



**Growing together, preparing for life.**

## **Greenford School – English Policy April 2020**

### Aims/Objectives

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English 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.

### Implementation of National Curriculum 2014

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

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

### The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile Prime Area of Communication and Language and the Specific Area of Literacy, including Reading and Writing strands.

The children develop their communication and language skills through a variety of planned, purposeful play opportunities such as small world play, role play. These activities are linked to the children's interests and their next steps. Forest School and outdoor play also provide many opportunities for these skills to be practiced and developed. To give all children the best opportunities for effective development and learning in communication and language we give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other.
- Incorporating communication, language and literacy development in planned activities in each area of learning.
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences.
- Planning an environment that reflects the importance of language through signs, notices and books.
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one, small groups and whole class sessions, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language.

The children are supported on their journey to being a writer at every stage beginning with mark-making. They practice this through having daily opportunities, both inside and outside to make marks and write. We use strategies such as shared and guided writing, and practice writing during our phonic sessions. They have many opportunities to apply what they have learnt independently in our writing area and other continuous provision activities. Our challenge system encourages them to write independently for a purpose.

We recognise the importance of children's physical development in relation to writing and use many indoor and outdoor fine and gross motor activities to support this. This may also include extra support through Learn to Move. 'Storymaking' is used to encourage children to use their gross motor skills to internalise a story.

Children have many opportunities to read and share books both independently and with adults. Particular attention is made to discuss the meaning of words within stories to support closing the word gap. Children are taught to read through our phonics sessions as

well as individual and guided reading (where appropriate). Phonic sessions include use of segmenting and blending alongside sight recognition of key words. Reading books are matched closely to phonics ability. We provide opportunities to read independently in continuous provision activities such as in the role play or book corner.

### 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.

### Spoken Language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.

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. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. 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, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

## Reading

Reading is a skill essential for life and at Greenford we want our children to leave school with a love of reading. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children through reading to the class, sharing books through literacy or being part of events such as World Book Day. This of course includes magazines, newspapers and online reading (including online blogs and news articles as these are increasingly substituting mainstream newspapers) as well as traditional books.

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

- word reading
- comprehension (both listening and reading)

### Guided reading:

We timetable regular reading sessions outside of English lessons – once a day in Key Stage 1 and in Key Stage 2. Teachers are encouraged to use a variety of medium to teach reading, including: books, newspaper articles, video clips, extracts from novels etc., covering a breadth of topics which may include stories, non-chronological reports, poetry, letters, postcards, adverts, newspaper reports or arguments.

The teaching of reading is taught through a carousel of reading and literacy based activities. This may include: Guided reading with an adult, comprehension skills, SPAG skills, phonics, independent reading or reading to an adult individually or whole class reading activities as well as Accelerated Reader.

### Accelerated Reader (Part of Guided Reading)

Children on Accelerated Reader should be independently reading their levelled Accelerated Reader books and completing quizzes up to four times per week. Teachers must ensure they read at least once a week with children on the Accelerated Reader programme to maintain teacher assessment. Teachers may decide the number of independent Accelerated Reader sessions which best suits their class but to achieve the greatest progress through the programme, children must be spending the majority of their reading time throughout the week reading their Accelerated Reader books.

Teaching whole class guided reading is not discouraged and is to be used according to the discretion of the class teacher where it serves a specific purpose or appropriate for the topic. However, guided reading should be taught predominantly on a carousel basis.

### Reading Books:

Teachers use their knowledge of their cohorts to match their needs with appropriate resources. This may include:

- guided reading books matched to book band or age group.
- extracts from texts.
- book band books.
- Accelerated Reader books based on STAR Reader assessments.

### Phonics & Spelling:

The school uses Letters and Sounds and some elements of Jolly Phonics to teach the phonics scheme in EYFS and KS1. The teaching staff used resources that they feel best suits the needs of their cohorts. In KS2, staff uses resources that support the children and may include; No-nonsense Spelling and other resources that the staff feel will support their cohorts.

### Reading Records

Each child will be given a reading record to track their reading at home and in school. Wherever possible, parents are to be encouraged to read with their child and comment within the record every time they read and not just when they finish a book. Teachers must also read with each child at least once a week and comment in their reading records. Comments can include, but not limited to, praise for the following: reading specific words/sentences, applying phonics skills, blending sounds, answering comprehension questions, links made between paragraphs/chapters or between books, summarising paragraphs/chapters/books or any other objective statement within the national curriculum. Next steps according to teacher discretion can also be added. Children are to keep as best care as possible of their reading records and where possible use pen/pencil to make comments (not felt tips/glitter pens).

### Independent Reading:

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Each class has a dedicated, reading area containing a range of books and text types for children to access independently. Each class also has the opportunity to visit the school's library once a week to exchange and get a new book. This gives the children the opportunity to choose a book that they wish to read.

## Books Going Home:

EYFS, KS1 and KS2: Children are heard reading independently by an adult or their peers on a regular basis, changing their books when required. Children work their way through the stages according to their ability, progressing to reading literature of their choice (checked for suitability by an adult where necessary).

## Spelling, Vocabulary, Grammar & Punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the curriculum. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. Throughout the programmes of study, 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.

Spelling is developed through:

- The systematic teaching of phonics in EYFS and year 1, using the Letters and Sounds programme.
- The recurrent teaching of spelling strategies and conventions from year 2 onwards, using the No-Nonsense Spelling document, alongside other resources that the teachers feel is appropriate for their cohort.
- Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the new National Curriculum and the Assertive Mentoring spelling resources.
- Regular dictionary and thesaurus work.
- Use of word banks.
- Regular opportunities to identify and use spellings within a context.
- Spelling tests (KS1 & KS2).

Spelling is marked in accordance to the Spelling Policy.

## 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).

Teachers are given autonomy in their planning of writing to suit the needs of their cohort. Writing is, where possible, linked to the topics that are being studied for cross curricula work.

Lessons are planned to follow a sequence of skills building lessons leading up to an independent Big Write. This allows for pupils to revisit skills and practice skills discretely and then use them independently in an extended write where the skills are integrated in to their writing. Pupil's books are also continued across each year group and a folder of children's best work is kept so that there is a clear development of skills across a pupil's development throughout their time at Greenford.

Writing at Greenford is developed through:

- Grammar focused writing

Children should be given the opportunity to practice discrete punctuation and grammar skills in the context of a particular genre feature. This should be done within a sequence of lessons leading up to an independent or shared write. This gives the opportunity for pupils to develop a secure understanding of a punctuation or spelling rule. The aim should be for children to be able to then apply the newly taught skill in a longer piece of writing.

- Shared Writing

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print.

- Independent Writing

Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. In addition to this, children should be given the opportunity to independently complete an extended write (Big Write) during each learning journey where they are given the opportunity to showcase the vocabulary and grammar skills they have learnt. These tasks will need an identified audience, clear purpose and should cover all aspects of the writing process. Children should be given the opportunity, where appropriate, to self-assess and peer-assess writing, using the success criteria. Ideally, time to mark pupil's writing should be built into lessons to allow children to go through their

work with an adult, learning from their misconceptions and setting targets for future pieces of writing. As a school, we encourage cross-curricular writing opportunities where possible, using our rich and varied curriculum as an engaging stimulus for the children.

Each year group has targets for children working below age expected, at age expected and working at greater depth. These targets are used to assess children's work and to aid with moderation agreements. Moderations happen within school at least once a term and across the West Dorset School Collaboration.

### Handwriting and Presentation

At Greenford, children are taught to write legibly, fluently and at a reasonable speed.

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).

The Handwriting Pen license is used to reward neat cursive handwriting and celebrated and presented in assembly to children from year 4 onwards.

### Inclusion

In planning work the teachers will aim:

- To provide breadth and balance of language activities for all children.
- To provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences.
- To set suitable learning challenges for individuals or small groups of children.
- To respond to pupils diverse learning needs.
- To liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.
- To relate activities for S.E.N children to their individual targets and personal plans.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.
- To identify vulnerable groups who are not making expected progress, and provide appropriate support.
- To use a variety of teaching styles and tools. For example, use of practical learning and use of visual aids to suit the needs of individuals.
- Appropriate resources are selected and used to motivate and enhance learning e.g. use of ICT.

## SEN Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support. Where required and in consultation with the SENCO, interventions can be put into place to further support the children.

Work in English takes account of the targets set for individual children in their Individual Education Plan. The pupils take an active role with setting their targets, discussing them with the class teacher/SENCO. Regular reviewing of progress takes place and aims to highlight where gaps in learning are, in order to target and support. There may be additional specific strategies as recommended and discussed with outside agencies.

## EAL Provision

Providing for pupils with English as an Additional Language should take account of each pupil's ability and grasp of the English language. Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

## Roles (Governing Body, Head teacher, Teachers, Staff, Parents, Pupils)

### **Head Teacher and Governing Body**

Support the use of appropriate teaching strategies by allocating resources effectively.

- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil Attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

### **Subject Leader**

To have an impact on raising standards of attainment for English across the whole school.

- Adapt and use the Programme of Study for English across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.

- To ensure, together with the SLT, a rigorous and effective programme of moderation of assessments.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To effectively manage any funding designated to English.

### **Class Teachers**

Ensure the effective implementation of the New National Curriculum for English.

- Adapt and use the Programme of study for English across the whole school that meets the needs of our children.
- Make effective use of Assessment for learning within English.
- To ensure work is planned to enable all children to reach their full potential.
- Engage in regular moderation meetings to agree teacher assessments.

### **Teaching Assistants**

- To support the class teacher in the effective implementation of English.

### **Parents/Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- Explaining to parents how they can support their children with homework and English learning.

### **Outcomes**

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 English and language and an enjoyment of learning. We challenge children of all abilities and in order to 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.

## Monitoring and Evaluation

This policy will be reviewed annually by the English coordinators, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.