

Member of staff responsible: Mrs C Robinson

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ENGLISH POLICY

This entirely replaces the previous English and Literacy policy in response to the introduction of the new National Curriculum 2014 (NC14) which replaces the Primary Framework (2006) and is a much more challenging and rigorous curriculum, with many objectives appearing much earlier than previously, for example: the teaching of suffixes appeared in Year 4 in the Primary Framework and is now in Year 1. It also encapsulates the current thinking and LCC advice on the teaching of reading and writing. This policy also outlines government policy for the various strands of reading, writing, speaking and listening and indicates the implications for the leadership of teaching and learning.

Rationale

At Royles Brook Primary School, we agree that:

A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (Abridged from NC14)

We therefore need a rigorous whole-school English policy which is implemented systematically, with all teachers having due regard to the expectations of both the NC14 and the Teachers' Standards as teachers of English, whatever their subject specialism.

All pupils are expected to have aspirational progress targets so that they are on track to meet or exceed, where possible, expected standards by the end of each key stage.

There is now a strong emphasis on the teaching of spelling, punctuation and grammar (SPaG). During inspections, Ofsted will place a stronger emphasis on effective whole-school English and Literacy policies and their successful and systematic implementation across the school. Finally, the new Teachers' Standards (2012) require all teachers to 'demonstrate an understanding of, and take responsibility for, promoting high standards of English and Literacy, articulacy and the correct use of standard English.' All teachers must know the English and Literacy barriers for pupils in their classes and adapt their teaching accordingly. Pupils will be tracked half termly in writing and reading.

The implementation of this English and Literacy policy will be reviewed by

Lesson Observations

Pupil progress reviews and tracking

Teacher appraisal

Learning Walks

1. AIMS

Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English and Literacy skills.

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and nonfiction) and be encouraged to read for pleasure. We must do everything to promote wider reading. We are in the process of refurbishing our library facilities and updating out-of-date reading books and we set ambitious expectations for reading at home.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words.

In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language. (Adapted from NC14)

At Royles Brook Primary School we strive for children to be literate and confident with a love of reading and writing. We aim for every child to be able 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.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in specific detail in the National Curriculum for English Document (2014) and the Spelling and Vocabulary, Grammar and Punctuation appendices of the NC14 document and in the Communication and Language and English and Literacy sections of the Statutory Framework for the Early Years Foundation stage, which states:

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

English and Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

In the Early Years Foundation Stage children must be given a range of purposeful opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and English and Literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), the curriculum is set out year by year and expectations are that pupils will meet these targets by the end of the year in which they are set.

At Lower Key Stage Two (Years 3-4), and Upper Key Stage 2 (Years 5-6), the programmes of study and spelling are set out as a two-year expectation. However, the requirements for the teaching of grammar are set out on a year by year basis.

3. THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision by our English Leader Mrs C Robinson. This current policy will be reviewed after 2 years to consider the implications of the changes to the National Curriculum which became statutory in September 2014 and after the first testing of children being taught through the NC14 which will be May 2016. (KS2 will be the current Year 5 children).

4. SUBJECT ORGANISATION

The English Curriculum is currently delivered in line with the objectives of the National Curriculum for English. Teachers will now plan creatively using core English objectives and making explicit links to other curriculum areas. Pupil provision is related to attainment and ability, not age.

5. APPROACHES TO SPEAKING AND LISTENING

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and actively listen in a range of situations.

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

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

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

Statutory requirements which underpin all aspects of speaking and listening across the six years of primary education form part of the national curriculum. These are reflected and

contextualised within the reading and writing domains which follow.

6. APPROACHES TO READING

The Simple View of Reading outlines the two distinct and separate skills to be developed: **word reading** and **comprehension (both listening and reading)**.

Rigorous daily phonics teaching prioritised throughout EYFS and KS1 will underpin both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Specific intervention for children falling behind age related expectations. Ambitious targets are set for the Year 1 phonics check.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. All pupils must be encouraged to read widely and for pleasure across both fiction and non-fiction, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading at home should have ambitious expectations and parents should be made aware of this.

Developing Decoding Skills

Decoding skills will be taught daily from Reception using guidance and plans from Letters and Sounds as a core resource, adapted and augmented depending on the needs of the children. Phonics sessions follow the teaching sequence recommended in Letters and Sounds and should include fun and enjoyable activities which lead to rapid acquisition of skills. Regular application of phonics skills on a daily basis will further strengthen children's reading ability.

The teaching of phonics will be monitored by the English Subject Leader, ensuring best practice is adhered to. Letters and Sounds (DfE 2007) will be implemented as part of its curriculum offer and whole school interventions, with additional interventions such as a Fast Track Phonics used where necessary. Progress in phonics will be monitored jointly by the English Subject Leader and the Phonics Subject Leader.

Home reading will be actively encouraged from Reception. Development sessions for parents will be offered by the school, Independent reading 1-1 with an adult will be implemented as frequently as possible and parental or other adult help is sought to support this.

Developing Comprehension Skills

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and nonfiction.

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Reading for enjoyment and wider reading

Wider reading and reading for pleasure within the taught curriculum is an integral part of the whole-school aims. Research shows that encouraging pupils to enjoy reading will have an impact on attainment. Reading may be enjoyed independently, in pairs or groups, shared reading or listening to stories. All children should be read to every day from R – Year 6.

Role of English Subject Leader

- advise teachers of all classes how they might encourage reading for enjoyment across the curriculum, including taking advantage of wider reading packs from the school Library Service which must be used when ordered.
- support and advise teachers of all subject areas how they integrate wider reading and reading for pleasure in their lessons, not as an add-on, but through a balance of activities.
- encourage all staff to provide attractive and eye-catching displays and book recommendations about the latest books.
- give pupils English and Literacy-focused rewards, such as books or book vouchers, in all areas of reading across the school.

Role of senior leaders / English subject leader:

- monitor the identification of pupils who are struggling to read as early as possible so that they can be given extra help;
- use programmes which give a diagnostic analysis as they will highlight whether pupils should be working on decoding, skimming, vocabulary, reading for facts, points of view, and/or comprehension.

Role of Teachers

The teaching of reading must be given the highest priority and quality first teaching should minimise the need for intervention strategies. Any pupils falling behind must be targeted as early as possible with timely and effective intervention to close the gap as quickly as possible. All teachers must make thoughtful and effective provision for the varying levels of reading ability in their classes.

Teachers need to be aware of the difference between word recognition skills and comprehension skills. Designated teachers and classroom assistants are trained to deliver interventions. When implementing reading interventions, a range of one-to-one tutoring, small group tutoring, classroom teaching and IT programmes will be used.

7. APPROACHES TO WRITING

The Simple view of Writing diagram outlines the two distinct and separate skills in writing to be developed: **transcription** and **composition**. We are planning to introduce the 'Talk for Writing' approach in order to continue to develop our improvements in sentence structure, punctuation and grammar. Teachers will follow the teaching sequence from reading to writing as recommended by the Talk for Writing approach and LCC. To be most effective, Talk for Writing needs to be embedded in every phase of the teaching sequence and at all stages of writing.

Role of English and Literacy Subject Leader

- advise teachers of all classes how the teaching sequence from reading to writing can be implemented and developed for different ages and abilities
- carry out additional training for teachers and TAs to increase confidence in TfW approaches
- demonstrate teacher modelling for other members of staff to observe
- through planning and work scrutiny, and observations of lessons, ensure that there is sufficient evidence of children's writing to make a judgement on the progress made
- give pupils English and Literacy-focused rewards, such as handwriting certificates.

Government policy

Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum.

From September 2014, inspectors will:

1. Consider the impact of the teaching of literacy and the outcomes across the range of the school's provision. They will use the evidence they gather to inform the overall evaluation of pupils' achievement, the quality of teaching and the impact of leadership and management on raising standards. Inspectors will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially those pupils at risk of underachieving.
2. During the inspections of infant, junior, primary and middle schools, inspectors must listen to children reading; among others, they should listen to lower-attaining pupils reading and should discuss their reading with them. Inspectors will hear the weakest readers in Key Stage 1 and later years.
3. Inspectors should decide which pupils they will listen to, taking into account the school's progress data on reading and other information such as lesson observations. Inspectors should hear children read from books that are appropriate to their age, including from previously unseen books.
4. Wherever possible, inspectors should listen to children reading within a classroom or in an open area with which pupils are familiar.

Teaching standards 2012

2a be accountable for pupils' attainment, progress and outcomes

2c promote high standards of English and Literacy, articulacy and the correct use of standard English

5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

6b make use of formative and summative assessment to secure pupils' progress

6c use relevant data to monitor progress, set targets, and plan subsequent lessons

8d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

Role of senior leaders / English subject leader:

progress in writing will be monitored jointly by the English Subject Leader, the Assessment Leader, Headteacher, the English governor and the School Adviser.

monitor the identification of pupils for whom the skills of writing are falling behind and suggest interventions;

: plans must be objective led, handwriting to be taught and practised across the school following the Handwriting Policy; targets for children in writing(KS2); Catch Up Keep Up time for pupils to respond to marking and feedback;

accurate spelling taught following Letters and Sounds and Support for Spelling Documents.

provide support, guidance and training to teachers and TAs to ensure consistency across the school.

Role of Teachers

all teachers must make thoughtful and effective provision for the varying levels of writing ability in their classes.

plans should be objective led and should have a clear focus on the teaching of specific skills for writing.

8. CROSS-CURRICULAR ENGLISH AND LITERACY OPPORTUNITIES

Teachers will seek to take every advantage of opportunities for writing using cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English and Literacy lessons to other areas of the curriculum, approaching

tasks with the same rigour as in English and Literacy lessons, and marking work using the same criteria.

9. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English and Literacy should be planned for. All teachers and teaching assistants should familiarise themselves with resources already available and seek to add to, or enhance, these where appropriate.

10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policies, e.g. reading and writing will be assessed using the objectives in the Key Learning documents (LCC) which are in line with NC14. Reading will also be assessed using LCC Assessing Reading Documentation. (LAPs) Reading may also be assessed through optional testing.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. Pupils or groups of pupils who are under-achieving must be identified as early as possible and steps taken to improve their attainment. More able children will be identified and suitable learning challenges provided.

INTERVENTION PROGRAMMES

It must be stressed that Quality First Teaching and effective differentiation should minimise intervention strategies. Teachers are in the best position to determine the needs of individual children and implement appropriate strategies to address these needs within the classroom through effective teaching and differentiation. However, there may occasionally be children who will need additional support. Early identification of potential problems is vital to allow teachers to apply low level intervention, e.g. spending time with a child for additional reading, additional phonics practice etc. Further interventions for pupils who have not made the required progress will be identified and addressed by the SENDCO.

EQUAL OPPORTUNITIES

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

12. ROLE OF SUBJECT LEADER:

The Subject Leader is responsible for improving the standards of teaching and learning in English and Literacy through:

Monitoring and evaluating English:-

- work, planning scrutinies and lesson observations and walkthroughs
- pupil progress
- the quality of the Learning Environment;
- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- producing action plans in line with whole school targets which inform the school development plan
- keeping up to date with recent English developments

13. PARENTAL INVOLVEMENT

Parents can support with English – e.g. reading with children and communication systems for this; homework; other English opportunities – e.g. involvement with book days/weeks, engaging with activities and supporting and encouraging homework.

14. CONCLUSION:

This policy is in line with other school policies and therefore should be read in conjunction with the following school documents:

Phonics and Reading Statement.

Handwriting Policy

15. APPENDICES

- (i) National Curriculum for English 2014
- (ii) Ofsted School Inspection Handbook (Sept 2014)