

Penwortham Primary School

English Policy

Date of Policy: Autumn 2023

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English Policy

**Intent statement.**

At Penwortham Primary School we aim for all our pupils to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We believe that oracy is a vital skill for language and self-expression and for children to be effective independent learners. We want our children to write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum. Above all, we aim for our children to achieve the very best they can and believe that English, through oracy reading and writing, is a foundation to achieving this success.

**Aims for our Policy:**

* To provide a language rich environment that promotes a culture of reading and writing.
* To develop in pupils a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives.
* To explicitly teach reading skills throughout the school that continually develop children’s understanding and enjoyment of texts.
* To teach children the craft of writing, including drafting and editing skills, in order to develop the confidence and skills to write well for a range of purposes and audiences.
* To teach the basics – phonics, spelling, grammar, handwriting and punctuation – well so children have all the necessary tools.
* To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing.
* To value and celebrate diversity in culture and language.

**Planning** – Learning and Teaching Strategies

In Reception, teachers plan from the EYFS framework 2020.

Planning in Years 1-6 is linked directly to the Programmes of Study of National Curriculum 2014.

These are Reading Comprehension, Word Reading (phonics), writing, spelling, vocabulary and grammar and spoken language.

Knowledge, understanding and skills are taught daily within the English lesson. Teachers plan ‘text-based’ English units which work towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks. Where possible, writing may be linked to the termly class topic and therefore the wider curriculum. There is a balance between fiction, non-fiction and poetry and an emphasis on whole texts.

There are 4 writing purposes to plan for – writing to inform, writing to persuade, writing to entertain and writing to discuss to ensure all genres are covered. Planning starts with a unit overview which outlines the main themes and ideas. Weekly planning then outlines each lesson in more detail including opportunities for support and differentiation.

At Penwortham Primary School we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning. We encourage children to be inquisitive and to share their thoughts confidently in a supportive environment through:

* Questioning and taking risks with language.
* Presenting in-front of an audience.
* Reciting and reading aloud.
* Re-telling, role-play and drama productions.
* Listening to and participating in stories, poems, rhymes and songs.
* Drama activities to enliven and enrich children’s understanding of character.
* Talking the text – opportunities for children to talk about and discuss their reading and writing.
* Debate.
* Collaborative work and reporting back following group work.
* Presentations.

**Phonics**

Phonics begins from Day 1 at Penwortham Primary School. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. We follow the **Red Rose Letters and Sounds** scheme, supported by **Phonics Bug** reading books. Where we have identified parts of the phases that need further supplementation, we have added books from other publishers that offer more suitable support. For example, Little Blenders books provide an opportunity for children to read words and short phrases before they move onto sentences. Please see **Red Rose Letters and Sounds intent and implementation** for more information on the phonics scheme and the trajectory of expected sounds and tricky words throughout Reception and Year 1.

Phonic books are closely matched to their increasing knowledge of phonics and ‘tricky’ words and, as children reread the stories, their fluency increases. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller’s voice.

Reception and Year 1 Phonics is taught 5x a week for 20 minutes. All staff in Reception and Key Stage 1 are trained to deliver phonics sessions and teachers may plan for and direct TAs to teach groups as necessary to allow for further differentiation.

Y2 review phonics learning through Phase 5 in the Autumn term. Phonics is taught as an intervention at least 3x weekly for the children who did not achieve the expected standard in the phonics screening test.

**Assessment**

YR – Formative assessment is carried out throughout the year with summative termly phonics checks. The results of these determine next steps of learning.

Y1 - Formative assessment is carried out throughout the year with summative termly phonics checks. The results of these determine next steps of learning. Half termly phonics screening checks from the Spring term are carried out using past papers. In Y1 children who have not reached the expected standard in each screening test will supported in working towards reaching the expected standard through diagnostic teaching based on assessment.

Y2 – Phonics are regularly revisited in short sessions to ensure children remain fluent. Assessment checks are made termly to ensure pupils are reading the correct level of phonic based books. Those pupils who did not achieve the required standard in Y1 are provided with additional phonics support, for example **Bounce Back** phonics.

In KS2, pupils requiring additional phonics teaching are supported using **Bounce Back** phonics and **Fast track** phonics schemes.

**Reading**

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature and children throughout the school are read to each and every day.

The school has a library that is open once a week from 3.30pm for parents and pupils to access together. Each class has a smaller classroom library which should be attractive and inviting encouraging children to want to read more widely.

In KS1 pupils are emergent and developing readers and pupils will focus on decoding using phonic strategies as required by the 2014 curriculum, but also understanding what the words they are decoding mean and how they contribute to the meaning of the whole text. Grouping pupils according to their stage of reading development is essential here so that pupils can access the chosen text, apply phonic knowledge, pay attention to sentence structures without loss of meaning.

The curriculum requires us to ensure that all pupils read willingly and for pleasure, developing positive attitudes to reading and guided reading sessions must allow pupils to understand, respond to and enjoy the text.

In KS2 pupils are becoming more fluent and independent readers. Decoding has become a more automatic process and, in addition, they use knowledge of spelling patterns and grammatical knowledge to read unfamiliar words with accuracy. They will read different texts for different purposes and need to experience and develop higher order reading skills in order to engage fully and respond effectively. Inferential thinking, stating preferences and opinions and justifying them, understanding the different viewpoints, including their own, in a text and considering the writer’s craft are among the required skills.

**The Teaching of Reading**

Reception and Year 1:

* Phonics is taught systematically following the **Red Rose Letters and Sounds** programme. This begins in Reception in the Autumn term and is taught daily by either a Teacher or Teaching assistant.
* Children have guided reading lessons at least 4 times a week to develop fluency in reading, intonation and expression and early comprehension skills.
* Children take home a library book that can be shared with their family. This is changed weekly.
* Children have a school reading book in line with their phonic learning.
* Children can access the classroom libraries at any time. There is a small class reading area which is regularly changed to stimulate pupils’ interests.

Year 2 – Year 6:

* Children in Year 2 who still require phonic support continue to **follow Bounce Back** phonics programme 3x week with a teacher or teaching assistant.
* Children in Year 2 who didn’t pass the Year 1 phonics screening test will receive 1:1 or small group phonic support daily.
* Children in KS2 who still require phonic support receive 1:1 or small group phonic support. (see provision maps)
* Reading comprehension is taught as a whole class at least 4 times a week, using **John Murray Reading Explorers – A Guided Skills-Based Journey**. Teachers may at times vary the texts given to children but the principles from his books will be followed so that the process is systematic.
* Children who require additional support for a specific reading skill will receive small group tuition.
* Children who achieve below the expectations for their age group need additional guided reads with the teacher/TA. This needs to be outside of the English lesson. Some of these children will also have regular reading 1:1 support 3+ times a week.

**Developing a ‘Reading Culture’**

* We read across the curriculum: topic books, news articles, class magazines etc.
* All pupils have access to hard copies of reading books, library books and an extensive online library which they can access from home through **Oxford Owl.**
* Pupils are motivated to read through the use of Oxford Reading Buddy which also support comprehension skills and provides teachers with assessment information.
* We do storytelling and re-enacting stories: we invite storytellers into school.
* We set up visits from authors, poets and illustrators.
* All class teachers are expected to read a class novel regularly to model expression when reading aloud.
* We have a Book Fair each year.
* Parents are invited to school during ‘share a story week’.
* Displays around the school promote reading.
* Regular competitions such as ‘Get Caught Reading’ are used to promote reading for pleasure.
* We aim to include live theatre visits or drama groups into school each year.
* In Years 5 and 6 pupils participate in the **Fabulous Book Awards** run by Lancashire Libraries which aims to foster a love of reading and encourages children to try books by new authors and a range of genres, to reflect on their reading by recommending books to others.

Children are expected to read regularly and when possible at night at home, completing their reading diaries to share ideas about books and to keep a record of what they are reading.

**Writing**

We strive to create an environment that will promote writing.

* A purpose and audience for each piece of writing is decided from the outset through targeted and shared success criteria.
* Pupils are encouraged to consider the success criteria when writing. This aids marking and the identification of next steps.
* We provide stimulating first hand experiences called ‘hooks’ e.g. trips/activities.
* Writing is taught as a sequenced activity following the cycle immersion, imitation, innovation, invention).
* Teachers provide regular helpful feedback through marking which may often be verbal or may be through peer review and feedback.
* Feedback may also be most effective ‘in the moment’ so that pupils can respond and edit through discussion with the teacher.
* Time is planned into lessons for children to respond to feedback and improve their writing. This is using purple pen so that improvements and edits can be seen.
* Writing is linked to class topics and carefully chosen texts to promote engagement.
* We ensure progression in complexity of tasks each year.
* We build stamina for writing by providing opportunities to write for extended periods.
* Some pieces will be ‘published’ and displayed on classroom walls or the class page of the school website or blog.
* We use Lancashire’s **Key Learning Indicators of Performance (KLIPs).** These outline end of year expectations for each year group which are based on the National Curriculum, with additional content complementing the statutory requirements. This allows gaps to be easily identified and addressed. KLIPs can be used to help teachers make a judgement:
	+ During the year to reflect on whether pupils are on track to achieve the end of year expectations;
	+ At the end of the year as to whether the end of year expectations have been achieved.
* We also use Lancashire’s **Learning and Progression Steps (LAPs)**. These have been designed to support teachers with planning for learning. They are derived from the objectives in the National Curriculum/KLIPs and identify the smaller progressive steps which support learning towards end of year expectations.
* We have developed a **Y1-Y6 writing progression document** using KLIPs and LAPs to allow teachers to see the progression of different areas of grammar, punctuation and spelling.

**Spelling**

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spellings plays a significant part of standardised assessment and is taught throughout the school.

**Reception and Year One** are taught to use the graphemes that they know to make plausible attempts to spell words. Alongside this, they learn to spell ‘tricky words’ correctly. A copy of these can be found in the **Red Rose Letters and Sounds Intent and Implementation** document.

* We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group. In Key Stage 1, the focus is on common exception words.
* Children learn to spell in dedicated spelling lessons.
* From Year One, children are actively encouraged and taught to proof read their writing for spelling errors.
* From Year 2 upwards, children follow the **No Nonsense Spelling** programme which teaches spelling patterns and key words according to the National Curriculum yearly guidance in a structured way. In addition, pupils are taught statutory words for their year group from National Curriculum lists.
* Children are encouraged to explore spelling patterns and rules and to practise them in a variety of ways (e.g. repeated writing, saying out-loud, using different coloured pens, picking out vowels etc.)
* Spelling is taught in a weekly lesson, followed up with daily consolidation and with homework.
* Children are given a list of spellings weekly as part of their home learning.

**Handwriting**

We place value on children taking pride and care over their work and handwriting is a key part of this. We use Letterjoin to support the development of a fluent handwriting style.

Please see our **Handwriting Policy** for further information.

**Grammar**

An understanding of how to use grammar correctly, use relevant meta-language and identifying word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Grammar is linked to the National Curriculum guidelines for year groups and is taught and planned to fit in with relevant genres of writing.

* We start with the basics of sentence construction including full stops and capital letters.
* Children begin to identify word classes early on (noun, verb, adjective, adverb).

**Vocabulary**

We recognise the value and impact that having a wide and varied vocabulary across all subjects can have on a pupil. Teachers plan their topics and themes with an awareness of this and include key vocabulary and technical subject related words that children should understand. These are also displayed in classrooms.

In Reception, children are taught 6-8 new words each week. Y1-Y6 has a ‘Word of the Week’ that is intended to extend, enrich and develop pupil’s vocabulary.

**Inclusion**

We aim for all children to participate in mainstream lessons. This may be achieved through brief pre teach and over teach time with the teacher. Work is differentiated and extra support is in place for children with SEN who have individual targets on an IEP or a ‘classroom support plan’ for children who need extra support but aren’t SEN. Extra support and intervention is planned by the teacher and monitored by the SEND leader.

All pupils are entitled to English lessons and the English curriculum regardless of race, creed, gender, physical abilities, special needs or where English is a second language. Where a child requires help in accessing the subject, assistance will be given via adult intervention, scribes or ICT.

More able children will be challenged and motivated by greater differentiation of materials and tasks. The class teacher will also aim to identify those children who may be high achievers in English and provide them with appropriate learning opportunities.

**Classroom Environment**

Each class has an English working wall. This is an interactive display board to show the process of writing and should show the journey through imitation, innovation and invention. This board is regularly changed to reflect the teaching and learning activities happening in the classroom. This display should include materials to support children in accessing their learning independently.

Each class also has a small class library which should be inviting and engaging, inviting children to read, try books by new authors, share recommendations. It should be regularly updated and where possible pupils should have ownership of this area.

**Assessment**

**Formative assessment in Reading:**

In Reception and Year one children read daily in their Phonic lessons and also have separate guided reading lessons where specific targets for each lesson are set.

Teachers throughout the school use guided reading to inform their assessments of pupil fluency, phonics and comprehension.

**Summative Assessment in Reading:**

In Reception, children are assessed in their early literacy development against the **Early Learning Goals.**

Year 1 take the end of year **Phonics Screening Check** in June.

Children in Year 2 and Year 6 take **end of Key Stage national tests** which examine a range of reading comprehension skills.

Phonic assessments are completed half termly for each child in Reception and Year 1 and for those who are continuing on a phonic programme in Year 2.

Comprehension reading tests are completed termly from Year 2 onwards and this helps to inform teacher judgements.

Teacher Assessments are recorded on the assessment system termly. This tracks if children are working to/at/exceeding end of year expectations.

**Formative Assessment in Writing:**

Success criteria: Children are given or develop with the teacher their ‘Steps to Success’ (success criteria) which they can use to help them reflect on the structure and language features of their own writing.

The success criteria are linked directly to the assessment system.

Pink and green marking – During or at the end of a piece of independent writing, the teacher marks each child’s work, looking for where the child has achieved the objective from the lesson. Positive comments are made in pink, moving on comments are made in green. Children improve their writing using purple pen.

Writing Targets – Writing targets are formed through teacher assessment of extended pieces of (mainly independent) writing. The detailed assessment of the termly writing samples may provide an overarching writing target in addition to this throughout the term.

**Summative Assessment in Writing:**

Since 2013, final grades at both the end of Key Stage 1 and 2 in writing are teacher assessed. There is no external assessment of composition.

Teacher Assessments are recorded on the assessment system termly. This tracks if children are working to/at/exceeding end of year expectations.

The school uses internal moderation with the year groups above and below to ensure assessments are accurate. In addition, we take part in cluster moderation groups for Y2,4 and 6. Staff teaching in Year 2 and Y6 take part in LEA assessment training each year.