

## **Policy & Procedure**

Newcroft

Primary Academy



**Newcroft Primary Academy**  
*Aspiring for Excellence*

# **English Policy**

## **2016- 2019**

This policy is reviewed every three years and was agreed by the Governing Body of Newcroft Primary Academy in Autumn 2016 **and will be reviewed again in Autumn 2019**

Signed: \_\_\_\_\_ Chair of Teaching and Learning

Date: \_\_\_\_\_

## ***Non-Statutory Policy***

## Newcroft Primary Academy

### English Policy

#### Aims and Vision



#### **Aims**

All children should:

- develop positive attitudes towards books so that reading is a pleasurable activity
- read a varied selection of texts whilst gaining an increased level of fluency and understanding
- develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- use reading as a means of gathering information to support their learning throughout the entire curriculum
- write in different contexts and for different purposes and audiences, including themselves
- write with increasing awareness of the conventions of grammar, punctuation and spelling
- form letters correctly, leading to a fluent and legible handwriting style
- develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations
- develop their oral abilities at their own level
- express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

## **Content**

### **The Teaching of English**

The structure of English teaching is based upon the English National Curriculum guidelines and covers all of the recommended objectives.

To ensure that there is adequate time for developing Literacy skills, each class has a dedicated English lesson each day, with a duration of approximately 45-60 minutes. Opportunities for extra reading and extended writing are planned when appropriate.

The Literacy skills that the children develop are utilised and supported in every area of the curriculum and can be directly linked with other subjects. For example, formal letter writing within Literacy may be developed within a history topic.

### **Strategies**

A typical 45 – 60 minute lesson in Years 1 to 5 may be structured as outlined below.

#### ➤ **Introduction-Teaching**

Led by the teacher the children study a text and discuss aspects of its structure, content, layout and articulate personal responses. During this session there may also be a strong focus upon the conventions of punctuation, grammar, spelling, vocabulary and sentence structure.

It may alternatively take the form of shared writing, when the children offer suggestions and the teacher acts as scribe, encouraging development and awareness of good ideas, punctuation, grammar and structure. The teacher may also just model good writing techniques.

#### ➤ **Group work, paired work, individual work**

During this time children will work on an activity that supports one of the learning objectives from the whole class input. This may involve speaking and listening opportunities or some form of recording. They may work individually or in pairs/small groups, depending upon the objective and their ability.

#### ➤ **Plenary session**

This provides the teacher with the opportunity to draw together the main teaching points of the lesson. To assess how well the objectives have been achieved and to then extend the children's learning and understanding. Children will often have the opportunity to share their work and see the progress that they are making for themselves.

Each year group has a range of teaching materials available from which the teacher plans lessons. Some of these materials are linked to the Primary National Curriculum. We have planned our teaching of English around our curriculum topic headings and the planning ensures coverage of the National Curriculum. Work is differentiated to meet the needs of the pupils and to ensure progression within each year group.

The children have a Big Write / Writing book that they take with them through the school.

Children practise reading skills individually or in groups (guided reading). Speaking and listening opportunities are encouraged and planned for.

### ***Provision is made for the full range of abilities- Differentiation***

- By recognising that some children may need specific help with literacy skills e.g. if they are dyslexic, although they may have other strengths within the subject.
- By giving extra support to children who need extra opportunities for reinforcement.
- By ensuring that pupils with particular ability and flair for English are extended through the use of additional, more demanding, open ended tasks.

### **SPELLING/PHONICS**

#### **There are four main purposes to this part of the policy:**

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Spelling is an integral part of the writing process. Pupils who spell with ease are able to concentrate on the content of their writing and the making of meaning. While it is important to remember that spelling is not the most important aspect of writing, confidence in spelling often has a profound effect on the writer's self-image. Accurate spelling implies consideration for the reader and also recognises the deeply embedded notions about correctness which we hold as a society about spelling.

### **SPELLING/PHONICS**

#### **Entitlement and curriculum provision**

Spelling is taught as part of a planned programme following the requirements of the National Curriculum and the Primary National Strategy Renewed Framework. It is the entitlement of Foundation Stage and Key Stage One to a daily session of phonics. In Key Stage 2 children will have regular explicit spelling sessions in which rules and patterns are taught. Weekly spellings are also closely linked to spelling patterns and rules or to the lists of common exception words that children are expected to be able to spell in each year group. We use the Single Word Spelling Test to diagnose spelling difficulties and to group children (Y1 to Y6) according to patterns and lists that they do not yet know.

### **SPELLING/PHONICS**

#### **The Nature of Spelling**

Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'. An understanding of the developmental spelling stage of each child will aid teachers in their teaching. Spelling is a visual motor skill and children will therefore need to develop visual strategies in order to spell correctly. Phonic knowledge alone will be inadequate. Children therefore need to be

encouraged to look carefully at words. Children may also need to be helped to understand how the English spelling system works and how our history has influenced our spelling.

Spelling is an important aspect of writing but one that should not be allowed to dominate our marking and assessment. The content of children's writing should be valued.

Children need help and encouragement in order to develop as confident, competent spellers because the ability to spell most words correctly is often closely associated with positive self-esteem and affects performance in other areas of the curriculum.

## **SPELLING/PHONICS**

### **Teaching and Learning**

The teaching of spelling aims to develop pupils as independent spellers who take an active part in their own learning. This is through a multi-sensory approach incorporating the development of fine motor skills, auditory discrimination and visual perception. Pupils are taught the knowledge and skills they need to become independent spellers. Routines and structures are provided to enable pupils to apply what they learn about spelling independently.

Teaching aims to show pupils how to become natural and accurate spellers. The programme approaches this in three ways. Firstly, by using a structured approach as outlined in Letters and Sounds (using Jolly Phonics), the Renewed Framework and Support for Spelling. Secondly, by ensuring that pupils learn and practise those words which they most frequently misspell as individuals. (Spelling Marmalade sheets are used to support this) Thirdly, by increasing their spelling vocabulary by learning how to spell and by using the technical and subject-specific words which occur across the curriculum.

## **SPELLING/PHONICS**

### **Implementation**

- All classes have a set of spelling activities to support regular opportunities for children to practice learning spellings that they need next.
- The 'Look, Say, Cover, Write and Check' approach to learning the spelling of words will be taught and encouraged.
- Children will be taught to look for common letter strings, patterns in words and spelling rules.
- Spelling marmalade sheets provide opportunities for children to learn tricky and exception words in a timed and enjoyable way.
- Spelling games will encourage children to look closely at words.
- Where possible, children will be encouraged to identify their own spelling errors and edit accordingly.
- Sound out words phonemically and by syllables
- Draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns.
- Identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory re-enforcement and memorising critical features

- Use the quartiles of a dictionary and find words beyond the initial letter
- Make effective use of a spell checker, recognising where it might not be sufficient or appropriate

The school's approach to spelling will be applied across the curriculum. Children will be taught in their normal class group, although there may be exceptions as outlined under SEN. To assess the pupils, they have an informal 'test' each week to identify the extent to which they have learnt the spelling rules they have been working on.

All teachers will be responsible for the planning and teaching of spelling in accordance with the National Curriculum.

Teaching will take into account each child's developmental stage in spelling and all children's best attempts at spelling will be valued and built upon. Children will be shown which parts of a word are correctly spelt and those which need attention. Teachers will not allow the correction of spelling errors to become dominant. All spellings will be marked in conjunction with the schools Marking and Feedback Policy.

All children will have access to suitable dictionaries and thesauruses appropriate to their age.

The learning of spelling will be encouraged as part of the home-school partnership and weekly spellings will be sent home on a weekly basis to practise, in readiness for a test in school. Children will be given words according to their developmental needs, so the amount and level of difficulty will vary. Most spellings will be set as part of a list, others might be in the form of a sentence/s and may include the learning of definitions of words and punctuation.

## **SPELLING/PHONICS**

### **Special Educational Needs (SEN)**

Some children, who may be experiencing specific difficulties, will have additional spelling sessions taught in small groups by our Intervention Teacher. For those with specific learning difficulties, HLTA, TA or LSA support may be needed on an individual daily basis. When a child is given spellings to learn as part of additional support work, they will not be expected to learn extra words to those set by the teacher; it is therefore crucial that staff communicate effectively with each other in order that the child is not over-loaded.

## **SPELLING/PHONICS**

### **Marking spelling**

#### Guidance for teachers

- Don't mark every miscue or misspelling - Choose three or four at the most and pick the ones that most need correcting – that is, words that the learner ought to be able to spell out at this stage.
- The marker should always be sympathetic to what the writer is trying to communicate, the writer's errors (whilst important) should be second to the content.
- Do not insert letters into a misspelt word. It can confuse the writer. Instead you should write the correct spelling in the margin.

## **SPELLING/PHONICS**

### **Continuity and Progression**

#### **Foundation Stage**

The emphasis at this stage is on systematic, multi-sensory, high quality phonics work which is embedded within a rich language experience. The phonics programme used, Letters and Sounds, is firmly based upon the above principles and reflects the renewed Primary Framework and Early Years Foundation Stage. Phonics will be taught daily. Jolly Phonics is also introduced alongside.

Age-related expectations are that the children will be working within phase 3 or 4 of Letters and Sounds by the end of the Foundation Stage.

The application of phonics in writing will be offered through shared and guided writing and independent writing opportunities related to the six areas of learning. Where children are in danger of not meeting age-related expectations, the school will take appropriate action in order to support the child's progress during the year. If at the end of the reception year children have not met age-related expectations, then the school will consider their eligibility for Early Literacy Support in Yr 1.

#### **Key Stage 1**

Letters and Sounds will continue to be taught on a daily basis. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes and then match the most likely letter or letters to each sound.

Year 1 and 2 (and some of Y3) are split into differentiated groups for their daily phonics session. The groups are planned for by the Class Teacher and assessments are completed at the end of each phase. In addition pupils will continue to learn how to spell a number of high frequency words and common irregular words enabling them to write fluently. They investigate and learn to use common spelling patterns, and frequently used prefixes, suffixes and inflectional endings in their own writing.

Pupils become increasingly independent. They identify reasons for misspellings in their own work and are taught how to use a simple dictionary, a range of word banks and their knowledge of word families. The 'Look-Say-Cover-Write-Check' routine is established and risk-taking in the spelling of unknown words is encouraged during guided and independent writing. Pupils should know what their responsibilities are in terms of spelling and when they may seek assistance from an adult.

#### **Key Stage 2**

At Key Stage 2 there is an emphasis on developing a range of strategies to remember how words are spelled. The use of a range of word resources and the morphology of words is developed further. Nevertheless, it is recognised that some pupils will need to consolidate the phonic knowledge and skills from Key Stage 1. Within the Literacy lesson there is a gradual shift from teaching at word level to teaching at sentence level. However, an expectation remains that there should be explicit teaching of spellings (using the class set of activities alongside each child's personal list of spellings) at least twice a week.

Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility by identifying their own spelling errors, making reasoned

choices about likely alternatives and using a range of resources (including spellcheckers and a variety of dictionaries and word banks) for making corrections.

## **SPELLING/PHONICS**

### **Assessment and Monitoring**

Group leaders plan and implement weekly spelling tests focussing on the phoneme of spelling pattern(s) being taught. A record of these are kept and monitored. Additional spelling practice is implemented with specific groups of children. Some children do not do this as a 'test' for self-esteem reasons.

Phonics tracking will be used for all children being taught in the differentiated groups from Reception to Year 3.

Results of progress and standards will be discussed with the Literacy coordinator and action points will be implemented accordingly. Assessment details of Year 5/6 will be forwarded to secondary schools on transition.

## **READING**

### **Entitlement and curriculum provision**

- To encourage and promote reading for pleasure.
- To create a school environment that celebrates reading
- Encourage children to become independent and reflective readers.
- Develop children's experiences of reading through a variety of texts including the use of libraries, ICT and other media.
- Develop reading strategies and skills, accuracy and fluency, understanding and response to texts.
- Develop children's ability to reference, locate and use evidence from a variety of texts

## **READING**

### **Teaching and learning**

- Objectives for the teaching of reading are taken from the new National Curriculum Framework (2014)
- Children are encouraged to use a variety of strategies to decode and understand text.
- Comprehension skills are taught explicitly during shared and guided reading sessions

## **READING**

### **Curriculum provision**

#### **Shared Reading**

- Shared reading takes place during Literacy lessons. This includes big books or texts displayed on the IWB. During this time specific reading skills are taught.
- Learning objectives for shared reading will be taken from the New National Curriculum Framework (2014)
- Shared reading can also be used to teach children about different genres.

### Guided Reading

- Every child takes part in a carefully planned guided reading session with the teacher once a week.
- In some classes, extra guided reading sessions may take place with a Teaching Assistant. This will be in addition to the Guided Reading session with the teacher.
- When a Guided Reading session has taken place, the teacher will stamp and make a note of the book title in the child's home school diary.
- Our Guided Reading materials are graded using book banding.
- Our Guided Reading sessions are always challenging- the children should be reading a book a level above the colour band that they are reading independently.
- The children work in small groups with other children of a similar reading ability.

### Individual Reading

- Each child has an individual reading book to take home and share with their parents/ carers.
- Our individual reading books are stored in classrooms and they are sorted using book banding.
- Individual reading books will be chosen from a specified book band decided upon by the teacher.
- The children have free choice within the specified colour band.
- We have a wide variety of schemes and publishers and genres in each colour band.
- Parent helpers come in to hear children read their individual reading books. They help the children to change their books and update the ongoing record sheet with the current book.
- Our teaching and support staff are trained to carry out running records with children to ensure that children are reading books with the correct amount of challenge
- We encourage our children to re-read books in order to improve fluency and accuracy and facilitate reading for pleasure.

### Other Reading Provision

- Each classroom has a reading corner with cosy and attractive seating and book storage.
- Vulnerable readers are identified by SMT and the Literacy Coordinator. These children are heard read on a more frequent basis to improve their word recognition, decoding and comprehension skills.
- We have regular reading challenge days where the children participate in fun reading activities. Authors are sometimes invited into school to work with the children.
- Reading workshops are held once a year to explain current teaching methods and theory to parents.
- We use i-pads to enhance the children's reading activities. Teachers plan these into guided reading or whole class literacy lessons
- Opportunities are planned for children to read aloud to a variety of audiences.

- Class novels/ stories are read aloud to the children for 10 mins at least three times a week.

## **WRITING**

### **Aims**

- Ensure progression of writing skills across the school
- Provide meaningful writing experiences
- Encourage children to develop confidence, independence and a love for writing
- Enable children to develop a wide and interesting vocabulary
- Inspire children to write through exciting shared experiences
- Model a high standard of writing to secure high expectations
- Ensure children are taught and recognise the range of functions that writing can have e.g. persuade, instruct, inform and entertain
- Develop a clear understanding of the structure and language features associated with different genres of writing
- Children will learn to write in a fluent and joined handwriting style

## **WRITING**

### **Teaching and Learning**

- High quality texts are used to challenge engage and enthuse children
- There is a clear progression in the teaching of writing which includes familiarisation with the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing ( see below)
- Progression of teaching writing includes exploring features, planning, drafting, assessing and editing
- Writing inspiration days are planned in to provide opportunities to inspire writers across the school

## **WRITING**

### **Curriculum Provision**

#### Modelled Writing

The teacher talks aloud the thought process as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate

#### Shared Writing

Shared writing is a collaborative approach. The pupils contribute their thought and ideas for the teacher to select the most appropriate. Learning objectives for shared writing will be taken from the New National Curriculum Framework (2014)

#### Supported Composition

Children work with a partner to compose texts. This often follows on from the modelled or shared writing process

### Guided Writing

Pupils are grouped by writing ability. The Teacher or Teaching assistant works with a specific group to focus on a particular part of the writing process. The task is carefully selected to provide an appropriate level of challenge.

### Independent writing

The children are given regular opportunities to apply their understanding of the text type in their own writing

### 'Big' Writing

Extended writing takes place once a week from Yr 1 onwards. The children write silently for an extended period. (Year one -30 mins; Year 2- 40mins to 1hr; Years 3,4,5,6 - 45 mins to an hour). Calming music is sometimes played in the background. This often links to other subjects

### Cross curricular writing

Writing often takes place in other subjects across the curriculum. Children's written skills should be attended to whenever they are writing.

## **English Assessment**

Informal assessment occurs throughout every lesson through discussion and evaluation of the children's work. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson.

More formal records for each pupil will consist of:

- Pieces of unaided and levelled written work (kept in pupils' Big Write book) – teachers provide accurate teacher assessments every 8 weeks; based on their analysis of pupils' work.
- We moderate pupils' work, as a whole staff, at least termly. Levels are agreed between professionals. We seek to moderate with other schools whenever possible.
- Personal targets - children are expected to work towards achieving their personal targets through self assessment, aided by teacher assessment – Their targets are kept in their Big Write books.
- Work is assessed via marking and improvements encouraged through highlighting,
- The single word reading test is carried out three times a year.
- Spelling Tests are carried out weekly. Children's spellings are based on accurate diagnostic assessment using the 'Single Word Spelling Test'.
- Optional SATS are carried out each May. Reading tests are marked according to the mark scheme.
- Reading and writing trackers are kept updated by the Head teacher and teachers analyse the data every eight weeks; providing a written summary to the Head
- Pupils on the SEN and G&T records are identified and monitored. Progress towards targets in SSPs is analysed by teachers and the SEND Coordinator

### **Cross-Curricular Links**

Cross-curricular links are made in specific subject areas:

- These occur in all subject areas

### **The Role of The Head teacher**

In consultation with the English Subject leader, the Head teacher:

- determines the ways English should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that English is used in a way to achieve the aims and objectives of the school;
- ensures that there is an English policy, and identifies an English subject leader.

### **The Role of the English subject leader**

The English subject leader should:

- ensure the development of a scheme of work for the English curriculum. This will follow the National curriculum guidelines and will be built around the school's curriculum topics and cover aspects of the English National Curriculum statements.
- promote the integration of English within appropriate teaching and learning activities;
- manage the provision and deployment of resources and give guidance on classroom organisation support,
- inspire colleagues to deliver high quality teaching and learning opportunities;
- analyse data to identify strengths and weaknesses in outcomes; planning for improvement accordingly.
- write, monitor and evaluate an action plan for English for the School Improvement Plan
- lead INSET within the school, and investigate suitable courses elsewhere,
- act as a contact point between the school and support agencies, including the LA,
- provide technical expertise,
- lead the evaluation and review of the school's English policy,
- bid for and manage the budget for this curriculum area,
- monitor and review the English provision within the school,

### **Monitoring and Evaluation**

The teaching of English will be monitored through the School Improvement Plan by the English subject leader in the first instance and then by the Senior Leadership Team and the Head teacher. SATS results are analysed and areas for development prioritised. Governors are kept informed via a subject report as scheduled in the Monitoring and Evaluation programme. The Governor(s) assigned to monitoring English will be kept abreast of developments, progress and changes within the subject.

### **Health and Safety**

Health and Safety issues in English include the safe teaching of appropriate procedures when dealing with e.g. overhead projectors, tape recorders etc. The children are taught to be aware of their own and others' safety. Children also learn about e.g. what constitutes appropriate reading material. They are expected to display appropriate behaviour at all times.

### **Equality Statement**

At Newcroft Primary Academy, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.