

Stanley Grove School

English Policy.

Revised October 2022



## Stanley Grove School English Policy.

### Introduction

At Stanley Grove School, we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non – fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### Aims and Objectives

- To enable children to speak clearly and audibly and to take account of their listeners;
- To encourage children to listen with concentration, in order to identify the main points of what they have heard;
- To show children how to adapt their speech to a wide range of circumstances and demands;
- To teach children effective communication, both verbal and non – verbal through a variety of drama activities, including the communication of their ideas, views and feelings.
- To help them become confident, independent, life long readers, through an appropriate focus on vocabulary, grammar, punctuation and spelling;
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- To foster the enjoyment of writing, and recognition of its value;
- To encourage accurate and meaningful writing, be it narrative or non – fiction;
- To improve the planning, drafting and editing of their written work.

### Teaching and Learning.

The planning for reading, writing and speaking and listening, is taken from our schemes of work. These are based on the statutory National Curriculum or the Early Years Curriculum. These progressive schemes of work are used to produce long term, medium term and short term plans.

At Stanley Grove, our English lessons are based, where possible, on our cross – curricular theme. Children are inspired to read and write using high quality texts (core texts). During English lessons, children will experience activities that encourage them to develop their reading and writing skills. They will work independently, with a partner and in groups. Children are taught in different groupings depending on the nature of the task and sometimes by ability. Specific learning objectives will be shared with the children and assessment for learning against the objectives will take place.

In all classes, children have a wide range of abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential.

In the Foundation Stage, early language and English development are incorporated in all the areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role – play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books, as well as use daily repeated reads to develop tier 2 language learning opportunities and the deep knowledge of story structures. An environment is provided which reflects the importance of language through signs, notices and books. High quality staff model reading and writing and these opportunities are in the continuous provision plus enhancements in order to develop the children's skills further. Children receive daily phonics sessions.

## Curriculum Planning.

Each class will follow the school's English Scheme of Work, which details the skills, knowledge and understanding that needs to be taught. The Scheme of Work is based on the requirements of the National Curriculum. Areas included in the scheme are as follows:

- Spoken Language
- Reading
- Writing – Transcription, Composition, Vocabulary, Grammar and Punctuation
- Handwriting and presentation
- Spelling

Long, medium and short term planning are taken from the Scheme of Work. This planning ensures appropriate balance, continuity and progression. Short term planning details the objectives and differentiated activities, including support where appropriate.

In each class, an English lesson is taught every day. However, in classes, additional separate sessions for guided reading, comprehension, handwriting and spelling are timetabled in order to ensure the children learn the skills and knowledge that they require to improve. Teachers read every day to the children, each class has one topic based around a book or author every year

Where appropriate, literacy skills are taught across the curriculum; see individual topic webs for links.

## Reading and Phonics across the year groups.

All children choose books from the class library which they can read or have read to them. School uses SLS so that books in classrooms are aimed as children's interest levels. These books are additional to any child accessing a reading scheme or decodable books. This helps the children find their reading identity and love of books.

Staff read to children every day.

We have designed core text lists for each year group to enable work to be based around a book and to include a wide range of book types. All classes have a question of the week which refers to the core text which children respond to as part of book talk or reading journals. We have reading spines to include books we want to read to the children, and we include poetry, songs and rhymes in this area also.

Year 1 to 6 children will access a weekly 'Drop everything and read' time (DEAR) This will allow some pupils to read with children from different groups and with friends, but all pupils to be able to read the books around the displays and school.

All classes have a reading area which includes a class library, so children take home age appropriate books. We have a school reference library which is non fiction and a narrative and poetry section, which can be accessed every week also.

Any child accessing phonics who is not keeping up with peers has daily additional intervention.

Early Years and KS 1 use class books, to record their reading journey (Book Talk).

Key Stage 2 pupils use a reading journal to record their reading interests and reading journey (from Autumn 2022)

### Nursery:

Children listen to repeated read stories and can access story resources to enable them to retell the story throughout the day. Children have daily oral blending activities plus learn Jolly phonic songs and actions to aid with single letter sounds. (2 sounds per week). Children take a book home to share with their grownups, which they can borrow from the school class library. Every morning they have a 'book vote' where children can vote for the book that they want to hear.

### Reception:

As above plus formal phonic session.

Children use Jolly Phonics for phonics sessions, which always include revising key high frequency words and phonemes, teaching new phoneme or high frequency words, reading words and sentences to apply blending skills, and handwriting in books at the table to apply the phonics being taught. Once children can blend letters to read a word, a decodable book is sent home to match the phonics being taught. These are readable by the child to encourage fluency and enjoyment. This book is used every day for a week in phonic lessons prior to going home. Children have phonics lessons every day which last 20 minutes and build to 45 minutes by the summer term. In the summer term, children access focussed reading sessions using decodable books to practise skills in preparation for year 1.

Reception also do speedy sounds letter recognition and reading words on an afternoon.

### Year 1

As above. Children in Year 1 practise nonsense words to prepare them for the phonics check. Decodable books are kept in Year 1. They also include decodable traditional tales as an extension from the Early Years. Phonic lessons are 45 minutes and build to 1 hour in Spring term.

Whole class comprehension lessons are completed every week.

Daily repeated reads are used in line with Reception to develop story language and tier 2 words.

Year 1 also do speedy sounds letter recognition and reading on an afternoon during the autumn and spring term.

Guided reading sessions take place in the summer term using levelled books from the library.

### Year 2

As Year 1 for those who have not passed the phonics test.

Guided reading and comprehension lessons are also taught weekly using levelled books from the library.

Daily repeated reads are used for at least 1 term, then the children listen to chapter books.

Children also take part in a weekly guided reading session.

### Key Stage 2

Children are taught reading skills in a weekly guided reading session and follow up work is given including an opportunity to complete reading journal work. Texts used in Guided reading include Rigby Navigator, Ginn, class novel and levelled books from the library. Specific reading skills are taught during this time linked to the Core 4 and Essential 8. (Predicting, summarising, clarification and questions). Children who still require individual reading time, will be listened to regularly and take their books home for extra practice. Children who are 'free readers' will choose from the selection in the class library which have age appropriate books.

A separate comprehension lesson is taught every week in each class. This is an opportunity for children to improve their reading fluency and learn about prosody. The teacher models how to read with expression where the children can copy and practise. This also includes opportunities to echo and choral read as a class and as a group as well as reading aloud on an individual basis. The children are taught specific reading skills linked to Core 4 and Essential 8. Differentiated comprehensions are used in these lessons to support learners needs.

Writing.

Over a term each class should cover a poem, narrative and non- fiction.

Teaching the Writing process

<b>Share, Appreciate and Understand the Text</b>	
<ul style="list-style-type: none"> <li>• Look at several good examples of the genre to be taught (WAGOLL)</li> <li>• Children to annotate and analyse the features and contribute to the success criteria of the features of the genre (Use this to create LO)</li> <li>• Where appropriate Pre – teach key vocabulary</li> </ul>	
<b>Plan. Model and Practise</b>	
<p><b>Classes using Repeated reads use this format to teach narrative writing</b></p> <ul style="list-style-type: none"> <li>• Introduce Vocabulary</li> <li>• Read the book – repeated reads</li> <li>• Amend story (Add actions, Sentence starters e.g First , Next, Suddenly)</li> <li>• Draw a story map – retell our version of the story – repeated re telling.</li> <li>• Drama sessions and comprehension</li> <li>• Model writing using the story map (Teachers edit)</li> <li>• Children have a go at writing independently, eg retelling story</li> <li>• Teachers follow writing process for non fiction writing</li> </ul>	<p><b>Other classes</b></p> <ul style="list-style-type: none"> <li>• Using drama/book talk for narrative pieces</li> <li>• Explicit teaching/modelling of writing process/ skills needed for this specific writing. This can be done a section at a time</li> <li>• Plan -using Sue Palmer grids for non fiction writing.</li> <li>• Use planning scaffolds for narrative in pink books.</li> <li>• As children become familiar with the genre they are expected to plan independently using the scaffold already taught</li> </ul> <p><b>Scaffolding</b>            Word mats – topic/key words/tricky words            Working walls/Classroom environment for vocabulary and letter sounds            Dictionaries/thesauri</p>
<b>Write and Edit</b>	
<ul style="list-style-type: none"> <li>• Children write on their own using appropriate scaffolding – pink books</li> <li>• Edit and check using LO/Planning – peer edit where possible</li> </ul>	
<b>Sustained independent writing session</b>	
<ul style="list-style-type: none"> <li>• This session can be done in an English lesson or in a separate lesson.</li> <li>• Can be used as retrieval for a specific genre after teacher input</li> </ul> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Remind children of the WAGOLL, LO/criteria sheet – Do you remember when we wrote about...? Children can write notes on white board if needed</li> <li>• Remind children of the planning sheet used and children do a quick plan</li> <li>• Remind the children about the key words/ phrases used.</li> </ul> <p><b>Writing session</b></p> <ul style="list-style-type: none"> <li>• Children write uninterrupted for a sustained period of time.</li> <li>• Duration of these sessions needs to be built up over time. For example: in Year 1 children may start with a 10 minute session building up over the year to 30 to 40 minutes. Year 6 need to build up to 45 to 60 minutes.</li> <li>• These pieces of work can then be used for moderation and assessment.</li> </ul> <p><b>Marking and feedback (15 minutes session at the most)</b>            Mark this work with a light touch. Use the writing marking symbols to give feedback where possible.            For example:</p> <ul style="list-style-type: none"> <li>• EYFS/KS1 correct letter formation</li> <li>• Identify a few spellings for the children to correct.</li> <li>• identify a paragraph that may need improving</li> <li>• Identify vocabulary that needs improving using a thesaurus</li> </ul> <p>If there are a number of children who have similar difficulties then the teacher can gather these children together to work with for a few minutes.            Give children a few minutes to respond to the marking.</p>	

## Spelling

All children will be given spelling lists / activities or investigations based on their needs. These can form part of their homework. A Spelling test and/or assessments to be done once per week. Phonics / spellings are taught every day in differentiated groups in Key Stage 1 and Reception. The spellings are progressive and part of our scheme of work.

## Handwriting

We have high expectations of children's handwriting and presentation. All classes follow the Scheme of Work, which clearly details the expectations of handwriting in each year group. An example of the expectation regarding letter formation can be seen in the Staff Handbook. Handwriting is also taught in our Early Years and Key Stage 1 phonics sessions. From Key stage 1 upwards there is a dedicated handwriting session. Children are taught cursive writing from the start which aids joined up writing in Key Stage 1.

In EYFS children use triangular pencils to encourage a correct pencil grip. Children with fine motor control issues can also use these pencils in main school if needed.

Children use 'B' pencils for hand writing. When their writing is more controlled and fluent, they can choose to use pen if they wish. A selection of different pens is available in the classrooms for them to choose from.

## Presentation

All work should be presented neatly and follow the presentation guidelines, outlined in the staff handbook. If work is untidy, it should be returned to children to re do in their own time, during Golden Time or in extended writing time if it is not of an acceptable standard. All Key Stage 2 children should work towards using cursive writing for all final pieces of work or when appropriate.

## Assessment

We make short term assessments, which we use to help inform our short term planning. These are closely matched to the teaching objective and will often be made from day to day observation and use of self and peer assessment by the children. Planning is then adjusted accordingly. We make medium term assessments to measure the progress against the key objectives and to help us plan the next unit of work.

Standardised tests are completed in reading, spelling and grammar, according to the assessment timetable. Independent writing is assessed using our school criteria based on the end of Key stage expectations and the scheme of work.

## Moderation

Writing is moderated as a school, formally and informally for children we have identified as being borderline. We also moderate with external consultants and other schools in our partnership. Work Scrutiny is completed on a regular basis by school and subject leaders.

## English and Inclusion

At our school we teach English to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are Gifted and Talented. Intervention programmes and Learning Plans are in place for children whose progress is slow or who have SEN. Laptops are provided for pupils with writing requirements. These laptops are have Clicker installed for children to use.

## Racial Equality and Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Stanley Grove Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

## Resources for reading

Decodable reading books are used by early readers to support the application of phonics when reading books. Once children have passed the phonics screen check or have completed the phonics scheme of work they move onto Oxford Reading Tree books. When children have become a fluent reader they are removed from the reading scheme and continue to choose books from their own class libraries which are suitable for their age.

There are a wide range of books for individual and guided reading in the library and book cupboard. In addition, the school library provides a wide selection of non-fiction text books for reading and topic research. Each classroom has a selection of both fiction and non-fiction books. These are usually changed every half term to ensure children are challenged, but also to fit into the class topic and theme.

Each class has a collection of dictionaries and thesauruses appropriate to the age of the children in the class. There are a number of half set collections of books also available to encourage whole class participation in a text. There is a wide variety of guided reading books that are available for all staff to use which linked to the children's reading ability. The school pays for access to the Wakefield Schools Library Service. The children also have access to Oxford Reading Buddy at home.

## Roles and Responsibilities

### Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching

### English Leaders

- To have an impact on raising standards of attainment for English across the whole school
- Ensure the effective implementation of the Statutory National Curriculum for English
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs
- To maintain the availability of high quality resources
- To maintain an overview of current trends and developments within the subject
- To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observations and monitoring
- To ensure regular and effective programme of analysis and monitoring of children's work
- To ensure the Scheme of Work for English is taught in each class by scrutinising Year Plans
- To effectively manage any funding designated to English
- Provide weekly phonics training and coaching

## Class Teachers

- Ensure the effective implementation of the Statutory National Curriculum for English
- Adapt and use the English Scheme of Work across the whole school that meets the needs of our children
- Make effective use of Assessment for Learning within English
- To ensure work is differentiated to enable all children to reach their full potential

## Teaching Assistants

- Deliver high quality interventions and class support

## Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress
- Sending a brief termly and a lengthier annual report to parents in which we explain the progress made by each child and indicates how the child can develop their learning explaining to parents how they can support their children with homework.
- Promoting a positive attitude towards school and learning in general.
- Fulfilling the requirements set out in the home / school agreement.
- Informing parents about activities to promote reading for pleasure
- Phonics meetings to inform parents about how phonics is taught and how they can support their child
- Parent volunteers in school.

## Promoting reading across school

### Junior Leaders

We have Junior reading leaders and librarians. These children work with staff to develop the love of reading and use of the library. These children's responsibilities include: maintaining the reading areas around school, the school library, encouraging children to read, leading book events throughout the year and maintaining/changing the book displays around school. The reading leaders also have reading bags where they have a few books to share with or lend to children at playtimes and lunchtimes.

### Reading shed.

The Reading leaders are responsible for the reading shed. Here is where children are encouraged to come and pick up a book during their playtimes.

### Local Library

We have links with the local library. This includes children taking part in the summer reading challenge, visiting the library and the local librarians visiting school.

## Review



Monitoring of subjects is taken on a yearly basis or according to the School's Development Plan. We are aware of the need to regularly review our policies to take into account of new initiatives, changes in curriculum and developments in technology.