

# English Policy



## Lever House Primary School

2022-2023

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### **MISSION STATEMENT**

To provide a supportive, secure and stimulating learning environment within which, each child has the opportunity to reach their full potential in academic, creative, physical and moral areas. To prepare our children for the experiences, opportunities and responsibilities of adult life, and to develop in them a full appreciation for the quality of both natural and man-made environments. Above all – our key words are “Learning, Creativity and FUN!”

### **AIMS**

Our objective within our English teaching is to develop children’s abilities in Reading, Writing and Speaking and Listening. We aim to stimulate and encourage our children’s learning through creative and engaging lessons. Pupils also have the opportunity to employ their English skills across our curriculum, consequently reinforcing the English objectives taken from the New National Curriculum (2014). At Lever House, we strive for our children to be a ‘Primary Literate Pupil.’

We aim for a child to be able to:

- speak fluently and listen with attention and understanding;
- read and write confidently, with fluency and understanding;
- use a full range of reading cues (phonic, graphic, and syntactic) to monitor their reading and correct their own errors;
- understand the phonics and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have a keen interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a variety of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary for literacy through which to understand and discuss their reading and writing;
- develop a love of books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness; •present finished pieces of work in various ways, including through the use of ICT.

### **STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language, and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021.)

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.
- Undertake a daily phonics lesson.

At Key Stage One (Years 1 and 2), children should learn to:

- Speak confidently and listen to what others have to say.
- They should begin to read and write independently and with enthusiasm.
- They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to:

- Change the way they speak and write to suit different situations, purposes and audiences.
- They should read a range of texts and respond to different layers of meaning in them.
- They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

## **THE GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision and to our English Governor. This policy will be reviewed at least every three years or in the light of changes to legal requirements.

## **SUBJECT ORGANISATION**

The English Curriculum is delivered using the National Curriculum objectives and key skills in English. The Early learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. Our goal is to ensure all children achieve to their full potential.

Using the new National Curriculum and key learning skills, teachers generate weekly plans and medium term plans, they ensure that objectives are carefully planned and prepared for. English units follow a three stage plan which includes a reading phase, gathering content and the writing phase. Due to the mixed age classes throughout school, teachers will follow the suggested units from Lancashire and these will be taught on a rolling programme. This will need to be updated yearly due to the nature of the school. In short, robust cycle; ensuring that children cover all the skills necessary to develop their English abilities. In KS1 teachers follow the Lancashire suggested units for their year group. In EYFS, the class teachers ensures that children are exposed to a range of stories through English lessons and also that continuous provision gives children the opportunity to develop writing, reading and speaking and listening skills. Teacher choose effective, high quality texts to ensure a robust, engaging and vibrant curriculum is delivered.

Teachers group children in mixed-ability groups. Learning is differentiated by providing children with extra scaffolds and support during lessons and providing stretch and challenge at the other end. Where appropriate, English units will link to our creative curriculum topics to promote cross curricular learning.

Children need to build on the language experiences they bring to school. We create situations for expansion of language through social and curriculum interests. Meaningful activities help children develop and these are supported by carefully selected, presented and arranged resources.

Children are given the chance to work independently, in partners or small groups or as a whole class. Therefore enhancing and promoting a range of English skills.

## **APPROACHES TO SPEAKING AND LISTENING**

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop an ability to explain their understanding of books and other reading, and to prepare their ideas before they write. Pupils should be taught to understand and use the conventions for discussion and debate. At Lever House, all pupils should be enabled to participate in and gain knowledge, skills and understanding through drama, not just within English but through all curriculum areas. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

## **APPROACHES TO READING**

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

Skilled word reading involves pronunciation of unfamiliar printed words and the recognition of familiar printed words. Phonics should be emphasised in the early teaching of reading to beginners when they start school, in order to enable children to progress in skilled word reading. Phonics for reading is taught daily by teachers and teaching assistants using Red Rose Letters and Sounds. Children are taught according in relation to the phonic phases within their class and extra phonic sessions are provided for children who are falling behind.

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, and from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination, encouraging children to write with creativity and confidence. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence.

Children all have a home reading book which is read most nights, usually with an adult for KS1 and Lower KS2 children, we encourage parents to talk to their children about the home reading book to strengthen comprehension skills. All pupils are given a reading record book so staff and parents can liaise with each other about their child's reading progress. Children in the EYFS setting also have a home reading book; these begin with pictures to aid discussion, children then move through a coded reading scheme to ensure they are reading appropriate books at the correct level. Books are organised and arranged by phonic phase and sets. Children are assessed each term using a reading age assessment.

Whole class guided reading is now embedded from year 2 onwards and is also used for part of the reading sessions within year 1, alongside smaller group guided reading session. Children access an age or phonic phase appropriate book and through careful planning, complete work which assess the relevant reading skills needed to progress in the subject. Staff working within each class have a targeted group of readers who need further support or intervention, this maybe daily readers, Fast Track Phonics in KS1 or Bounce Back Phonics in KS2. Children are encouraged to read a range of books outside reading sessions and children have access to the school library, alongside a range of texts recommended by their teachers and other children. Whole class reading, shared reading and independent reading takes place regularly during the English sessions and in other areas of the curriculum.

## **APPROACHES TO WRITING**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two areas. Children should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: on spelling quickly and accurately, this is taught through daily phonics sessions (KS1) and focussed spelling lessons (KS2). Children are all given spelling words to learn weekly, these are taken from Rising Stars and the National Curriculum objectives. Writing also depends on fluent, legible and, eventually, speedy handwriting using Letter Join across the school. To support the development of composition, we aim for children to enjoy writing and to find the process creative, enriching and fulfilling. Children are encouraged to express and record their thoughts and ideas in all areas of the curriculum using a variety of genres and styles. Throughout units of work, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical

terms in English and that these terms are integrated within teaching, grammar is taught through English lessons and other timetabled sessions.

In EYFS and Key Stage 1 children are encouraged to become independent writers and use their phonic knowledge to aid their spelling and independence. Emerging writers in the EYFS setting have opportunities to write through specific learning areas around the classroom, in all areas of provision. In Key Stage 2, children complete an extended piece of writing on a regular basis, in all phases of the English unit to develop their fluency and pace. Through daily English lessons, all teachers plan thoughtful and creative writing opportunities which incorporate shared, guided and independent writing.

## **Spoken Language**

The children should:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The teacher should:

- Give opportunities for a variety of speaking and listening situations within the classroom, including collaborative discussion work, debates and question and answer sessions.
- Be aware that listening is a skill which increasingly needs to be taught to children and should
- provide specifically designed activities to this end.

## **Reading**

The children should:

- Relate reading to their own experiences and environment.
- Have the opportunity to read silently or share books.
- Acquire research skills necessary for the use of dictionaries, atlases and other information books and resources.
- Develop the ability to read aloud to others.
- Be able to discuss books they have read, relating to plot, characters and themes.
- Acquire an increasingly large sight vocabulary.
- Be able to bring in books from home and to share them with others.
- Be encouraged, through the reading schemes, to continue the reading process at home.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.

The teacher should:

- Read aloud (fiction and/or non-fiction).
- Value books and show an interest in them by setting a personal example.
- Give children opportunities to read a range of fiction, non-fiction and poetry texts.

## **Writing**

The children should:

- Experience a wide range of writing activities including fiction, non-fiction & poetry
- Relate writing to their own experiences and environment.
- Discuss their writing frequently, talking about the various types and purposes of writing.
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader.
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective and pronoun, both in the context of their own writing and through specifically designed activities.
- Have experience of and become accustomed to drafting and redrafting their work.
- Write in response to a wide range of stimuli.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of

rules and some rote learning of common exceptions. The teacher should:

- Write alongside pupils, sharing and discussing their writing.
- Respond positively and with interest to all attempts at writing.
- Provide a healthy writing environment, including experimental or emergent writing areas for Key Stage 1.
- Reinforce correct spelling, punctuation and grammar where appropriate. This should include the teaching of basic rules of spelling, grammar, punctuation, as well as the more common exceptions.

## **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

At Lever House, we seek to take advantage of opportunities to make cross-curricular links. We plan for children to practise and apply the skills, knowledge and understanding through English lessons and other areas of the curriculum. In our planning and delivery of lessons, we incorporate opportunities for children to develop their writing skills, as well as reading a range of texts and creating chances for children to develop their speaking and listening skills through drama activities and presentations.

## **THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. As a forward thinking school who encourage the use of ICT, we promote learning of English through using iPads; these extend children's learning through challenge and also a range of toolkits which inform children of creative writing techniques. ICT is also used to enhance the teaching and learning of phonics, spelling, grammar and punctuation. We use Bug Club to enhance our reading scheme; the children also have a range of hard books to read but must use online activities to develop comprehension skills.

## **ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy. In EYFS the assessments made follow the Early Learning Goals criteria and are recorded on a regular basis.

Assessment for learning is a focussed assessment tool; it takes place on a daily basis through questioning the children, self and peer assessment and observation of their work. Individual writing targets are set and monitored; lessons are planned with clear objectives and success criteria's.

The marking policy is used across the school and this provides a uniform assessment tool for both children and staff. Children are assessed against the new curriculum and key skills in reading, writing and speaking and listening, these are divided into year groups. Teachers assess children through extended writing and through regular guided reading sessions; these are monitored termly and highlight any children who need intervention. Year 6 and Year 2 complete SATs at the end of each year to monitor progress throughout the key stages. Each year, any annual assessments are forwarded to the next teacher and are recorded on each child's individual assessment record.

## **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment and enable them to make progress. Able children will be identified and suitable learning challenges provided. Intervention sessions are carefully timetabled and planned for, and evaluated on a half termly basis to monitor their impact. Pupils are monitored half termly through progress meetings and assessment.

## **INTERVENTION PROGRAMMES**

- Precision Teaching
- IDL
- Phonics interventions (fast track phonics, bounce back phonics)

## **EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Planning should set high expectations and provide relevant learning opportunities for achievements for boys and girls and for pupils from all social backgrounds and ethnic groups. Teachers should assist pupils to high standards by using a variety of teaching strategies to motivate pupils; develop self-esteem; make the most of resources from a variety of cultures; avoid stereotyping; and provide appropriate support. A range of high-quality, diverse texts are carefully selected and used within the English lessons.

## **ROLE OF SUBJECT LEADER:**

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

1. Monitoring and evaluating English:-
  - pupil progress
  - provision of Literacy (including Intervention and Support programmes)
  - the quality of the Learning Environment;
  - the deployment and provision of support staff
  - book scrutinises
  - Observations of phonics, guided reading and English lessons.
2. Taking the lead in policy development
3. Auditing and supporting colleagues in their CPD
4. Purchasing and organising resources
5. Keeping up to date with recent Literacy developments

## **PARENTAL INVOLVEMENT**

Parents are kept informed of their child's progress through two termly parent evenings and informal parent meetings which take place as and when the need arises. A written report of the child's progress, which includes possible ways forward, is given to parents at the end of each year. Teachers offer an open door policy; this enables parents to have a greater involvement in their children's learning.

**CONCLUSION:**

This policy is in line with other school policies and is a true reflection of the English provision offered at Lever House Primary School.

Mrs Rebecca Dawson  
English Subject Leader  
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