

Alice Ingham RC Primary School



Journeying to Excellence Through
Faith and Learning

English Policy

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The Contribution of English to the School's Curriculum

At Alice Ingham RC Primary School we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are, therefore, given a high priority in our school and where possible the creative curriculum and ICT will be used as tools.

Our overarching aim for English 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.

We aim for our pupils to:

- 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
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Alice Ingham RC Primary School we encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014)

Curriculum Delivery

In reception through to Year 6, children are taught English within their classes. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of the English lessons.

A clear lesson objective and success criteria are a feature of all English lessons. Working walls support learning in the classrooms. Evaluative marking is used. Assessment informs planning and reference is made to the National Curriculum in medium term plans.

We provide a rich and varied experience for pupils to draw on in their writing and reading which should include the whole curriculum.

Approaches to Spoken Language

The four strands of spoken language: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards.

Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

Approaches to Phonics

Intent

At Alice Ingham our English Curriculum has been designed to ensure that all children develop the basic skills in reading and writing as quickly as possible. There is a particular focus on Phonics and Early Reading Skills in the Early Years and Key Stage One (KS1). This forms a solid foundation for our children to become independent readers and therefore be able to take full advantage of an engaging wider curriculum. We believe that reading opens the window to the world and encourage and nurture a love of reading in all children. Children are supported and encouraged to become independent readers, in order to access meaning and information from the written world around them. We are passionate about developing readers who have a love for reading and read for pleasure.

We aim to enable our children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Spell effortlessly so that all their resources can be directed towards composing their writing.

Implementation

Phonics teaching is delivered each day in discrete Read, Write Inc (RWI) sessions. The programme is designed to get children reading as quickly and accurately as possible. RWI is a validated systematic synthetic phonics scheme and Alice Ingham follow the scheme with fidelity. Once children are assessed as reading at the required level of accuracy and fluency they are ready to move off the RWI programme and into whole class guided reading. The teaching of phonic skills is embedded within English teaching in each class.

Children are assessed and then put into groups based on their ability. This means that activities are targeted to the needs of pupils, regardless of their age or starting point. Groups are 'fluid' meaning that when a RWI Group Leader identifies a child who is exceeding in their group they will be able to move to the next group after being re-assessed. All children are assessed at least half termly by either the Early Years Lead for Year R or the Read Write Inc Leader. This is to ensure that their progress is tracked effectively. Regular assessment also makes sure that children who may need additional support are identified quickly so teachers can put interventions in place if necessary.

Those children who are not ready to come off the RWI programme will continue to progress through it until they reach the required standard to access whole class guided reading. They will receive intervention. This may mean that a small number of children working significantly below their age related expectations may continue to be on the RWI programme until Year 3.

Impact

Regardless of background, ability or additional needs, by the time children leave KS1 at Alice Ingham Primary School they will:

- Have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read.
- Impact is also measured through end of key stage assessments in EYFS and Year 2 as well as phonics outcomes in Year 1 and Year 2.

Approaches to Reading

Intent

At Alice Ingham we put reading at the heart of our curriculum. We recognise reading as a vital life-skill that all children need and we also aim to develop a love of reading that will stay with the children for life. Reading is taught as part of the National Curriculum for English. Children learn to read a variety of fiction and non-fiction texts, and use their reading skills in many other areas of the curriculum. Teaching children to become fluent readers is a large and exciting part of what we do at Alice Ingham. We have lots of opportunities for reading exciting books and materials both inside the classroom and outside. Reading underpins learning in every subject and teachers take every opportunity to provide opportunities for reading at length in the wider curriculum. Reading enables children to make links to their own lives and other curriculum subjects providing opportunity for oral discussions in all subjects. This also helps prepare pupils for high school and the more in-depth reading across the curriculum which is required. We ensure our reading curriculum includes enrichment experiences such as visiting libraries and working with authors within school. All children are given the opportunity to access the curriculum at their level and are provided with the resources required to enhance their understanding.

Vocabulary development is at the heart of the teaching of reading as we recognise the importance of building a wide vocabulary in order to understand texts. Oracy is prioritised in order to build vocabulary for all children. Children in key stage one and two investigate new vocabulary in whole class reading sessions and through other subject areas. Our aim is for all children to reach their full potential in reading.

Implementation

Early reading is prioritised in EYFS and KS1. It is underpinned by RWI phonics scheme, which is taught daily. EYFS and KS1 ensure training in teaching phonics is held regularly and all teaching is to the same high standard and uses a consistent approach, which the children are familiar with.

Children on the RWI phonics scheme have RWI book bag books, which are matched to the level they have been assessed at. They also take home a copy of the text that they have been reading in class to further develop their confidence and reading fluency.

Children in KS2 and those in KS1 who are off the programme, take part in a daily Guided Reading session which teaches them a range of skills and strategies they need to read and comprehend. The structure of the Guided Reading session is consistent across the school and all staff receive training in Guided Reading. Alice Ingham follows the RAMP (Reading And Modelled Practice) Reading approach which focuses on inference, questioning, clarifying, summarising, and predicting.

We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. Reading for pleasure is modelled by adults across the school and children hear adults read on a daily basis. All classes have a reading and poetry spine which they follow to ensure children are hearing a range of high quality texts.

Pupils have opportunities to undertake guided, shared and independent reading throughout the school. A diverse range of group reading books and a staged reading scheme are available. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matter, therefore we use Accelerated Reader to provide the children with an appropriate reading book for their current level.

When it is felt appropriate for individual children, they may become 'free readers' and choose from the class library. Reading age tests are undertaken throughout the year to identify children who require extra support with their reading (see assessment timetable). Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension. Daily readers are identified by class teachers to receive additional support in their reading fluency. Class teachers listen to all pupils read regularly. Home reading is encouraged and is an integral part of the child's development. In order to have strong communication between teachers and parents/carers, each child has a school planner where both the staff and parents can write comments about how the child is progressing with his/her reading. Reading challenges are offered within school. An annual book week is held along with a book fair to further promote reading.

Impact

Regardless of background, ability or additional needs, by the time children leave Alice Ingham Primary School they will:

- Be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types
- Have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read

- Be inspired by literature and will read for pleasure.

Impact is also measured through end of key stage assessments in EYFS, Year 2 and Year 6 as well as phonics outcomes in Year 1 and Year 2.

Approaches to Writing

Intent

At Alice Ingham we believe all children should be able to confidently communicate their ideas, knowledge, creativity and emotions through writing.

To develop our children as writers we:

- use the Talk for Writing approach to teach writing
- support children to acquire a wide vocabulary
- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable children to become confident and competent spellers.
- Ensure all pupils to take pride in the presentation of their writing, by developing a good, joined, handwriting style by the time they move to secondary school.

Implementation

At Alice Ingham, we use the Talk for Writing (TfW) approach across our school to teach children to become independent, confident and creative writers. Talk for Writing is impactful because is based on how children learn and is rooted in research and best practice. The inclusive approach moves children systematically and supportively from being a dependent writer through to an independent one and complements our reading strategy – they both strengthen one another. Oracy and reading are central to the TfW process and it equips children with the skills of cohesion and composition. Talk for Writing also supports

children with English as an Additional Language by immersing them in our language and scaffolding the acquisition of it.

The Talk for Writing strategy is based on three stages: Imitation, Innovation, Independent Application - which moves children from dependence into independence. Each half term each year group will complete both a narrative and non-fiction piece of writing. Each sequence contains regular opportunities for shortburst writing.

During each fiction unit, the children will learn:

- how the story is structured / organised (plot pattern)
- how to write effectively focusing on an element of composition e.g. setting, action, suspense etc. (writerly toolkit)
- a way to innovate (e.g. substitution, addition, translation, change of view point and/or genre).

During each non-fiction unit, the children will learn:

- how the text is structured/organised
- how to write effectively focusing on the linguistic and grammatical devices the text type demands
- how to write accurately and informatively using a given content & a way to innovate (e.g. substitution or addition)

The TfW process is cumulative and progressive so as children's writerly competencies develop and strengthen their ability to structure, compose and innovate will become more sophisticated and complex. Children will learn how to become a 'writer' and the skills surrounding collecting ideas, drafting, editing and publishing. We have progression documents in place for non-fiction, composition toolkits and grammar to ensure composition is taught at ARE or beyond. These documents also support teacher's subject knowledge and pitch.

The writing curriculum is sequenced so that it is cumulative, whereby the children's knowledge is constantly revisited and built upon. It has also been designed so that, in non-fiction, once the skills have been learnt they will be applied across the curriculum. Writing is taught daily across the school and additional spelling and grammar lessons are planned in.

The school follows the 'No Nonsense' spelling programme which enables the children to recap on the previous year's spelling patterns and then introduces new patterns and sight words. This programme is in line with the National Curriculum for spelling. Identified children receive extra spelling and phonics support.

Impact

By the time the children reach the end of our writing curriculum, they will have experienced a rich variety of the finest literature, they will have written in a range of text types and for a variety of different audiences and purposes. The impact of the curriculum will be that they become an effective communicator through the medium of writing, have developed authorial agency and are able to engage in meaningful discussions about their own work and the work of others.

Writing evidence will be recorded in writing books.

Writing will be assessed using:

- Diagnostic assessments (cold task)
- The Independent Application task(s) – Hot task which is completed by pupils at the end of each unit - teachers use this to assess the impact of the teaching and use teacher assessment framework to support any judgements made.

Teachers will record whether children are well below the age-related expectation, just below the age-related expectation, in line with the age-related expectation or above the age-related expectation.

These judgements will be quality assured through internal moderation using resources including year group toolkits (teacher assessment framework for Years 2 and 6) and the Teacher's Moderation Toolkit (Prim-Ed). Teachers will attend external moderation in year groups and moderation alongside external consultants. Judgements will include first hand evidence of how pupils are progressing, drawing together evidence from writing moderations, discussion with the Senior Leadership Team and subject leader during pupil progress meetings, observations of lessons and book scrutinies. Rigorous assessment allows for teachers to plan progression and to identify children who need additional support.

Approaches to Handwriting

Handwriting begins in the E.Y.F.S with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention.

Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place at least four times a week and more frequently in the foundation stage. Correct

posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled through the use of PEN Pals.

The national expectation at the end of year 6 is that children will join their handwriting. Staff use resources from Pen Pals to teach individual letter joins with the semi cursive style. This begins in Reception with discrete lessons following a clear scheme of progression. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent hand-writing. Children who have been identified as having difficulties with their handwriting will be given handwriting lines in their English books as a short term intervention to support letter formation and sizing.

Feedback in all books will include addressing incorrect letter formation and sizing as well as ensuring all presentation in to the child's highest standard.

Children who have reached a standard of joined writing are rewarded with a Pen License that allows them to write in pen in their school books.

Cross Curricular Links

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Assessment and Target Setting

- Work is assessed in line with the Assessment Policy.
- Teachers use developmental feedback in order to identify where children have included elements of the success, set next steps targets and to give children the opportunity to revisit their work in order to make improvements.
- Summative assessment is used three times a year in order to assess the children's writing against the school's writing toolkits.
- Writing targets will be generated as a result of ARE assessments.
- Summative assessment is used three times a year in order to assess the children's reading against the ARE
- Spelling and Grammar will be assessed each term using PiXL assessments
- Year 6 pupils undertake SATs in May.
- Year 2 Pupils undertake SATs in May
- Year 1 pupils undertake the phonics screen in June
- EYFS undertake Statutory assessments in June

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided.

- Children with identified SEND in English receive tailored support.
- Children who are identified as having additional needs with reading, receive extra support from TAs.
- More able children in English are identified and challenged appropriately.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of the Curriculum Team

The English curriculum team are responsible for improving the standards of teaching and learning in English through the monitoring and evaluation of the subject. This will involve:

- monitoring of pupil progress
- conference with pupils regarding all areas of English
- analysing data
- monitoring the provision of English in line with the subject monitoring policy
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments analysis of SATs results to identify areas for development checking that assessment for English is carried out in line with the school's assessment policy.

Parental Involvement

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using school planners and a tool for communication between school and home. Many parents support Book Week by offering to

come and read stories to the children. Parents provide support for handwriting, spellings and various genres of writing that may be set for homework.

Conclusion

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Guided Reading Policy
- Handwriting Policy
- Assessment Policy
- Marking and Feedback Policy
- SEND Policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy

This policy will be reviewed by staff and presented to governors for approval every two years.