



# English Policy

## Spoken Language, Reading and Writing

			Comments	
Prepared by:	Helen May	Tina Lambert		February 2018
Ratified:				June 2023
Reviewed:	Helen May			October 2019
Reviewed:	Helen May Nat Lyons			March 2023

## **CONTENTS**

- 1. Introduction**
- 2. Aims and Objectives**
- 3. Equal Opportunities**
- 4. Organisation**
- 5. Monitoring**
- 6. Appendices**

## **1. INTRODUCTION**

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a primary school. It is part of the 'essential knowledge' that is needed in society.

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (6.1 National Curriculum)

At Woodloes Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

## **2. AIMS AND OBJECTIVES**

Through the implementation of this policy we will encourage our pupils to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction, poetry and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective well-presented written work.

**As a school we aim to:**

- raise standards in Spoken Language, Reading and Writing across the Primary School;
- ensure a consistency of approach across the school;
- provide clear progression of key skills that are both planned for and evident in children's work;
- ensure that children make at least good progress relative to their prior attainment;
- enhance the monitoring role of senior managers and Governors to allow for qualitative judgements about standards to be made.

**EQUAL OPPORTUNITIES**

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. The curriculum experiences and resources offered by the school will reflect the needs, aspirations and cultural requirement of our school community.

Data will be tracked carefully for individuals and groups of pupils to ensure that every child makes good progress relative to their prior attainment.

In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are identified as requiring SEN support that will be additional and different.

Pupils that are considered to be more able are planned for in line with our policy for teaching pupils that are more able.

The needs of children with English as an additional language will be met through planning and support where appropriate. This is supported by our equal opportunities policy.

**3. ORGANISATION****Overview**

The new National Curriculum 2014 forms the basis of teaching and learning in our school. All children receive at least the minimum entitlement of a daily English lesson alongside other reading, phonics and spelling opportunities throughout the week. Teachers work towards independent learning and plan for different working groups. They employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term English plans. These medium term plans follow the key aspects of a text led sequence for English teaching: familiarisation with the genre and text type; acquisition of skills, capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children. The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children. Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

English is encouraged and developed across our curriculum and links are made where appropriate. ICT is used where it enhances, extends and complements English teaching and learning. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

In addition, it is expected that regular, planned cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the whole curriculum.

### **Promoting and developing reading**

Across the school reading is taught and developed through a variety of strategies including:

- Phonics
- Guided Reading – both whole class and in small groups
- Individual Reading and Home Reading
- Shared Reading
- Whole class teaching

### **Phonics**

EYFS and KS1 children receive a daily phonic session of approximately 15 minutes. The DFE approved Letters and Sounds programme is delivered through implementation of Jolly Classroom and Phonics Bug. Regular assessment, using Phonics Tracker, enables learning to be matched to their needs.

In KS2 regular phonic sessions are taught as an intervention strategy for children who still need to develop their phonics skills and knowledge within the Jolly Classroom and Time For Phonics intervention programme.

### **Guided Reading**

In EYFS, children start whole class and group guided reading sessions once they can: orally blend to read new words, recognise the first 15 high frequency/tricky words and are generally working towards the end of Phase 2 in the Letters and Sounds programme. The provision of whole class and group guided reading sessions then continues throughout the school.

Pupils engage with digital Phonics Bug books and Bug Club Shared texts within their whole class guided reading sessions. The texts used are carefully selected to match the reading level of the cohort but also provide adequate interest, pitch and challenge. Engaging books are chosen to promote a love of reading and, where possible, are related to the topic being taught.

In Y1 (Spring Term) through to Y6, whole class guided reading is a timetabled session of 25 minutes each day, with additional DEAR (Drop Everything And Read) independent reading sessions several times a week in all classes.

Whole class guided reading lessons are implemented through the Bug Club Shared or Comprehension scheme and are the vehicle for teaching reading fluency and comprehension strategies. Planning focuses on the key reading domains for each key stage through the agreed 5 day teaching cycle and includes adapted learning to support HA and LA readers within the whole class reading environment. The whole class model for guided reading follows the 5 day planning sequence of:

- Day 1 - Vocabulary acquisition and exploration
- Day 2 - Pre-reading the text and comprehension questioning
- Day 3 - Discussion
- Day 4 - Follow up to develop and extend knowledge
- Day 5 - Written tasks to implement reading knowledge

### **Individual and home reading**

Alongside guided reading, children read individually. Some children regularly read individually in school to enable more detailed assessments of their reading or for additional support to be given.

All children have individual reading books to read at home or to read independently.

EYFS and KS1 children choose a book from a selection of Book Banded (phonics levelled) readers to take home. These books are matched to the child's current phonic knowledge and focus on phonic sounds being learnt in school.

From Y1 onwards, when children know all of their phonic sounds and can read with a good level of fluency, children use the Accelerated Reader programme. The children complete a Star Reading Test and are given a ZPD (Zone of Proximal Development) to guide their book choice from AR levelled books. Once the children have read a book, they then complete a quiz online about the book to monitor and praise their understanding and reading achievement.

### **Shared Reading**

This forms a significant part of the experiential approach used at school and enables the children to be immersed in quality texts and to begin to read as writers.

Each teacher regularly shares a variety of texts with their class as part of planned English sessions or in other lessons across the curriculum. Children also have the opportunity to take part in paired reading opportunities with children from other year groups.

## **Storytime**

Reading for pleasure and enjoyment is regularly modelled by adults throughout the week, including whole class storytime or booktalk time. This ensures that children are experiencing a wide range of books and authors and that reading is a significant part of their curriculum.

## **Reading Diary**

Every child in KS1 has a reading diary that is shared between home and school. Any individual reading that has taken place with an adult in school is recorded in the diary. Parents/guardians are encouraged to read with their children at home and to record pertinent observations. Children are also encouraged to record their own comments in the reading diary. We award children with stickers on their own individual reading bookmark when they have their reading diary signed four times each week. Completed bookmarks are rewarding with special reading certificates. Reading diaries are also used to support targeted 1:1 reading in KS2.

## **Celebrating Reading**

Reading achievements are celebrated termly during a whole school reading assembly. Teachers nominate a reading champion who receives a certificate for their reading achievements during this assembly. Million word readers are also rewarded with a book token. We hold an annual 'Book Week' in February to promote a love of reading and to celebrate various reading achievements across our school. Our community is invited to take part in various reading activities throughout the year such as guided reading lesson visits and Reading Rocket mornings where adults and children share book together within the classroom environment.

## **Resources for reading**

We have a large variety of books for our children to choose from, including commercial reading schemes and a wide selection of 'real', poetry and non-fiction books. These books are organised and stored in the following ways:

- Bug Club Whole Class Guided Reading Scheme – these are organised into year group collections and stored in year group areas. There are 3 pupil workbooks which are used throughout the year to supplement whole class guided reading teaching and learning.
- Group Guided Reading Books- these are organised in groups of six individual texts and are banded with the relevant phonics book band colour or Accelerated Reader group coding.
- Year Group Accelerated Reader Book Collections - Each year group contains a set of appropriate fiction and non-fiction books for independent reading and in addition, the Schools Library Service provides an annual re-refresh to these year collections. Each year has the responsibility for these books and maintains a book area to ensure that reading maintains a high profile throughout the school. Throughout the year, we exchange these books within our phases to give the children a variety of choice.

- SLS Project Boxes – each class has a collection of non-fiction books linked to their topic.
- EYFS and KS1 individual readers – a collection of book banded home reading books are stored within the KS1 corridor. These books are matched to the relevant phonic phases.
- KS1 and KS2 individual readers – a collection Accelerated Reader banded books are stored in each year group
- Intervention materials – Jolly Classroom and Time For Phonics e- books are used to support those children, in Key Stage 2, who are reading below age related expectations.

When reading activities and materials are purchased or selected, careful consideration will be taken to ensure that the books and literature represent as wide a range of cultures as possible, are of interest to both boys and girls and sensitively handle issues related to equal opportunities.

Once a year the school holds a Scholastic book fair and the commission allows us to purchase additional books for our school library.

### **Speaking and listening**

The children in the Foundation Stage follow the guidelines from the Early Years Framework. This includes using language to imagine and recreate roles and experiences, listening and responding attentively and interacting with others in play and work situations.

The Four Strands of Speaking and Listening: 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.

To develop skills in Speaking and Listening we give the children opportunities to express their ideas to a range of audiences and for different purposes. Our planning gives pupils opportunities to take part in group and paired discussion (Shoulder Buddies), explore ideas through drama activities and encourages them to listen and respond appropriately to others. Children practise using the correct use of Standard English and a range of styles of language in different contexts. During weekly phonics and GPS teaching, the children take part in a 'word of the week' focus day which enables acquisition and implementation of year group specific Tier 2 and 3 vocabulary. This, in turn, supports higher level communication skills.

Where appropriate, digital resources are used as an integral part of the teaching and learning of speaking and listening with access to appropriate equipment e.g. Ipads, audio recorders, video equipment, listening centres and audio narration devices.

### **Grammar, Punctuation and Spelling (GPS)**

#### **Early Years Foundation Stage**

Spelling is taught using the Letters and Sounds programme which is delivered through implementation of the Jolly Classroom scheme. Daily phonic sessions contain a 'segmenting for spelling' activity which enables to process of independent spelling to



begin. Listen and write activities are also used within the lesson sequence to promote and support grapheme/phoneme correspondence.

At the beginning of the Autumn term the Reception cohort generally start at Phase 2 however this would always be dependent on the needs of the cohort. The expectation is that by the end of the year the children are working within Phase 3 or/and 4.

Alongside the daily phonics sessions, a range of weekly activities are planned that support the learning of the graphemes/phonemes within the phase being covered in the week eg collecting objects on the sound table, playing rhyming games, jigsaws, puzzles and card games

Children are given weekly tasks to support learning at home. These contain a list of words for blending as well as a list of tricky words. This is then assessed on a weekly basis by the class teacher.

### **Key Stage 1 Lower Phase**

Spelling and GPS is delivered through implementation of the Phonics Bug (up to Autumn term in Y2) and No Nonsense scheme for Year 2 onwards. Weekly planning sequences include 3 days of discrete GPS skills teaching, a 'word of the week' day for Tier 2 vocabulary acquisition and application and a 'sentence stars' day which is the focus for learning and applying year group sentence types.

The children are taught within the whole class setting alongside targeted intervention groups according to the Phase they need to be working on. This is determined from transfer information and an individual pupil assessment in the Autumn term using our Phonics Tracker system. Half termly and end of unit phoneme and phonic screening assessments monitor progress of the children throughout the phases 2 to 6.

Phonic Screening (from June 2012), Year 1, gives further information to support the grouping of children in Year 2 and will identify any pupils who need further support and intervention to meet age related expectations.

Regular spelling activities are given to the children to do at home. These are based on the graphemes/phonemes being learnt in their phonics and GPS sessions or tricky/high frequency words.

Alongside their daily sessions, activities are planned to develop and consolidate the children's learning, some being delivered during early work sessions.

Teachers correct spelling and punctuation following the Key Stage Marking Policy.

### **Key Stage 2 Middle and Upper Phase**

The statutory requirements for spelling and GPS, listed in the National Curriculum document, are used to plan and teach spelling. We deliver these objectives through the No Nonsense spelling scheme during a daily 25 minute GPS lesson. GPS planning is also supplemented by outcomes of regular error analysis sampling to identify gaps in learning which contribute to planning sequences. The 5 day teaching sequence in KS2 includes 3 days of discrete GPS skills teaching, a 'word of the week' day for Tier 2

vocabulary acquisition and application and a 'sentence stars' day which is the focus for learning and applying year group sentence types.

Spelling rules and strategies are taught across English lessons, during daily discrete GPS sessions and as class vocabulary activities within some guided reading sessions. Children are encouraged to take part in spelling investigations and to formulate their own rules during whole class activities. The children are encouraged to use the Look-Say-Cover-Write-Check method, alongside other strategies such as mnemonics and pyramid spelling.

Small group phonics work, using the Jolly Classroom or Time For Phonics intervention scheme, is delivered to some children who have been identified as needing additional phonics and spelling support. This is also supplemented with spelling sessions based on the Y1 and Y2 common exception word lists or specific statutory year group spelling lists.

Teachers correct spelling and punctuation following the specific phase Marking Policy. Children take part in weekly dictation activities to support the acquisition and application of spelling.

## **Writing**

The 2014 National Curriculum states that pupils should:

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct
- write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- write to support their understanding and consolidation of what they have heard or read

Through the implementation of this curriculum, children's writing skills are divided into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

## **Our aims and provision for writing**

Throughout our units of work, opportunities for teaching specific punctuation rules, writing techniques and grammar concepts are planned. A creative, text led approach is promoted which uses sequences of learning to help children to understand aspects of grammar and punctuation before applying them to their own writing.

Teachers give clear feedback to children, marking towards the clear LO (learning objective) so they know if they have achieved their target and what the next steps in learning are. Targets are derived from the National Curriculum programmes of study, alongside key performance indicators and the Teacher Assessment Frameworks in Y2 and Y6.

The teaching of key skills through WAGOLLS (What A Good One Looks Like) are built regularly into planning. Additional opportunities to strengthen grammatical understanding of different genres are also planned for within the context of cross-curricular learning.

### **Early Years Foundation Stage**

Children learn to write in mixed ability groupings, as well as in focused groups, to develop specific skills or support those children where appropriate.

Opportunities, within an enabling environment, are planned to develop emergent writing. Within the Early Years classroom, a variety of pens, papers, cards and equipment such as notebooks and clipboards are made available for groups to use. Activities, linked to key objectives and topics, are planned within different areas in the room, such as making lists and writing captions.

Throughout the week guided and shared writing tasks are planned to deliver key objectives.

Individual records are kept of the children's achievements against Early Learning Goals and key objectives. Children have mark making books which are then used as a record of progress.

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

Experiential Units are built into the Long Term Plan, giving contexts for cross curricular opportunities to develop and extend English skills. They provide key aspects of writing to be planned and delivered as well as incidental writing opportunities within rich and creative cross curricular contexts. These units, often the focus for a half term, are devised around initial engaging experiential starting points and key core texts.

In addition to the above,

- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We include narrative, non-fiction and poetry units of work in every half term
- We encourage and promote 'talk for writing'
- We implement pre-taught sentence types within each year group's independent writing opportunities
- We provide writing frames to support the least confident
- We provide time for immersion into texts, skills build up, planning, editing, proof reading and revision as part of every unit of work

- We use adapted Boxing Clever planning grids for all narrative writing across the school to ensure consistency of narrative language
- We use agreed models for all non-fiction texts type to ensure prior knowledge is not forgotten and there is consistency across the school
- We use the SMILE analogy (Structure, Meaning, Imagery, Language, Effect) to analyse and write poetry
- We mark extended pieces of work in-depth and set next steps with the pupil
- We use WAGOLL checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joined, cursive handwriting to support spelling and speed
- We use drama and hot-seating to help pupils to think about another point of view
- We provide support for pupils with learning and motor difficulties, e.g. PINDORA
- Writing interventions give specific groups of children additional support.

### **Handwriting**

In EYFS, children are taught the correct letter formation for emergent writing. From Y1 onwards, we teach children a fluent and legible cursive style of handwriting, promoting an understanding of how to present work appropriately. Regular handwriting lessons of 10-15 minutes are incorporated into each week. During this time, teachers teach children the conventions and rules of cursive letter formation using the Letterjoin handwriting scheme. This is modelled using an online package and reinforced by the teacher during specific sessions. Children are encouraged to join their writing once the correct letter formation has been established. Adults are also required to model our cursive style in their own handwriting. (Refer to separate Presentation and Expectation Policy)

### **Provision for SEND and other vulnerable groups**

We identify which pupils or groups of pupils are under-achieving as part of an ongoing process using AWOL and O Track. Additionally, termly SEND progress meetings are conducted to identify any underperformance across the school. Additional steps are taken to improve attainment, accelerate progress and narrow gaps. The most able children are identified and suitable learning challenges provided.

Adapted activities are planned to support the needs of all children in teacher's short term planning. Where necessary outside agencies are involved in planning provision and support for children. Parents are kept informed and are encouraged to support their child's learning. Adult support, including volunteers, is used in school to support groups/individual children.

## **Intervention**

Cohorts of pupils are identified on a termly basis, in pupil progress meetings, to receive intervention.

The following programmes are delivered as appropriate:

- **Early Years Foundation Stage**

Targeted one to one work

Additional reading and writing sessions

Adapted phonics teaching

EAL phonics groups

Speaking and listening group work for identified pupils

- **Key Stage 1 Lower Phase**

Phonics Bug and Jolly Classroom Reading programme to develop blending and decoding

One to one reading supported by teaching assistants and volunteer 'Reading Heroes'

Writing intervention – in class adapted learning for identified pupils

Daily fluid group phonics intervention

EAL phonics groups

Speaking and listening group work for identified pupils

- **Key Stage 2 Middle Phase**

Daily phonics intervention using Jolly Classroom/Time For Phonics

Precision Teaching Programme- individual support for spelling and word recognition

Guided reading groups using phonic matched reading books

One to one reading supported by teaching assistants and volunteer 'Reading Heroes'

1/1 Tuition Programme

Writing intervention – in class adapted learning for identified pupils

Speaking and listening group work for identified pupils

- **Key Stage 2 Upper Phase**

Daily phonics intervention using Jolly Classroom/Time For Phonics

Precision Teaching Programme- individual support for spelling

One to one reading supported by teaching assistants and volunteer 'Reading Heroes'

1/1 Tuition Programme

Writing intervention – in class adapted learning for identified pupils

Speaking and listening group work for identified pupils

Guided reading groups using phonic matched reading books

Children receiving intervention programmes are identified on APP grids and the success of the intervention strategy can then be evaluated.

#### **4. MONITORING and ASSESSMENT**

Class Teachers use a whole class AWOL target sheet for reading and writing, which are used to record pupil achievement of objectives from the National Curriculum programmes of study and to set further pupil targets. These targets also incorporate the Teacher Assessment Framework used to assess children in Y2 and Y6. Children are involved in their own assessment through a variety of strategies e.g. using and developing their own WAGOLL (what a good one looks like- success criteria), through shoulder buddy discussion and opportunities for peer reflection and assessment.

Pupil's attainment in Reading and Writing is assessed on a termly basis, using our AWOL Deeper Learning target process, with all data being put into a whole school tracking and target setting system called O Track. This allows teachers and senior managers to track the attainment of every child and vulnerable groups, and compare this to prior attainment and age related expectations.

Assessment is carried out throughout the year and seen through marking and individual target setting.

Teachers use assessment for learning strategies, to assess children's progress, as part of every lesson helping them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide the next steps in children's learning. Children are expected to be actively involved in this process.

#### **Assessment tools**

Phonics Tracker is used to assess and record phonemes, screening checks and the reading of high frequency words.

Cornerstones and Headstart Reading Assessments are used for termly reading comprehension assessments in Y1 (summer term only) – Y6.

Star Reader assessments are carried out half termly to assess independent reading progress alongside national standardised scores.

Year group spelling lists are assessed termly and scores are recorded on a whole school spelling tracker.

Independent writing tasks, from each half term, are used to form a teacher assessment in writing. Teachers take part in both internal and external writing moderation opportunities to ensure parity of judgement across the school.

## **Reporting to Parents**

Written reports are shared with parents at the end of each term. In addition, parent consultations are scheduled twice a year to discuss progress, attainment and targets for further improvement. Parents are also invited to attend drop in sessions to look at their children's work.

## **Monitoring**

Teachers' planning and children's books will be monitored primarily by the English (reading and writing) subject leaders and other members of the SMT. Governors will also be invited to join monitoring sessions during the academic year. Planning and outcomes will be monitored on a regular basis part of the school's overall monitoring schedule and the Learning Improvement Plan for English. Developmental feedback will be provided in the form of a whole staff monitoring feedback sheet and also on an individual basis, where required. Subject leaders will report to Governors through the production of subject monitoring sheets and the Learning Improvement Plan. The HT will report to Governors via the Headteacher's report. The Governors will also invite Curriculum Leaders to attend one meeting per year to discuss the status of their subjects, their observations of standards and to make recommendations about future developments.

## **APPENDICES**

1. Long term English plan
2. Short term English weekly plan example
3. Weekly GPS plan example