



## English Policy

### **Rationale**

At Shiremoor Primary School we believe that language and literacy is fundamental to the overall development of the child and enables their access to the curriculum in all its aspects. It is acknowledged that “speaking and listening, together with reading and writing, are prime communication skills that are central to children's intellectual, social and emotional development”.

At Shiremoor Primary School we strive to produce children who are fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of literacy and language and an enjoyment of learning. We challenge children of all abilities and ensure they make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually. We celebrate children's hard work and effort, as well as their success. They are encouraged to revisit their work, making changes and developing their ideas to ensure they achieve their best.

### **Aims**

The school aims 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.

Our aims will be met by providing the pupils with a structured approach to teaching literacy skills and providing them with a wide range of literate experiences through a range of topics.

### **Implementation of the Policy**

At Shiremoor Primary School we recognise that literacy skills are a key component for all learning and therefore English is always a key priority in our school. We follow the Early Years Statutory Guidance and the National Curriculum 2014 when planning all our learning opportunities.

The English curriculum at Shiremoor Primary School is delivered within a stimulating, attractive environment, where a range of teaching styles are used to promote quality learning and children are motivated to achieve success. English is taught in a variety of ways including:

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanation
- Targeted questioning

- Initiating and guiding exploration
- Discussing and challenging ideas generated by the children
- Listening and responding to children in a sensitive and supporting manner, discussing and evaluating children's successes.

In addition, with specific reference to English, teachers will:

- plan for well-paced lessons which drive learning forward, using quality texts for teaching as their basis
- consider the opportunities for developing English skills across the curriculum
- be mindful of the literacy needs of the child in all subject areas, and differentiate questions and activities to allow all children access.

All children in our school will have full access to English on a daily basis.

## **Shiremoor Primary School Approach to English**

### **Foundation Stage**

At Shiremoor Primary School in Foundation Stage we plan from the Early Years Foundation Stage Curriculum (EYFS). On entry judgements are made against the Development Matters bands to identify each child's starting point and ensure teaching and learning meets the needs of all. A mixture of child initiated planning and accurate AfL ensures an exciting and hands on cross curricular approach to enable children to make good progress. Phonics is taught daily in ability groups, based on the needs of children. Teaching and learning combines reading, spelling, handwriting and spoken language. Shared and modelled reading, plus regular story time, fosters a love of books. Children are actively encouraged to access online reading resources and practise keywords at home. Writing is promoted across the curriculum using both the inside and outside learning environments. In reception children receive a daily English lesson where they build upon their emerging literacy skills through some focused whole class teaching, group work and individual tasks.

### **Key Stage 1**

In Years 1 and 2 children develop their reading, writing speaking and listening skills as they work towards the end of Key Stage 1 standards. Pupils continue to build their knowledge of phonics in order to develop their reading skills as well as continuing to build upon their recognition of the common exception words. Pupils engage with a wide range of text types and develop their love of reading. Through their daily English lesson pupils also begin to develop their writing skills. Pupils write for a range of purposes and audiences using some increasingly varied grammar including coordinating and subordinating conjunctions and expanded noun phrases. Spelling and handwriting are a daily focus as we aim to embed all the basic skills necessary for children to meet the expected standards in literacy for the end of the key stage.

### **Key Stage 2**

In Key Stage 2 children build upon their previous learning. Children learning to read increasingly complex texts developing their comprehension skills. Children engage with a vast range of genres exploring writer techniques and their impact on the reader. Through their daily English lessons pupils learn to use an increasingly sophisticated range of sentence structures and grammar in their writing coupled with some advanced punctuation including colons and semi-colons. Spelling and handwriting continue to be a keen focus as pupils learn to employ a growing range of spelling patterns and rules with increased accuracy. Children build up their composition skills writing more refined texts and using editing skills to improve them further as they work towards the standards expected in order to be secondary ready.

### **Reading**

At Shiremoor Primary School there is a clear strategy for progression for reading throughout the school. Details of this are included as an appendix to this policy.

## **Writing**

At Shiremoor Primary School there is a whole school overview to support staff in planning for writing progression. This guidance is used alongside the National Curriculum and the NAHT Key Performance Indicators. A copy of this is included as an appendix to this policy.

## **Handwriting**

At Shiremoor Primary School we recognise that in handwriting, as in other skills, children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the school, and that all staff consider themselves to be teachers of handwriting, with a clear understanding of the progression of skills, and of how to remedy errors. It is not sufficient to insist children to improve their handwriting; the different elements need to be taught and practised. Early intervention is essential at every stage, to prevent the acquisition of bad habits which are difficult to correct.

From Reception pupils are introduced to precursive writing. By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape. By the end of Year 2 it is the aim that children will be joining their handwriting; words written in one set of movements, without the pen being taken off the paper, helps the motor memory store spellings and the continuous flow of writing ultimately improves speed and fluency. Throughout Key Stage 2 pupils should be encouraged to develop a fluent and consistent style. When pupils have demonstrated this to a high standard, they are rewarded with their pen licence. A copy of the school handwriting style is included as an appendix to this policy.

## **Spelling**

At Shiremoor Primary School children's phonological awareness and spelling strategies are assessed regularly to inform teaching. Dedicated time is allocated for teaching and investigating spelling during English lessons. Children are encouraged to practice their spellings at homework and are given tasks to support their learning in class. We follow the Rising Stars Spelling programme ensuring that children cover all the spelling requirements of the National Curriculum in a logical order. Every term children are tested using the Hodder GAPS Assessment as a means of diagnosing areas of focus and measuring progress.

## **Assessment**

At Shiremoor Primary School we assess the children's work in English by making informal judgements as we observe the children during lessons and from their books giving them regular written and oral feedback.

We assess the children summatively each term in the following ways:

- **PIRA.** This standardised reading assessment tracks attainment and progress from year to year and term to term. The results are converted into a 'step' and recorded into Target Tracker.
- **GAPS.** This standardised grammar, punctuation and spelling text tracks attainment and progress from year to year and term to term. It can also be used to diagnose areas of weakness.
- **Writing assessment.** Each half term pupils complete two short and one long writing task. These are assessed by the writing lead, and trained moderator, Mrs Wilson. The results are recorded as 'steps' in Target Tracker.

In addition to this teacher assessment of pupil attainment is also carried out. Teachers use the NAHT Key Performance Indicator statements to determine whether a pupil is working towards, meeting or exceeding the expected standard in tandem with the test results.

## **SMSC**

At Shiremoor Primary School English contributes to our children's SMSC development through developing confidence and expertise in language, which is an important aspect of individual and social identity. We also enable children to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television. At Shiremoor Primary School we develop children's awareness of moral and social issues in fiction, journalism, magazines, radio, television and film and also help children to understand how language changes over time, the

influences on spoken and written language and social attitudes to the use of language. Children are encouraged to express opinions and acknowledge those of others. Children are also reflective learners often reviewing their own and others learning and structuring feedback.

### **Differentiation**

At Shiremoor Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

### **More Able Learners**

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

### **SEND/Inclusion**

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials and intervention programmes such as Nessy are available from SENDCo, Mrs A Irving. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

### **Interventions**

Intervention programmes that take place out of the classroom like Pirate Writers, Dragon Writers and Reciprocal Reading will also be used with targeted children that require further support in their English work. All pupils will have equal rights and access to high quality English teaching. Interventions are evaluated half termly to ensure impact and cost-effectiveness.

### **Equal Opportunities**

At Shiremoor Primary School the curriculum for English will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the English Curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

### **Homework**

All children have reading homework for each half term as outlined in the school's Homework Policy. This includes: weekly spellings, reading challenges, Spelling Punctuation and Grammar booklets and comprehension tasks. In addition to the homework tasks each half term, pupils are expected to read their Ginn reading book or Accelerated Reader book each night.

### **Monitoring and Evaluation**

At Shiremoor Primary School the English Coordinator monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Photographs of completed work and displays are kept digitally by the Coordinator as a portfolio, in order to monitor and support the raising of standards in English within the school. The coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

To monitor and evaluate English the English subject co-ordinator does the following:

- Purchases and organises the appropriate resources.
- Supports colleagues in the teaching of English.
- Keeps up-to-date on the use of English in the curriculum and regularly attends training for subject leaders held by the LA and feedback new information and ideas to staff.
- Conducts English scrutiny to assess the standards of Teaching and Learning through the children's work.
- Regularly reviews and updates the English Policy and contribute to the school's self evaluation programme.
- Analyses cross school summative assessment data.



## Handwriting

1. Correct lower-case letter formation: (tick when correct)

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

2. Correct capital letter formation: (tick when correct)

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z



## **Reading Strategy**

### **Phonics**

Teachers should plan discrete phonics sessions systematically, with a key focus on developing pupils decoding skills. In school, we have some fundamental teaching principles which are stringently adhered to:

- Grapheme/phoneme (letter/sound) correspondences.
- Regular application of the highly important skill of blending phonemes in order, all through a word and to read it back.
- To regularly apply the skills of segmenting words into their constituent phonemes to spell
- To understand that blending and segmenting are reversible processes.

From Reception onwards into Key Stage 1, pupils should be able to blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Children learn through a daily phonics session which has a mixture of Letters and Sounds and Read Write Inc. Children will be taught to appreciate rhyme and rhythm, discriminate between letter sounds, blend sounds and associate a sound with its visual representation.

### **Early Reading**

In our preschool provision, pupils have access to a range of familiar stories through whole class reading opportunities. In Nursery, pupils are given phonic based reading books to read at home with parents using a guide given by the school. Continuous provision is set up daily to ensure there are always opportunities to practise basic skills in reading and phonics.

In Reception, it is expected that pupils begin to move onto the Ginn reading scheme and should supplement this with a range of phonic books suited to their ability. Children should be reading aloud daily.

### **Key Stage 1**

Pupils continue to progress through the Ginn reading scheme while still supplementing some pupils with additional needs with phonic based books. Children are given copious opportunities to apply their key skills and what they have learnt through reading which includes time to read aloud to adults several times a week. Children are to practise and apply their decoding skills in their writing lessons.

### **Key Stage 2**

Pupils will continue to read through the Ginn reading scheme up to an appropriate level for their age. From this point, pupils will be given a book based on the Accelerated Reader programme which assess their 'Zone of Proximal Development'. Pupils complete a short quiz at the end of each book to ensure they are on an appropriate book for their ability. All books have been given a level for children to easily access and children have responsibility for recording their reading time in their Homework Diaries.

Teachers continue to hear children read several times a week, with those needing further support to read daily.

### **Guided reading:**

Guided Reading should be taught in discrete, 20 minute sessions outside the normal daily Literacy lesson from Key Stage 2. Within this time, assessment of pupils should be monitored rigorously, to ensure rapid progress is made.

We have some basic principles which guide our teaching of reading across the school:

- Systematic phonics to help children who are trying to read
- Context and experiences, to broaden vocabulary and develop comprehension
- Knowledge of high-frequency words
- Knowledge of grammar and syntax
- Ability and confidence to 'have a go' in decoding words.

Guided Reading is expected to be fully implemented from Key stage 2. Pupils use Reading Journals to record their reading skills on a regular basis.

Teachers should use the Guided Reading time to target groups for specific reading needs outlined above. This should be recorded on a Guided Reading Assessment sheet and a task given the next day to consolidate the skills practised with the teacher. Guided Reading groups should be closely monitored and reviewed on a regular basis based on the results of teacher and termly assessments. Children should be well rehearsed in reading for pleasure and to use their Accelerated Reader book during this time also. General tasks may be given to enrich the comprehension of these books.

### **Individual Learning Support**

We have implemented a range of strategies and reading programmes for supporting and reinforcing the reading of individual children and in particular those who were falling behind. This includes the Nessy programme, Dyslexia interventions and Reciprocal Reading.

We identify gifted readers and implement acceleration programmes to ensure they reach their full potential. Children are identified at the earliest possible stage and receive intervention and support from the early years. This means that the majority of children enter KS1 with the necessary reading skills to succeed.