



Fishburn Primary School

POLICY FOR ENGLISH

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The Contribution of English to the School's Curriculum

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

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. Children that have a SEN support plan with a specific need in English will receive intervention that focuses on the child's more specific individual needs (see inclusion section).

A clear lesson objective and success criteria are a feature of all English lessons. Common displays are used to support learning in the classrooms such as Grammar for Writing, phoneme charts and a Big Read display. Assessment informs planning and reference is made to the National Curriculum in medium term plans. The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate. 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 speaking and listening

The four strands of speaking and listening: 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 spelling

Each class has a structured weekly scheme for spelling. This begins with the application of phonic knowledge in Reception, Years 1 and 2. Their spelling scheme is aligned with the Sounds Write phonics programme which covers all aspects of the National Curriculum. In Years 3- 6, the National Curriculum spellings have been broken down into teaching weeks leaving time at the end of each year to practice spellings from the word bank.

Three steps to spelling

1. Phonic start by breaking the word up into syllables, ask the question 'what sounds can I recognise in each syllable?'
2. Are there parts of the word I can spell? (could be from another word)
3. Underline parts of the word you are stuck on.

Practice

Segment words accurately into grapheme sums.

Look, cover, write, spell.

Rehearse the words through handwriting exercises.

Use the words in context within a sentence through independent tasks and dictation exercises.

Assessment of spellings

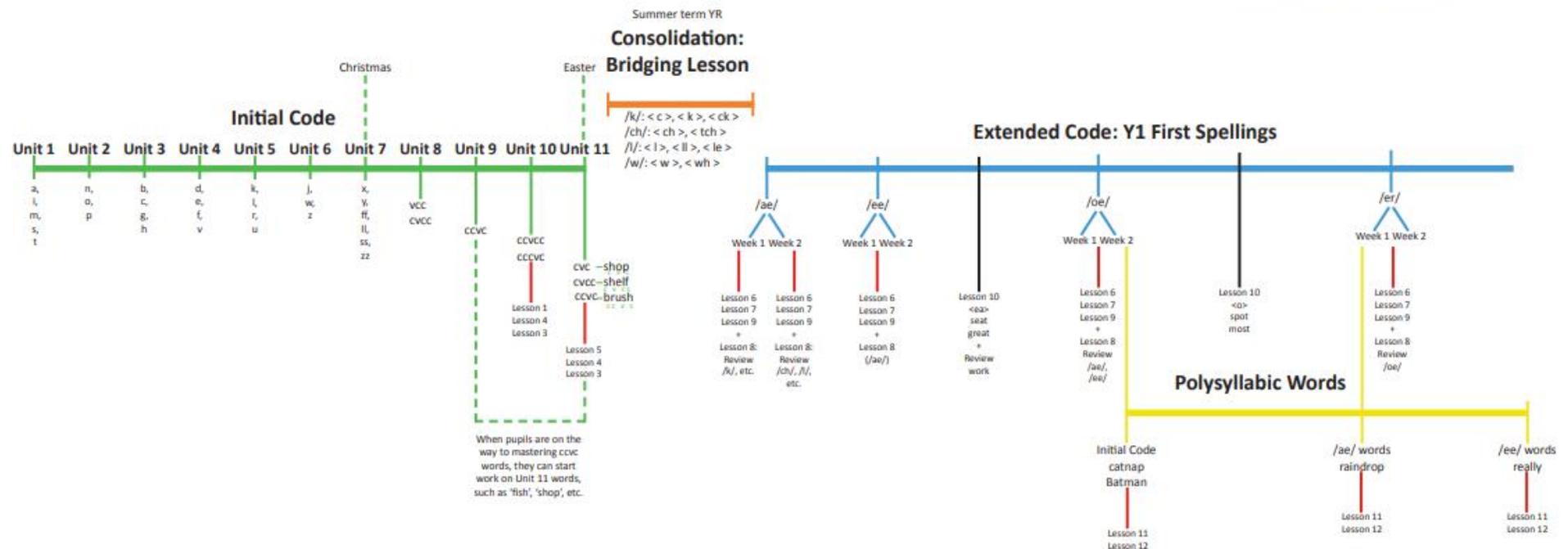
Monitor the application of the spellings taught in written tasks. Age-appropriate errors and misconceptions of taught spelling rules should be addressed in all subjects across the curriculum with a particular focus on technical vocabulary e.g. scientific terms.

Approaches to phonics

The teaching of phonic skills is embedded within English teaching in each class. Additional provision is made each day in discrete Sounds Write sessions from Reception- Year 2. **Phonological awareness is also taught discreetly to give children the foundations they need to acquire phonic skills.** These comprise of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. During these sessions children are also explicitly shown how to apply their developing skills to their writing. **All children are grouped in accordance to their individual needs and are in phase appropriate groups.**



Sounds-Write Timeline UK



The extended code is continued into Year 2 and children come off the phonics programme once they can confidently read and spell the words in the 'Level 4' phase of the phonic matched reading scheme book

Approaches to Reading

Pupils have opportunities to undertake guided, shared and independent reading throughout the school day and in extra-curricular time. Children read in breakfast and after school club, take part in book clubs and have strong links with authors who we write to and have Skype conversations with. Children will read independently for 15 minutes every morning and take part in a Big Reading session once a week. During this session, a shared class novel is used and children are able to develop stamina as well as the full range of reading skills. In Key Stage Two- this is delivered through a 'reciprocal approach' to further enhance children's reading skills:

- Predict
- Clarify
- Question
- Summarise

A diverse range of group reading books and a staged reading scheme are available. Electronic texts are also available for shared reading which gives children the choice of media they choose to engage with. 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, the progression in reading is outlined in more detail below:



	1	2	3	4	5	6	7	8	9	10	11- 20
R	7 books/unit = <u>70 books</u>										4 books/unit = <u>40 books</u>
	4 launchers + 3 readers										
Y1	Level 1 Units 1-14 <u>14 books</u>										
	Level 2 Units 1-14 <u>14 books</u>										
Y2	Level 3 Units 1-14 <u>14 books</u>										
	Level 4 Units 1-14 <u>14 books</u>										
<u>TOTAL BOOKS- MAIN PHONICS SCHEME = 176</u>											

Reception children are given reading books as soon as they have the blending ability to access Unit 1. For struggling readers, a lending library has been set up in order for children to take home reading books to share with adults.

There is a range of catch up materials for those who have worked through the programme and need further support: Phonics Bugs (134), Magic Belt (12), Titan's Gauntlets (12), Songbirds (96), Talisman 1 (12), Talisman 2 (12) Rescue Stories (12), Rapid Phonics (56), Big Cat (23), Rigby Star (48) and Lego Phonics (20)= **437 further titles.**

In Year 3, the Alba series is used to focus on those who did not meet the phonics standard by the end of Year 2 and their progress is tracked alongside Key Stage 1.

In Key Stage Two, there are approximately 200 fiction books in each classroom. The books are organised into reading standards as set out in the Oxford Big Reading assessment scheme. A significant spend has been made to give children access to high-quality non-fiction texts linked specifically to the topics they study in each year group.

Reading age tests are undertaken throughout the year to identify children who require extra support with their reading (see assessment). Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension.

Reading with adults

Home reading is encouraged and is an integral part of the child's development and reading records are monitored by school leaders. Staff make every effort to ensure that all children receive similar opportunities to read with an adult. Each teacher keeps a weekly log of the children who have been read with along with making comments in children's reading records. Parent and governor volunteers read 1-1 with children who are in need of reading recovery.

Approaches to Writing

To develop our children as writers we:

- 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.

We expect children to have the opportunity for extended writing (on average) once every two weeks. In some cases, with complex texts, this may take up to three weeks. For other simple texts, an extended piece of writing may be produced within one week.

Grammar and Punctuation

In Nursery and Reception, children are introduced to the basic principles of grammar and punctuation appropriate for their age range. They learn through a wide range of activities such as: singing rhymes, conversations with adults, stories, interactive educational programmes, phonics, reading and writing.

In Key Stage 1 a more formal approach is taken with grammar and punctuation teaching taking place in phonics and writing sessions. Children's learning is also supported through weekly spellings and in teacher-led reading activities.

In Years 1 -6, the Durham County Council's recommendation for progression in Grammar, Punctuation and Spelling has been adopted.

Handwriting approaches

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 once 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 using a range of resources.

The national expectation is that children will join their handwriting in a cursive style. Staff use resources developed by Fishburn Primary School to teach individual letter joins with the leader feeder cursive style. This begins in year 2 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.

See Marking, Feedback and Presentation policy for exemplification.

- Start on margin line.

- Make ascenders and descenders clear



- Always pick up common mistakes
y but yet west can
y bag no we me
a o

- Clear joins - horizontal oa ou we

- Clear joins - diagonals ca br gi

ca co ci cu ce ck cr

da do di dr de dr dm

ef eg es et eck eu

fa fo fi fa fo fl fu

ga gi ge go gr gs gl gm

ha hi ho hr hm hu hr hs

ia is it ip ir im

ja je ja je ji jj

ka ki ko kr ks

la li lo lu lg ls

ma mi mo mu mr

na no nu ni on ns nt

os ot ou om or og

pa pe pi ps pg pr pt

qa qu qs

ra ri ru re ro rg rt

sa si so su sr sg st

ta tr ti tr ts

us ue ui ur ug

vs vw vt vl vm

wa wo wi wg wt

xa xi xo xu xr xs

ya yi yo yr ys

Assessment and Target Setting

Work is assessed in line with the Assessment Policy.

- Children in the Foundation Stage have their attainment on entry assessed by baseline observations and their progress is tracked and monitored through the use of Target Tracker throughout Nursery and Reception. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1
- Year 1 pupils undertake the phonics screening test.
- Phonics tracking is stored centrally Excel tracker on the Staff Drive.
- Year 2 children undertake SATs in Summer term.
- Reading ages will be assessed throughout the year using the Salford Reading Test (until children reach the upper reading age limit of the tests)
- Leaders track the impact of Lexia intervention through diagnostic reports termly.
- Big Read assessment materials are used by leaders to moderate teachers' judgements in reading.
- Teachers use written and verbal feedback in order to identify where children have included elements of the learning objective and set next steps targets. They ensure that children are given the opportunity to revisit their work in order to make improvements.
- In school, cross-school and external moderation is undertaken throughout the year to ensure accuracy of judgements. This includes working with Durham County Education Development Service.
- The 'statements' section on Target Tracker is updated at least termly in order to give teachers the best indication of where gaps in learning are.
- Summative assessments (Steps) is updated termly once the statements have been analysed.
- Termly pupil progress meetings are held for reading and writing.
- Year 6 pupils undertake SATs in May.

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 from SEND TAs.
- Children who are identified as having additional needs with reading, receive extra support from Teachers and TAs.
- Targeted phonic intervention is delivered using Lexia in addition to in-class intervention.
- More able children in English are identified and challenged appropriately.

Challenges for these gifted pupils are provided within English lessons or in addition through a range of wider opportunities e.g. More Able Writers Workshops and after school opportunities such as the Reading Café and the gifted and talented program at Sedgfield Community College.

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.

The role of the leadership 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
- Updating and amending the English policy in line with developments

Health and Safety

- All aspects of this policy and practice are carried out with regard to our health and safety procedures.
- All relevant risk assessments should be read in conjunction with this policy