least four times a week. Individual reading books are banded to ensure children are reading at the correct level to make progress. The expected bands for each year group are detailed in Appendix 1. In Key Stage One, children are expected to be able to read 90-95% of the words in their book on sight for it to be deemed the correct level. When they exceed this they will move up a level. In Key Stage Two, Children are often able to read all words without decoding, and so are encouraged to read a range of books in a reading band before moving onto the next one as we want our children to be well-rounded readers who have had a variety of different reading experiences.

### **Fluency and Expression**

Throughout School we encourage children to become more fluent readers by reading frequently, both inside and outside school. In school, children are given the opportunity to read out loud to their peers, an adult or the whole class as well as independently during quiet reading sessions. Teachers model how to decode and read with fluency and expression and hear children read at least half termly to check their fluency.

## **Whole-class Reading**

The Matthew Effect: “The richer get richer and the poorer get poorer,” suggests that those who have a broad vocabulary at an early age will develop at a faster rate than others. We believe that all children are capable of being effective comprehenders, regardless of their decoding ability.

Therefore we use whole-class reading to engage every child in quality and challenging texts which develop their vocabulary and understanding. These may be based on the ‘core text’ or other shorter supporting texts. The pitch of these lessons is high and teachers ensure questioning is challenging. A range of activities are used to develop the children’s comprehension across a variety of key skills including retrieving, predicting, explaining and inference. Teachers put particular emphasis on the development of vocabulary and background knowledge. By focusing on vocabulary, our children will have a broader vocabulary and will be more effective comprehenders when reading challenging texts by themselves.

Teachers use questioning to assess their children’s understanding and this is done through oral and written responses. Children record written responses, along with other reading work, in their reading journals. We do not require our teachers to record any written feedback in reading journals as we believe that verbal feedback has much more of a positive effect on our children’s learning in reading.

## **Intervention**

Across school, children who are identified as having problems in decoding and fluency are targeted in small group guided reading sessions, or frequent 1:1 individual reading sessions with an adult. In Key Stage One and Lower Key Stage Two, children who are struggling to decode may complete the Better Words programme to improve their sight vocabulary.

Children who are identified as having problems in comprehension may receive targeted support during whole class guided reading or undertake an intervention programme: Let’s Read (1:1), Better Reading Partners (1:1) or Inference Groups (Small group).

## **Writing**

### **Rationale**

We invest time in hooking children into our writing topics, developing their enthusiasm along with their technical knowledge. Children undertake a wide range of writing tasks, where their skills are developed through fully embedded talk for writing and grammar work. Our writing fully links with our reading and wider curriculum, meaning children have a rich and varied experience to draw upon along with the opportunity to develop a complex vocabulary. As a result, our children achieve highly by the end of Year 6 with the percentage achieving Greater Depth well above the National Average.

### **Whole School Practice**

Writing opportunities are mapped out during medium term curriculum planning. Teachers aim for writing tasks to have a clear sense of audience, purpose and where possible stem from first-hand experience. A wide range of talk for writing tasks are incorporated into each writing cycle, along with linked grammar teaching. Teaching includes use of independent, group, shared and modelled writing.

### **Reception**

Both independent and teacher led activities focus on developing children's sense of the purpose of writing and their composition skills. Transcription work centres around writing one or more sentences that make sense, and that are correctly punctuated with a capital letter and full stop. Children are taught how to read their work back to an adult or a friend. Greater Depth children are expected to write with greater independence. They are given opportunity to structure longer pieces of work and use more adventurous vocabulary.

Spelling is taught within daily phonics sessions and then in weekly discrete sessions from Easter which focus on tricky words with teachers modelling how to segment during writing sessions.

### **Key Stage One**

Teachers plan longer, more complex writing tasks which, by Year 2 take several days to write. There is greater emphasis on language development and sentence structure in talk for writing. Children are taught to make and use simple plans. Grammar and punctuation skills are taken from the National Curriculum and embedded into writing sequences. Children are expected to read their work back and, by the end of year 2, make simple improvements. Marking symbols are used as success criteria and children begin to self/peer assess. Greater Depth Children are taught to draw on what they have read to improve their language and sentence structure. They are also taught to redraft sentences to make them more effective.

Spelling is taught during phonics sessions, which follow the letters and sounds scheme of work. In addition spellings are sent home to be learned weekly and there is one taught discrete spelling session in the class. There is a weekly spelling test with a trophy to act as an incentive. Children are taught to use spelling mats and word walls to support their spelling. Greater depth children begin to use dictionaries.

### **Key Stage Two**

Teacher's plan more complex writing tasks than in Key Stage One and there is a stronger focus on ensuring use of the correct features. Talk for writing continues but with an increasingly more technical focus. Children learn to plan their work, annotating key grammatical features and vocabulary. Grammar and punctuation skills from the National Curriculum are embedded in the writing sequence but are also increasingly taught discretely. Children are expected to read back and edit their work during each session. Editing skills are also discretely taught and follow a clear progression across the key stage. Success criteria are agreed with the children and aid marking, self and peer assessment. All children learn to redraft, beginning with short sections in Year 3 to multiple drafts of longer writing tasks in Year 6. Greater Depth children are taught to analyse the effectiveness of their work, drawing on what they have read to improve compositional and grammatical features.

Spelling is taught three times a week using the No Nonsense Spelling scheme. In addition related spellings are sent home to be learned weekly. The weekly spelling test and trophy continues to be used as an incentive. Children use spelling mats, word backs, spelling journals and dictionaries to ensure accurate spelling in writing tasks.

### **Handwriting**

Handwriting is taught at least 4 times per week in Years R to 5 using the Pen pals scheme of work. In Years 1 – 3 children complete writing tasks in handwriting books to support their letter formation and spacing. In years 4 to 6 the focus moves to developing greater fluency and individual writing

style. In Year 6 handwriting is practised over longer pieces of writing when writing up final drafts and in relation to specific handwriting issues.

### **Speaking and Listening and Drama**

Speaking and listening and drama are primarily taught as part of the talk for writing sequence. In addition Key Stage One children are invited to do a termly show and tell to improve their presentation skills. In Key Stage Two the wider curriculum provides opportunity for presentations and debates. The Lanes Recognises the importance of developing performance skills and therefore there is an opportunity for all children to perform to parents in every year of school.

### **English: Key Strengths**

- Relevant and purposeful writing tasks are used throughout school with Talk for Writing and Grammar embedded.
- Handwriting is taught regularly and is generally good.
- Good quality Whole Class Guided Reading takes place across school.
- Initiatives have been put into place to improve spelling
- Teaching of phonics is generally good.
- Summative assessment of writing is strong.

### **English: Areas for Improvement**

- Improve the quantity and quality of discrete grammar sessions.
- Monitor new spelling initiatives to ensure they are embedded and having a positive impact
- Develop the use of formative assessment in reading to identify individual children's key areas to work on.
- Further develop the children's fluency skills.
- Ensure timely intervention for children who are falling behind in phonics.
- Ensure summative assessment in reading is accurate and correlates with test results.
- Re-assess the book banding system in the library.

Agreed by staff – September 2019

PSS committee – September 2019