

Policy & Procedure



English Policy

2021 v1

This policy was agreed by the Governing Body of Newcroft Primary Academy on 27th September, 2021 and will be reviewed as required.

Signed: _____ Chair of Governors

Date: 27th September, 2021

Non-Statutory Policy

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
- 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 English skills, each class has a dedicated English lesson each day, with a duration of approximately 45-60 minutes. Opportunities for extra reading lessons and extended writing are planned when appropriate.

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

Strategies

A typical 45 – 60 minute lesson in Years 1 to 6 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/modelled 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. Staff assess how well the objectives have been achieved and 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 is used for final pieces of writing. Children practise reading skills individually, as a class and differentiated through focused reading domain lessons. 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 where the children are taught all 44 phoneme- grapheme correspondences which they will apply in reading and spelling activities. In Key Stage 2 children will have regular explicit spelling sessions in which rules and patterns are taught for the spellings set out in the National Curriculum for their 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. The children are assessed termly on the statutory spelling lists and rules in accordance with the National Curriculum.

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. 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.
- Staff follow the requirements of the national curriculum to ensure that the correct rules and spelling patterns are taught and referred to.
- Children will be taught to look for common letter strings, patterns in words and spelling rules.
- 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

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. 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 spelling lists are sent home in homework books. Parents are encouraged to learn these as part of their weekly homework with the children.

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 or above the misspelt word. Using the acronym from the marking policy, write 'sp' in the margin and write the correct word at the bottom of the page for the children to practise three times. See the marking and feedback policy.

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 Letters and Sounds to support children in remembering the new phonemes taught.

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 extra support in a Phonics or Spelling programme advised by the SENCO.

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 term and 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. Spelling is also taught within the sequence of lessons in English.

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 spelt. 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 English 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 the year group spelling and rules) at least once 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

Spelling tests are administered in classes to support the class teacher's assessment. Termly tests are conducted in year 1 – 6 to test the children on their ability to spell statutory year group spellings. These results are collated across school and monitored by the English subject lead and supporting colleagues.

APPROACHES TO THE TEACHING OF 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 and are based on the content domains of reading (2014)
- Children are encouraged to use a variety of strategies to decode and understand text.
- Comprehension skills are taught weekly in explicitly during whole-class reading, as part of the writing sequence in Years 1 – 6.
- VRIC reading sessions are taught across school to ensure that vocabulary retrieval, interpret and author's choice skills are practised regularly, using a range of texts as stimulus.

READING

Curriculum provision

Phonics

- Children from Reception to KS1 are daily taught phonics for 20 minutes. They are taught the fundamental skills of identifying, segmenting and blending individual 'phonemes' or sounds that combine to form words.
- Teachers follow a four-part lesson that involves revisiting and reviewing previous learning, teaching a new phoneme-grapheme correspondence, practising this in reading and writing activities and then being given the opportunity to apply the new learning within a sentence.
- Children are also given the opportunity to read pseudo words to assess the children's ability to segment and blend new words.
- Children learn to read and spell tricky and common exception words in these sessions.

- Training is given to new staff that have never taught phonics. They are given support in subject knowledge and resourcing.
- Regular learning walks take place to monitor the impact and effectiveness of these lessons. Informal feedback is given to staff on suggested improvements and alternative ideas for future lessons.
- Phonics workshops are held for parents in Reception and KS1, detailing the phases their child will be taught and what they will be taught in each phase. Practical support is also given to parents to enable them to support their child at home with phonics.

Weekly Whole-Class Reading Lessons

- Shared reading takes place during weekly reading lessons. During this time, specific reading skills are taught, linked to the content domains of reading. Lessons focus specifically on these skills, with a large focus on vocabulary, retrieval and inference.
- Learning objectives for reading lessons will be taken from the New National Curriculum Framework (2014)
- Shared reading can also be used to teach children about different genres.
- In some classes, extra guided reading sessions may take place with a Teaching Assistant, as part of an intervention plan.
- The texts chosen are always challenging- teachers are encouraged to choose texts which stretch pupils. In most cases, the texts are aimed at children at least 12 months above.
- Lessons are presented in a variety of ways to expose children to question layouts. Questions often refer to the number of marks available, which encourage children to think about the length and extent of their answer.
- Lessons involve modelling answers and teaching the reading skills explicitly.

VRIC Reading Sessions

- VRIC sessions take place from Reception to year 6. They typically last between 20 – 30 minutes to support the teaching of reading.
- VRIC is taught up to 2 times weekly in EYFS, verbally.
- VRIC is taught up to 2 times weekly in Year 1, beginning verbally and transitioning to recording in books in the Spring term.
- VRIC is taught up to 2 times weekly in Year 2.
- VRIC is taught 3 times weekly in Year 3 – 6.
- Lessons are recorded in English books, however some sessions are taught verbally, particularly in Reception and KS1.
- The reading stimulus is always something different; it can be a text, song, poem, video, photo or advert.
- The lessons are focused on vocabulary, retrieval, interpret and choice. These are 4 areas identified as a priority.
- The lesson begins with teachers discussing and unpicking the text with the children. The children then answer 4 questions (on vocabulary, retrieval, interpret and choice). The teacher ends the lessons by discussing appropriate answers and suggesting improvements to answers.

- Some silver star challenges are given as an extension on learning. These may link to other reading skills, but demand the children to think in a different way and challenge them further.
- Regular learning walks (often involving governors) take place to monitor the impact and effectiveness of these lessons. Informal feedback is given to staff on suggested improvements and alternative ideas for future lessons.

Individual Reading

- Each child has an individual reading book to take home and share with their parents/ carers.
- From Reception to KS1 children are given an individual reading book that directly correlates with their phonics ability and the phoneme-grapheme correspondence they are learning weekly. This ensures reading is personalised. Children in KS2 are also provided a phonetically decodable book – Dandellion Readers – to develop their phonic skills. These books focus on the letters and sounds covered in weekly phonics lessons.
- Our individual reading books are stored in classrooms and they are sorted using the school book banding system.
- Individual reading books will be chosen from a specified book band decided upon and regularly assessed by the teacher.
- The children have free choice within the specified colour band, however are guided by an adult if the children are choosing similar texts each time.
- 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

- If appropriate, some classrooms have a reading corner with cosy and attractive seating and book storage.
- Vulnerable readers are identified. These children are heard read on a more frequent basis (3 times weekly) to improve their word recognition, decoding and comprehension skills.
- We have Regular Readers incentive across school, encouraging children to read 3 times weekly at home to become a ‘Regular Reader’ and earn money for their class piggy bank.
- Reading INSETS and staff meetings are held (when necessary) explain current teaching methods and theory to parents. These provide parents with the resources needed to support children’s reading.
- Opportunities are planned for children to read aloud to a variety of audiences. This is done in most reading lessons.

- Class novels/ stories are read aloud to the children to promote reading for pleasure. These texts are displayed in classrooms and in our library.

APPROACHES TO THE TEACHING OF 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

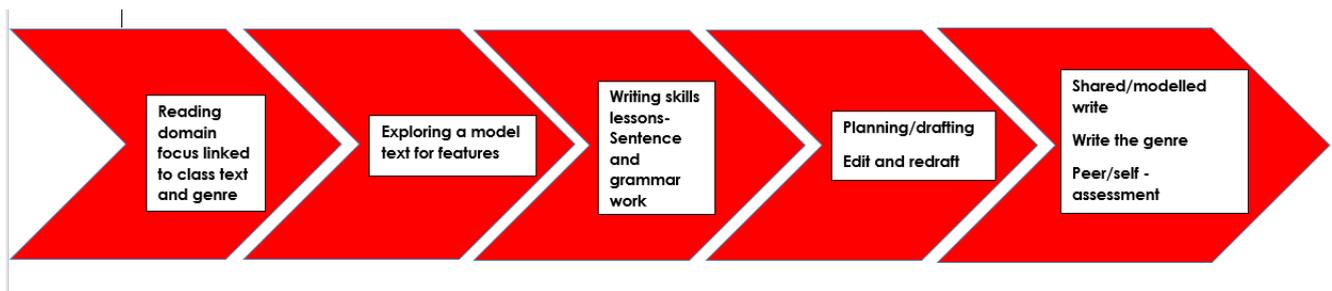
The children are given regular opportunities to apply their understanding of the text type in their own writing

'Big' Writing

Extended writing takes place once a week from Yr1 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 and to plan for subsequent lessons.

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 half term; these are based on their analysis of pupils' work. Teachers assess using SOT (symphony on track) and 'I can' statements in Year 2 and Year 6.
- We moderate pupils' work, as a whole staff. Levels are agreed between professionals. We seek to moderate with other schools whenever possible in staff meetings.
- 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 and children are encouraged to refer to these.

- Work is assessed via marking and improvements encouraged through highlighting. Children are given an individual target for their writing after every Big Write to improve their writing (except in Year 6 from the Spring term onwards, to support the Year 6 moderation process and encourage independent work.
- NTS reading assessments are used termly to provide vital assessment information on children's reading fluency and comprehension.
- Spelling Tests are carried out termly, based on the statutory spelling lists for each year group. Data is submitted to the English leader and analysed. Suggest intervention ideas are then provided to support teachers moving forward.
- SATS are carried out each May in Year 2 and Year 6.

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.

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.