

Lemington Riverside Primary School

English Policy

September 2021 (To be reviewed September 2022)

Rationale

At Lemington Riverside Primary School, we believe that literacy and communication are key life skills and that it is our role, through the English curriculum, to help children develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. Through a love of reading that is embedded within our school, we strive to help children to enjoy and appreciate literature and its rich variety.

Intent

As a school, we aim to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading both across the curriculum and at home. As a school, we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Our curriculum is drawn from these documents.

Overall Aims and Objectives

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By the end of Year 6 we want all our pupils to:

- be able to communicate effectively and confidently in standard English;
- be able to listen to the spoken word attentively with understanding, pleasure and empathy;
- be able to read a range of materials fluently, critically and with understanding, for enjoyment and for information;
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.

Time Allocation

The time allocated for English is in line with national recommendations for key stage one and two. All children enjoy a daily literacy lesson, lasting approximately one hour. Alongside this, all children have a 30 minute reading session and KS1 and EYFS have 30 minutes of daily phonics. In addition to this, it is recognised that all other subject areas will contribute to children's learning in speaking and listening, reading and writing. As a school, we aim to 'read to learn' across the curriculum, using both non-fiction and fiction texts to support learning across all subjects. Writing across the curriculum will consolidate skills learned in English lessons, and allow children to re-visit genres at a distance. Each genre of writing will be addressed within each year group, both within English lessons and across the wider curriculum.

Reading

Aims

- To create a reading culture that promotes a life-long love and enjoyment of books
- To read with confidence, fluency and understanding
- To use a full range of reading cues (phonic, graphic, syntactic and contextual) to monitor their reading and correct their mistakes
- To help children become critical readers to give them greater understanding of the wider world Teaching and Learning

Implementation

- In EYFS and Key Stage One discrete phonics lessons are taught in a systematic way on a daily basis using the Monster Phonics scheme. The skills learnt in these sessions are explicitly modelled and applied across the curriculum. This continues until they are secure in de-coding and have successfully completed the programme. At this point, a greater emphasis is placed on reading comprehension. See separate Phonics Policy for more details on Monster Phonics.
- Pupils are encouraged to read for meaning and through **context**.
- Pupils are introduced to a full range of texts through **shared reading** in whole class groups.
- Pupils each follow an individual **independent reading** programme using the Book Bands scheme, monitored by class teachers.

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- Pupils are encouraged to make free choices of books based on their own interests from the library to supplement their instructional **independent reading**.
- In **group reading**, pupils of similar ability are encouraged to interpret and discuss text in more depth. This may happen within or outside the main daily literacy lesson.
- Reading skills are further developed across the curriculum.
- Whole class texts are used to support and engage children in their topic learning and to further develop comprehension of both fiction and non fiction texts.
- Pupils are encouraged to do regular home reading.

Children from Years 1 to 6 take part in a daily mixed ability English lesson with an emphasis on the use of whole texts rather than extracts. The **Lemington Riverside Reading Spine** shows our Reading Curriculum across school and assigns high-quality texts to each year group throughout the year. The Reading Spine also includes our 'Riverside Reads' which are quality picture books, shorter texts and poetry which will be read (and then re-read) to pupils during daily story time across a half term. The rationale for this is:

- Children learn knowledge through experience
- Children learn a wealth of language through story time and will build both language and vocabulary
- Emotional engagement
- Repetition
- Find links in stories
- Understand character
- To know a range of stories in depth

Each day, pupils in KS2 have an hour long English session, where the focus is on reading into writing, influenced and inspired by the Core Text. Pupils will also have a 30 minutes reading session where the focus will be on reading skills. To teach reading, we use the VIPERS reading process:

VIPERS

V - vocabulary

I - inference

P - prediction

E - explanation

R - retrieval

S – summarising (KS2) / sequence (KS1)

Reading sessions may be whole class reading, guided reading and/or book talk sessions. Teachers are encouraged to explore the text and promote engagement with and enthusiasm for reading. Over a 2 week cycle, pupils are expected to have looked at each VIPERS focus within their reading session.

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Pupils across the school will access Lexia for a minimum of 30 minutes per week. UKS2 pupils also access Reading Plus online and complete differentiated sessions each week.

KS1 pupils have an additional 30 minutes phonics sessions each day.

Pupils are encouraged to read at home with an adult on a regular basis. They take colour banded books home matched to their reading ability and are expected to complete their reading record to document their home reading. Coloured Book Band bookmarks are stuck into reading records to support parents when reading with their child. A new coloured bookmark will be stuck in each time the pupil moves up to the next colour level. Class teacher will monitor pupils' progression through the book band scheme and track their progress half termly. Children are heard at least once a week by staff (more regularly for pupils below ARE) and comments are also added to the reading records, highlighted in green pen. All pupils accessing phonics are expected to have a fully decodable home reading book. They may also have a banded book to further support their comprehension, if deemed appropriate by the class teacher.

Additional Support

Children who require additional support with phonics are identified by class teachers. In addition to quality first teaching in class, they receive targeted support through phonics interventions.

Writing

Writing is one of the primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, and experiences and explanations to be shared. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. At Lemington Riverside Primary School, we strive to develop pupils' fluency and legibility and offer a whole language approach so that pupils can learn to express clarity of thought and be able to manage language appropriately. We aim to set high expectations of pupils and to give writing a high profile in all its forms. The rich diet of texts which the pupils will be immersed in across the year will form the backbone for the pupils' writing.

- Teachers model writing of all genres through **shared writing** activities.
- Writing skills are further developed in group **guided writing** sessions.
- Pupils practise writing through **independent writing tasks**. This will be as a result of a unit of teaching and also at a distance, across the curriculum to ensure that children are applying the text features that have been taught,
- Pupils are given opportunities to plan, draft, revise and edit their own writing
- Pupils use their writing skills to communicate across the curriculum.

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- Pupils write across genres in a variety of forms, with an increasing understanding of audience and purpose as they move through the school.

The National Curriculum (2014) forms the basis of teaching and learning. Programmes of study have been developed for each year group based on the new curriculum for England. Teachers plan for different groups depending on pupil need, these include: whole class, small group, paired and individual. The teacher works towards each child's individual learning needs, employing a range of teaching strategies, including;

- Instructing/directing
- Modelling/demonstrating/scribing
- Explaining
- Questioning/clarifying
- Discussing
- Role play and use of props
- Consolidating
- Drafting and editing
- Evaluating
- Re-drafting

Literacy Teaching In the Foundation Stage

The Early Years and Foundation Stage children will experience Communication and Language as part of the seven areas of development laid out in Development Matters. Within the Early Years curriculum, there are three prime areas of development, one of which is Communication and Language which encompasses speaking, listening and understanding, reading and writing. Through careful planning, teachers will ensure that foundation stage pupils' needs are provided for through activities linked to our Key Stage 1 provision and objectives. At Lemington Riverside Primary School, it is recognised that speaking and listening skills are vitally important as they underpin all learning at this early stage. The Communication and Language programme of the Foundation Stage children builds on the language skills that children bring from home. Development of these skills is encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking to accompany play etc.

Knowledge about books is developed through using weekly Core Texts to support and drive the learning alongside Riverside Reads: daily storytime sessions which incorporate books for the Lemington Riverside Reading Spine. These books are read (and then re-read across a half term).

When a child is ready to begin more formal reading activities, they will embark upon the school's reading system of coloured banded books. Emergent writing is encouraged through role play and children are encouraged to write in role. The local environment provides purposes for writing e.g. shopping lists, signs, instructions, recounts etc. The Monster Phonics programme of study is used without

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Early Years provisions to ensure a rigorous and effective approach to phonics. When children become more aware of phonics and letter formation, they are encouraged to attempt a more focused form of writing using the initial, end and medial sounds in words.

In line with Early Learning Goals, as outlined in Development Matters, by the end of the Reception year, our aim is that children will be able to:

- Listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give their attention to what others say and respond appropriately, while engaged in another activity.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events

Key Stage 1

During Year 1 teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.

During Year 2, teachers will continue to focus on establishing pupils' accurate and speedy word reading skills. They will also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this will include whole books. At Lemington Riverside Primary School, we believe that the sooner pupils can read well - and do so frequently - the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, our aim is that pupils at the beginning of Year 2 will be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in Year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

By the end of Key Stage 1, most children will be able to:

- Speak clearly, fluently and confidently to different audiences.
- Listen to, understand and respond appropriately to others.
- Work as a member of a group taking into account different views and negotiating roles.
- Participate in a range of drama activities.

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- Read a variety of fiction and non fiction.
- Use a variety of strategies in working out unfamiliar words when reading including: phonic clues, contextual clues, syntax and grammar and reading on for meaning.
- Read with fluency, accuracy and expression.
- Have a sound grasp of phonics.
- Know and understand the alphabetical system and be able to use simple dictionaries.
- Communicate in narrative and non narrative forms and to write for a purpose.
- Use appropriate and interesting vocabulary.
- Develop and extend ideas in a sequence of sentences.
- Use capital letters, full stops, exclamation marks, question marks and apostrophes for contraction and possession.
- Use correct spelling for monosyllabic words.
- To recognise phonemes and graphemes and to use this knowledge when attempting words.
- Use accurately formed consistently sized handwriting that ideally should be joined.

Lower Key Stage 2

By the beginning of Year 3, our aim is that pupils will be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching will be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

As a school, we aim for children at this stage to be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of Year 3 and increasingly independently by the end of Year 4.

We aim for all pupils to be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teaching will therefore consolidate pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teachers will make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. By the end of Year 3, our aim is that joined handwriting will be the norm.

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Upper Key Stage 2

By the beginning of Year 5, we aim for pupils to be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

In Upper Key Stage 2, we aim for pupils to be able to prepare readings, with appropriate intonation to show their understanding, and to be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. We aim for pupils to be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Within writing, pupils should be able to note down their ideas quickly. It is expected by this stage that most pupils' grammar and punctuation will be broadly accurate. We aim for pupils' spelling of most words taught so far to be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During Years 5 and 6, teachers at Lemington Riverside Primary School will continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Teachers in Year 6 will prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.

In Years 5 and 6, pupils' confidence, enjoyment and mastery of language will be extended through public speaking, performance and debate.

By the end of Key Stage 2 most children will be able to:

- Speak with confidence in a wide range of contexts, adapting their speech as appropriate.
- Listen attentively to, understand and respond appropriately to others identifying key features of language used for a specific purpose e.g. to persuade or instruct.
- To work as a member of a group qualifying or justifying an opinion and to take up and sustain different roles.
- Participate in a wide range of drama activities.
- Read a range of more challenging and demanding reading material fluently, accurately and independently.
- Interpret meaning beyond the literal.

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- To ask and answer questions about a text and express opinions, supporting a view by reference to the text.
- Use library skills to locate books and reference skills for information.
- Use appropriate reading strategies when seeking information e.g. use of chapters, headings, skimming text.
- Write in a lively and thoughtful way in a range of forms.
- Sustain and develop ideas in an interesting way.
- Organise writing for purpose and to engage and sustain readers' interest.
- Use effective vocabulary, selecting words with precision to create a desired effect.
- Use increasingly complex, grammatically correct sentences to extend meaning.
- Organise sentences into paragraphs.
- Use increasingly accurate spelling.
- Use appropriate punctuation, including commas, apostrophes and inverted commas.
- Use fluent, legible handwriting which is ideally joined.
- Speak aloud with confidence and intonation, debating topical issues within a public forum.
- Apply a sound grammatical knowledge to writing across the curriculum.
- Attempt more adventurous sentences structures and experiment with a wider range of punctuation.

Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. In our school, children are given regular opportunities to develop their speaking and listening skills. They share their news, feed back information from reading and research, and give opinions in circle time and across the curriculum. Through the same range of activities, children are encouraged to listen to others, respect turn taking within conversations and ask appropriate questions. Across the school, pupils are given opportunities to speak in a variety of settings, including in pairs, small groups, to the class and to the wider school during assembly time. Role play and drama activities may be used in literacy to encourage imagination and character and plot development. Pupils are encouraged to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Across the school, pupils are encouraged to appreciate drama, both as participants and observers.

Aims

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently in front of others
- To use drama and role play to explore a range of issues and further understanding of texts

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Examples of teaching and learning strategies used to support speaking and listening

- Use of talk partners
- Class discussions and debates
- Retelling stories
- Performing poetry
- Talk for Writing
- Role play and drama
- Listening to a range of texts read aloud
- Listening, responding to and evaluating their own and others' contributions.

Spelling

Foundation Stage and Key Stage 1 pupils are introduced to phonics through the Monster Phonics programme and work through a progressive set of phases to learn key words.

In Key Stage Two, teachers follow the spelling programme, as outlined in the National Curriculum for England (2014) for progressive weekly spelling lists. Older pupils learn about spelling patterns and are expected to collect and learn lists of words appropriate to their area of study. Pupils receive spellings to learn as homework each week and are tested each week. Spelling scores are tracked by class teachers and also added to reading records to share with parents/carers at home.

All pupils are encouraged to:

- Develop dictionary skills to support their spelling.
- Attempt words for themselves using a range of strategies.
- Write an increasingly wide range of words from memory.
- Use a variety of resources to help with spelling e.g. Computer-based activities, dictionaries, word banks, classroom environment, computer spell-check etc.

The spelling of necessary technical vocabulary is introduced throughout the curriculum and displayed in classrooms where appropriate.

Marking across the curriculum supports self correction and learning of correct spelling.

Grammar and Punctuation

At Lemington Riverside Primary School, we recognise that the importance of the explicit knowledge of grammar for all children as it allows more conscious control and choice in spoken and written language. We believe that building this knowledge

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is best achieved through a focus on grammar embedded within the teaching of reading, writing and speaking.

Knowledge of the use of correct grammar and punctuation is taught through speaking, reading and writing activities. Skills are consolidated through formative marking in line with the school's marking and feedback policy. The SPaG Progression document outlines the key skills to be introduced at each phase. It is also understood that key concepts introduced in earlier years will be further embedded and consolidated. Class teachers will incorporate SPaG teaching and learning into their daily lessons.

Handwriting and Presentation

We practise and teach the cursive script throughout school and use Teach Handwriting for handwriting scheme. See Handwriting Policy for more details.

English Curriculum Planning

The school uses the National Curriculum (2014) as a basis for the teaching of English. Teachers adapt and develop non statutory guidance into teaching sequences suitable for classes or groups, enabling children to study a text type and then use this as a model for their own writing.

English long term planning makes links between areas of the wider curriculum so that the children experience a connected curriculum that gives literacy a purposeful setting.

The class teacher is responsible for writing the weekly/daily plans for short term lesson plans. These plans list the specific learning objective of each lesson, the activity, rigorous differentiation and the success criteria/learning outcomes. Plans may be adapted or changed to suit the developing needs of learners.

There is a frequent dialogue between the Class Teacher and the English Subject Leader on an informal basis. This allows planning to be discussed and developed and encourages best practice across the school. In addition, the senior team monitor examples of English planning on a regular basis as part of the performance management process.

ICT is used where it enhances, extends and complements literacy teaching and learning.

The contribution of English to teaching in other curriculum areas

English underpins the whole curriculum with children both using and reinforcing their skills of speaking and listening, reading and writing in every area of the curriculum. Pupils are encouraged to broaden their vocabulary and use subject appropriate language across the curriculum. Staff encourage children to use academic language

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in both oral and written work in order to broaden the children's vocabulary. Working walls in classroom environments capture new and developing vocabulary and over time, through regular exposure, children begin to select this independently.

Assessment, Recording and Reporting

In writing, teachers assess pupils using the statements on iTrack and make a baseline assessment in September. This is followed by termly assessments of children's writing at the end of Autumn 2, Spring 2 and Summer 2 terms.

In reading and phonics, September baseline assessments are made using iTrack (or previous KS1 SATs results for Y3). This is followed by termly assessments of children's reading at the end of Autumn 2, Spring 2 and Summer 2 terms. Years 1,3,4 and 5 use NFER assessments. Years 2 and 6 use past SATs papers. Phonics Tracker is also used in EYFS and KS1.

In GPS, Years 1,3, 4 and 5 use NFER assessments. Years 2 and 6 use past SATs papers.

Monitoring and Review

It is the responsibility of the class teacher, Phase Leader, English Subject Leader, Head Teacher and Full Governing Body to monitor the standards of children's work. The English Subject Leader and the leadership team monitor the quality of teaching in English. The English subject leader is also responsible for supporting colleagues in the teaching of English, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. Having identified priorities, the English Subject Leader constructs an action plan which forms part of the School Development Plan. This will form the basis for monitoring and will identify how this is to be implemented. English is monitored in accordance with the school's monitoring policy.

The Role of the Subject Leader

It is the responsibility of the English subject leader to:

- Write and update the curriculum policy for English, Handwriting and Phonics.
- Produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for English.
- Aid colleagues with the planning and delivery of lessons when required.
- Monitor and review standards of English teaching through e.g. lesson observations, learning walks, work scrutiny, planning scrutiny, pupil discussion, coaching techniques.
- Produce and review an annual English school action plan. Review and order resources to enable the delivery of the English curriculum.

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Inclusion

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 against expected levels. Opportunity will be found for more able children to extend their understanding. Intervention programmes will be used with children who are finding it more difficult to access the English curriculum where appropriate.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors or barriers to learning: classroom organisation, teaching materials, teaching style, differentiation and the child them self – 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.

All children receive quality literacy teaching on a daily basis and activities are differentiated accordingly. Where identified pupils are considered to require targeted support, to enable them to work to age appropriate objectives, a variety of interventions are available. These include the use of IEPs, TA support, and intervention programmes.

Equal Opportunities

It is ensured that equal opportunities in English are addressed as follows: Pupils with special needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs. Specific teaching strategies are used to maximize access to the curriculum for pupils learning EAL. Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes. An awareness of other dialects and Standard English encouraged through a range of texts. Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English curriculum. Opportunities to address issues of gender, race etc. are provided through discussion, texts and resources.

Parental / community involvement

We value parent involvement in children's development of literacy and promote a home school partnership in the following ways;

- Sharing information – newsletters, parents' leaflets, reading records and pupil reports.

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- Homework – weekly spellings and home reading. We ask parents to encourage and monitor home reading and discuss books and preferences with their children.

Resources

Each class has easy access to resources for literacy such as dictionaries, thesauri and reading books.

The school reading scheme is based centrally in each phase, containing a wide range of reading material which is book banded. Extension or support reading materials for home-school reading are stored in classes. Rapid Reader and Voyager books are available in KS2 for intervention purposes.

The school library contains a range of fiction and non-fiction books.

Sets of guided reading books are stored centrally.

Enrichment events may be organised including visiting storytellers, authors, poets, visiting drama specialists and theatre groups.

The school as a whole is committed to:

- Reviewing the position and use of English resources.
- Ensuring the efficient deployment of existing resources.
- Updating and renewing their replacement when necessary, considering further purchasing to meet future needs.