



# English Policy

Adopted: November 2017

To be reviewed: November 2019

## **Our School Vision for English**

At Collierley Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we aim to 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.

## **Aims of Policy**

***Through high quality teaching of English we aim:***

- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure pupil's learning shows clear progression.
- To enable our children to speak clearly and audibly in ways which take account of their listeners.
- To encourage children to listen with concentration and respond appropriately.
- To ensure children have access to a wide range of quality texts and that these are used to model how reading skills can be transferred into writing.
- To encourage children to become enthusiastic and reflective readers through contact with a range of texts.
- To help children enjoy writing and recognise its value.
- To increase the children's ability to use planning, drafting and editing to improve their written work.
- To ensure children use accurate spelling, punctuation and grammar in their writing at all times.
- To ensure children write with fluent, legible handwriting (joined in key stage 2) and always take pride in the presentation of their work.
- To provide children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for their next stage of their education and to enable them to become successful in their adult lives.
- To ensure children's work is celebrated, both their hard work and effort as well as their success, in every classroom on a daily basis.

## **Expectations of English**

- 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.
- By the end of each key stage, we aim for all children to be working securely within age-related expectations, and that some children are exceeding those expectations in reading, writing and spelling, grammar and punctuation.

## **Equality in English**

Reasonable adjustments will be made to enable all pupils to access quality first teaching, for example assistive technology.

## **Key Responsibilities**

### **The Governing Body must:**

- Ratify the English Policy.
- Nominate a lead governor who will work with the English Lead and report back to the appropriate committee meeting.
- Monitor the implementation of the English Policy within school.
- Receive regular updates and reports on progress initiatives and trends within the provision of English nationally and across the school.

### **The English Lead must:**

- Work with the LLTT to develop a robust strategy for teaching English across the curriculum and the school.
- Monitor and ensure the effective development and implementation of the English Policy across the whole school.
- Provide training and resources for staff where appropriate.
- Support and guide classroom practice of teachers and support staff.
- Ensure coverage, continuity and progression in teaching and learning.
- Monitor and evaluate the effectiveness of English teaching and learning.

### **The class teacher must:**

Provide Quality First Teaching of English for all children every day. This is achieved through:

- Highly focused lesson design with sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

**See Appendix 1 for a chart of 'Quality First Teaching For English in Collierley'.**

## **The Teaching of Reading**

The teaching of reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions.

## KS1 and KS2 Reading

Reading is taught in both guided reading and as an integral part of the English lesson.

Each child has an individual reading book which is self-chosen from the school library and is changed weekly for the majority of the class. For those below ARE, additional reading practice is given 1:1 as much as possible from adults in school. For the most vulnerable children in each class, they read additionally at least 3 times a week (during assembly/playtime/any time you have an additional adult in the room).

Throughout the school the children will all be closely monitored on their self-directed reading choices.

Daily reading practice is given for every child in school. In KS1 the children build up to 30 minutes sustained reading time at the end of year two. Within KS2, children build up to 40 minutes sustained reading time.

### Teaching Reading through the daily English Lesson

All English units are taught through a text linked to their interest level and at a level which will challenge them. All children access the same text. The starting point for a new book is to develop a clear understanding of the text features and a good comprehension of the text. When practicing their skills of answering written comprehension questions, children must be encouraged to answer the questions rather than writing in full sentences. Children are trained to know how to identify the key words in questions and how to find the relevant answers and explain why it is the answer. As children move in to KS2 they are trained in how to identify how many points they make in an answer.

### Guided reading

Guided Reading is utilised to focus on the individual skills that children and small groups need to develop. Within these sessions the children also learn how to give written as well as oral responses to questions. Best practice for guided reading sessions in our school is for children to have pre and post reading activities. The focus of pre reading activities is to prepare the children with understanding of the text through self-led analysis of this. Resources for the pre and post reading tasks can be found on Teacher Tools – provided from the LA.

### Accelerated reader

Accelerated Reader is used to ensure that the children are reading books at their level of understanding. Each term, every child completes a Star Reader Test which ensures that the children are making progress in their reading development. As the test can take some time, children are given the opportunity to complete these tests in several chunks. Where scores do not reflect the teacher assessment, children are given the opportunity to retake the test. Where progress has slowed for individuals, intervention must be put in place - the lessons can be used from AR to target the specific areas for development.

Following reading a book children complete an online quiz. Children's progress in the quizzes is monitored by the class teacher and again intervention put in place where children are not being successful.

Quiz Expectation: when reading a picture book, children must complete at least one quiz a week; when reading books of longer length the teacher must closely monitor the quizzing rate and success for all children.

Children can quiz two from each class at a time each day in the Computing Suite at 1pm. Once a child has quizzed they must inform the next child in their class that they can go and complete a quiz, before they change their book.

### Reading at home

Every child has an individual reading record in which both parents and school record the reading sessions. All children must have access to an AR book at home. Children must take their book home each night and return it to school the next day. Where children struggle with this, their book should remain in school and they should be given additional reading support.

### Reading Intervention

Where children have been identified as not making good enough progress in reading additional support must be put in place. There are numerous approaches which we use as a school: LEXIA, LEXIA worksheets and lesson plans, Accelerated Reader lesson plans, additional 1:1 reading time and/or additional guided reading sessions.

### Whole class reading

Every class has time every day (outside the daily English lesson) when they enjoy reading a class text. The texts should be matched to the children's interests but should also expose them to authors whom they would not usually meet. The length of the texts should be carefully considered to ensure that each half term children read at least three books in their daily dedicated reading time. Within key stage two, this text may be the same text which they are reading in the daily English lesson, but must not always be the same.

### Classroom Reading Areas

Every classroom has an area which is dedicated to celebrating reading. Within it there is a collection of well chosen, good quality texts, a reading display linked to Accelerated Reader and a focus on recommended reads. These areas are produced to inspire all to read, with a particular emphasis on the reluctant male readers.

## Transcription

### Spelling

The word list for the year group should be learned *and* learned by the children. Children will be supported to then apply these spellings in their writing. When children are able to spell these words but are not doing so in their independent writing, these are the words which will be identified in their writing using the Sp symbol in the margin when marking.

Children have access to common words on word mats in the classroom and are encouraged to use these when necessary.

Within each classroom words of the week are on display and changed weekly.

The No Nonsense Spelling Scheme is used to deliver daily 10 minute spelling sessions throughout Y2 – Y6. Additional resources for spelling are available here:

<https://www.babcock-education.co.uk/ldp/supportforspelling>

### Phonics

In KS1 children are taught phonics in phase groups using the Letters and Sounds programme. These phonic groups are managed by the Phonics Lead, Angela Mavin. When children have gaps in their phonics for a phase group they have targeted intervention in 'keep up sessions' to plug these gaps.

In KS2 where children have not grasped all the phonics LEXIA is utilised alongside 1:1 intervention to address the needs of individual children.

Spelling rules are displayed in every classroom for the children to refer to.

Phonic wall charts are displayed in every classroom for the children to use and are referenced within lessons.

## Handwriting

We aim for all children joining Y1 to have clear handwriting using the correct formation. Where this is not the case Y1 teachers ensure that all individual letters are formed correctly – where children are not doing this, teachers spend time teaching them.

Letter formation is taught with all relevant flicks on letters.

From Y3 onwards children are taught to form letters using joined script. If children are not correctly forming individual letters these are retaught in action groups.

From Y4 children obtain a pen licence once they have demonstrated consistently *good joined handwriting* across all books. **When writing children must use the pens provided by school and not those brought from home.**

Handwriting practice happens regularly; most often covered in a 5 minute slot on the whiteboards daily focussing on those areas of difficulty.

Teachers model neat handwriting in marking in books and in board work – where this is not neat teachers identify that this is an area that they are working on and encourage the children to identify their effort and improvements.

The aim for all handwriting is for it to be neat, fluent and a speedy process in all books at all times.

## Composition

### Grammar

Discrete grammar lessons are utilised to deliver the grammar curriculum – these are delivered when it is felt necessary that the children have the opportunity to apply them within their weekly writing practice. In addition children have the opportunity to complete mini SPAG style format tests at least 3 x a half term so that they can apply the skills in a test style. The teachers model grammar terminology of the year group and from those year groups below continuously. Children are also be encouraged to use this too. Where there are gaps in their knowledge and understanding of Grammar from previous year groups, these are plugged rapidly with the teachers revisiting regularly and ensuring that these are firmly understood.

### Writing

Children are given the opportunity to apply the skills learned in their writing at least once a week in one extended piece of writing. When they write in other subjects, the quality of writing is to be the same as it in in their English book.

Edited writing is completed at least twice a half term (but not for every piece of extended writing) with the impact of the editing clear. When the editing is having low impact, specific lessons are delivered to support the children in developing these skills. Each term a new piece of assessed writing is displayed in the classroom alongside all the texts in a presentation book. With each text is a label which clearly identifies the aspects of eth writing which the children have improved in.

## Planning for writing

Children are trained to be able to plan for how quality writing using story hills/mountain and other Sue Palmer writing frames <http://hadleylearningcommunity.org.uk/primaryphase/files/2012/11/genre-guide.pdf>

Best practise for planning provides children opportunity to work with partners to develop the best plans for their writing. This process can involve them planning the whole thing together or swapping plans and offering improvements. When following collaborative planning this is modelled by the teacher to make sure that it supportive. Teachers provide pupils with an appropriate 'writing toolkit' to support high quality outputs where necessary.

## Genres

The children are taught how to write for different purposes and to have an awareness of the reader. The features of texts and formats for writing in should be given to the children rather than them have to recall all. The 'writers toolkit' will be used by the children to assess their use of features against.

When using one text children are encouraged to write for different purposes using the book as a stimulus.

## Spoken language

Developing the children's spoken language is the bedrock of all we do. Our theory is 'if they cannot speak it they cannot write it'. We refer to the English Curriculum statutory requirements and embed these across the whole curriculum.

Each class must hold regular group and class discussions with a whole class debate in KS2 at least once a half term. Debates follow the procedure below.

*At Collierley Primary School we complete a debate in a 'Question Time' Style Forum.*

## How to Conduct a Class Debate

Prior to any debate ensure that all children understand the issue and any technical vocabulary that goes with it. All children are given time to prepare their questions and their arguments both for and against the debate title. The preparation is key for a successful debate.

## Introduce the Topic

All debates start with a *topic*, or *resolution*. Often, this resolution is a proposed course of action that one team will argue for and another will argue against. The topic is on an area of interest for the children and should be something which they have had the opportunity to research prior to the debate. Prior to the debate a vote for and against the subject will be taken. The winning side will be decided by the final vote and the team which has managed to gain the most number of voters as a result of the debate.

## The Panel

Eight children will sit on the panel four on each side. One side will argue for and another against the resolution. Teachers maintain a record of the children that have previously taken part in the debate by being part of the panel. New panel members are decided through the teacher's selection of names from a pot – children are chosen to argue for or against depending on the draw from the pot. During the debate the members of the audience ask relevant questions of the panel members which is based on their research.

### The Debate Leader

The debate is led by the class teacher who ensures that all children have a voice. A clear log of children contributing in a debate is kept to build the confidence of the children who do not involve themselves and to ensure that the debate is not overshadowed by any one voice. The role of the debate leader is to give a brief synopsis of what a speaker has just said and making sure that questioning moves the debate on.

### The Audience

If the children are not on the panel, they are questioning the panel. Children raise their hands to ask a question and are given the opportunity to pose the question by the debate leader. They questioner poses their question to a particular panel member who responds to it appropriately.

### The Final Decision

The debate runs for up to 30 minutes before a final vote being taken. This final vote includes all members of the debate. The winner of the vote is based on the team which has managed to shift most people's viewpoints.

#### **Statutory requirements**

Pupils should be taught to:

- 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
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- 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(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.