



Havannah Primary School

English Policy

English Policy

INTRODUCTION

English is an important and integral part of every child's education. It enables pupils to speak, read and write fluently so they can communicate their ideas and thoughts with others. Reading gives pupils the opportunity to develop their cultural, emotional, intellectual, social and spiritual identity. Being exposed to a wide range of rich literature will not only help each child's development, but it will encourage a love of language. Writing provides the opportunity for children to be free with their ideas and communicate effectively with others.

OBJECTIVES

The teaching of English develops children's abilities to speak, listen, read and write for a range of purposes. We aim to create an atmosphere of enjoyment and pleasure in which all children feel confident to express themselves in both spoken and written language. These are our aims for pupils:

- To communicate effectively in speech, taking account of their listeners;
- To listen attentively to identify and understand what has been said;
- To read proficiently, fluently and often, both for pleasure and information;
- To develop reading skills so they can analyse and gain extra meaning from increasingly challenging texts;
- To produce well-presented work, using fluent, legible handwriting;
- To express themselves clearly in writing, using accurate spelling, punctuation and grammar;
- To acquire a wide range of vocabulary and develop an appreciation of language;
- To write texts which are adapted for a range of contexts, purposes and audiences.

ORGANISATION

English is taught daily. In these lessons, pupils will focus on a range of reading, writing, speaking and listening, spelling, punctuation and grammar skills. This is embedded further with weekly guided reading sessions. Targeted under-attaining pupils receive additional support from staff in booster groups. These groups can change throughout the year depending on the progress and needs of different cohorts and children.

Foundation Stage

Communication and language is a prime aspect in our EYFS curriculum. Speaking clearly and processing speech sounds along with understanding others, expressing ideas and interacting with others are fundamental building blocks for a child's development. We ensure that children have the opportunity to engage in lots of speaking and listening activities to move through to support development in all other areas. English lessons are phonic-based (Read Write Inc) where ability groups are taught daily by trained Read Write Inc teachers.

Key Stage 1

Pupils in Year 1, as well as some pupils in Year 2 who need more support with their spelling, reading and writing, receive daily 60 minute Read Write Inc lessons. Pupils are organised into small groups based on their phonic ability relating to their knowledge of set sounds. Pupils' progress is tracked and analysed every half-term.

In Year 2, pupils have 75 minute English lessons, comprising of 15 minutes of spelling activities and 60 minutes of writing. Guided reading sessions happen weekly to build on reading skills and comprehension, and pupils read to an adult at least once a week as well.

Key Stage 2

All pupils have a 75 minute daily English lesson, comprising of 15 minutes of spelling activities and a 60 minute writing lesson. They also take part in whole class guided reading sessions every week and focus on reading skills and comprehension within the lesson. Whole class guided reading texts give children the opportunities to listen to, read and discuss challenging books of an age-appropriate level.

Classrooms

Each classroom has displays to help the children with their English. This can range from chalk walls to write on, phonic sounds linked to Read, Write Inc., spelling rules, punctuation explanations, sentence openers and models of quality writing. Teachers regularly model successful writing and display this in classroom as a helpful teaching tool. A range of dictionaries and thesauruses are available for pupils to use and every classroom has a library of age- and ability-appropriate books for the pupils to borrow and read.

CURRICULUM

Key Stage 1 and Key Stage 2 staff use the objectives from the National Curriculum 2014 to support their planning of English. Teachers use quality texts as a basis of their English lessons and teach the curriculum objectives through the text.

The National Curriculum focuses on four areas.

Spoken Language

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.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

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 non-fiction.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Spelling, vocabulary, grammar and punctuation

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language'.

TEACHING AND LEARNING STYLE

At Havannah Primary School, we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills and understanding in English. We use a range of whole class and group teaching styles, as well as focused work in groups, pairs or independent tasks. Pupils use ICT in lessons where it enhances learning and pupils are encouraged to use and apply their learning in other areas of the curriculum.

Teachers plan lessons and units of work to ensure pupils can achieve success. This is through familiarisation with the genre and text type; planning, shaping and sharing ideas; modelled writing by the teacher with pupils producing a guided piece and finally, independent writing by the pupils. We use a '3 week cycle' to enable pupils to experience quality modelled writing and then finally produce independent writing based on skills learnt throughout the three weeks.

There are children of differing ability in all classes at Havannah Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This involves tailoring specific objectives to those who are working below age-related expectations as well as stretching pupils working above age-related expectations.

ASSESSMENT AND RECORDING

Assessment in English involves a series of short-term, medium-term and long-term assessments throughout the year:

- On-going assessment for learning involves the achievement of learning objectives in daily lessons as well as self and peer assessments;
- Marking of children's work, including feedback by the teacher and the pupil;
- Formal assessments each term using the National Curriculum expectations. The expectations are set according to the age of the children and they will be assessed as beginning-, beginning, beginning+ developing-, developing, developing+, expected-, expected, expected+ or mastery against each section of the curriculum;
- End of year assessments where pupils will be given a standard of beginning-, beginning, beginning+ developing-, developing, developing+, expected-, expected, expected+ or mastery of their year group's objectives;
- Additional assessments are used to measure progress in specific areas e.g. Accelerated Reader star tests, KS2 RWI spelling tests, KS1 Read Write Inc assessments, SPaG assessments, NFER reading termly assessments and SATs papers for Year 2 and Year 6.

Moderation of pupils' writing will take place throughout the year to ensure consistency and a shared understanding of the educational standards.

MONITORING

Monitoring is carried about by the subject co-ordinator in several ways:

- discussions and questionnaires with staff and pupils;
- observation of lessons;
- monitoring of classroom displays;
- book looks;
- monitoring planning;
- moderation of work.

Reading

At Havannah Primary School, we believe that reading is a vital life skill. We seek to foster in our children a genuine love of literature and a desire to read for pleasure.

AIMS

Our aims for children in reading:

- Gain enthusiasm and enjoyment from the written word and enrich their language and understanding;
- Have opportunities to hear a wide variety of texts read aloud;
- Have access to a wide range of reading materials;
- Develop preferences for genres and authors and share opinions;
- Use a range of strategies to approach reading;
- Use reading skills to improve their learning across the curriculum;
- Read and respond to a variety of texts whilst gaining increased levels of fluency, accuracy, independence and understanding;
- Develop reading as a life-long habit.

TEACHING

There are many varied opportunities for the teaching and embedding of reading skills, both explicitly in English-related lessons and across the full curriculum. These include the following:

- The teaching of Phonics (using the systematic phonics framework 'Read Write Inc');
- Weekly whole class guided reading sessions;
- Shared class texts;
- Comprehension skills;
- Buddy reading;
- Using reading skills in other subject areas;
- Sharing a book with an adult (reading and discussing);
- Having independent reading books to read at home.

RESOURCES

Pupils at Havannah Primary School start their reading journey in pre-school following the Read Write Inc. programme. This journey continues into Reception and Year 1 until the children successfully complete the programme.

After this point, pupils use the Accelerated Reader program to encourage and improve reading, measure growth of the individual reader and to provide quality reading for all. All pupils in Year 2 - 6 undertake termly reading assessments which tests their fluency, word recognition and comprehension skills. They are then provided with a reading range (ZPD number) which highlights to them which books in school they are able to read. The range aims to challenge a child without causing frustration or loss of motivation. All reading books have a book level (to correspond to the reading range), quiz number and points score on a label inside the cover. This enables children to select books appropriate for their ability and to take online quizzes after finishing the book to check their understanding of the book. Pupils receive instant feedback on the quiz results and teachers can track pupils' progress accordingly. If children successfully pass the online quizzes, they earn points towards an individualised target. Incentives are provided for children who meet or exceed their target.

There are a wide range of fiction and non-fiction books within each class which have been colour coded according to their book level. All children are encouraged to regularly borrow books from school and there

are dedicated reading times throughout the week to encourage all pupils to read every day. Pupils and parents can record in their reading records when and which books they have read.

Whole class guided reading sessions use a range of books to challenge the pupils. These include traditional, historical, modern, PSHCE-based, non-fiction, poetry and play scripts. The teacher read aloud to model tone, fluency and expression to help children focus on understanding rather than decoding. Pupils will focus on different comprehension skills within the sessions:

- Vocabulary - learning new vocabulary and discussing how they can work out the meaning of unfamiliar words
- Inference - use clues stated and implied to make inferences about characters and plot
- Prediction - showing their knowledge of what they have learnt to make predictions about what may happen next
- Explanation - explaining links, meaning and themes
- Retrieval - find information in texts
- Summarise - summarise ideas from sections of a text

Children working below their year group expectations will take part in interventions. These sessions will use texts which are appropriate to their reading level and will promote decoding and fluency, as well as further discussions on the comprehension skills.

WRITING

At Havannah Primary School, we want children to love writing and use it as a tool to express their creative ideas, views and opinions.

AIMS

Our aims for children in writing:

- To write in different contexts and for different purposes and audiences;
- To understand the importance and purpose of formal and informal written language;
- Be aware of the conventions of writing, including grammar, punctuation and spelling;
- To contribute to shared and modelled writing as a useful stimuli;
- Plan, draft and edit their writing to suit the purpose;
- Use ICT as a medium for presenting work and manipulating text;
- Form letters correctly, leading to a fluent, joined and legible handwriting style.

TEACHING

In Reception and Year 1, pupils begin their writing journey using the Read Write Inc. programme to learn the core skills of letter formation, transcription and composition of sentences. The children learn to apply the sounds they have learnt within their writing to embed early spelling patterns.

Following on from this, teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. From Year 2, lessons are taught as part of the '3 week cycle'. Teachers use books and creative ideas to enthuse children and get them excited about writing. Alongside these inspiring, quality texts, elements of Jane Considine's *The Write Stuff* are used to plan and teach writing in a structured and supportive way, ultimately leading to quality independent writing. Modelled writing is particularly important as it is used to discuss, teach and embed aspects of spelling, punctuation and grammar which are pertinent to the genre of writing. Comprehensive success criteria are provided so pupils understand what features are appropriate for the genres of writing and so they can self-assess their writing against the objectives. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support.

Within the 3 week cycle, lessons are taught through several elements:

- Ignite - the children take part in creative activities to inspire and motivate them to write. This helps to give a purpose for the writing.
- Instruct - pupils use a modelled text, and through the use of modelled writing, produce their own version of the text. They have time to gather ideas (ignition), see how writing is modelled in chunks and then choose their best ideas (from the ignition stage) to write their own chunk of writing.
- Plan - pupils spend a considerable amount of time planning their own independent piece based on what they have learnt in the modelled writing stage.
- Invent - pupils write their own independent piece in the style of the modelled write genre.

From *The Write Stuff*, children focus on three zones of writing: The Fantastics (the ideas), The Grammaristics (the tools) and The Boombastics (the techniques). These help children focus their writing on the most appropriate literary devices for the genres of writing.

Pupils have the option to go beyond the modelled structure, extending their ideas to incorporate different literary devices. In the independent write, pupils can choose their own structure and incorporate a chosen set of literary devices, drawing independently on what they have read as models for their own writing. For those who need more support, more structure is given to shape ideas within

sentences during the instruct phase and pupils can keep to a similar structure to the modelled writing during the independent writing stage.

TEACHING SEQUENCE

Writing is taught in 3 week cycles.

Week 1	Ignition	Instruct Modelled Writing	Instruct Modelled Writing	Instruct Modelled Writing	Instruct Modelled Writing
Week 2	Instruct Modelled Writing	Instruct Modelled Writing	Instruct Modelled Writing	Editing focus	Planning Independent
Week 3	Invent Independent	Invent Independent	Invent Independent	Editing Publishing	Publishing

HANDWRITING

Handwriting is practised from Reception up to Year 6. Triangular pencils and pencil grips are available to help children form letters carefully. Reception children explore mark-making and use a variety of multi-sensory approaches (for example sand trays, felt-tips, paint, chalkboards). In addition, they have a daily handwriting practice session to focus on correct letter formation. In Reception and Year 1, children focus on writing from left to right, using the correct and consistent shape of letters and leaving appropriate spaces between letters and words.

SPELLING

Spelling is an incredibly important building block for reading and writing. Mastering phonic knowledge and spelling rules can help children's communication and understanding and enable children to be more expressive in their written work.

AIMS

Our aims for children in spelling:

- Have phonetically plausible attempts at unknown words;
- Blend and segment sounds easily;
- Have exposure to common exception words to learn and use in written work;
- Proof-read for spelling errors;
- Learn about spelling patterns and rules so they can be applied to unfamiliar words;
- Recognise and use word origins, families and root words to build their skills;
- Use dictionaries to help check spelling.

TEACHING

Key Stage 1

Spelling is taught through daily Read Write Inc sessions. Children are streamed into ability groups to learn phonic sounds and spelling patterns which are appropriate to their ability. After assessments, pupils may move groups to suit their needs. (See separate Read Write Inc Policy).

Key Stage 2

Spelling patterns are taught according to the new National Curriculum (2014). Teachers use the 'Read Write Inc. Spelling' programme for Years 2 - 6. Although the teaching of phoneme-grapheme correspondence underpins this programme, it also develops children's knowledge of word families, how suffixes impact upon root words, and provides mnemonics to remember the trickiest spellings. The teaching revolves around instruction, partner and group practice, and competitive group challenges that help children commit new words to memory. There are ongoing assessments as well as half-termly assessments to test children's spelling knowledge.

If children need more support with their spelling, extra booster sessions will take place to reinforce spelling patterns and sounds. Children who have not successfully completed the Read Write Inc. programme will continue booster sessions to consolidate and embed phonic sounds. Those who need additional support to embed the KS2 spelling patterns will have extra sessions to ensure this happens. Outside agencies (e.g. a specialist dyslexia teacher) are available for those pupils with specific needs.

RESOURCES

'Read Write Inc.' is used in Pre-school, Reception and Key Stage 1.
Read Write Inc. spelling programme for Years 2-6.

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