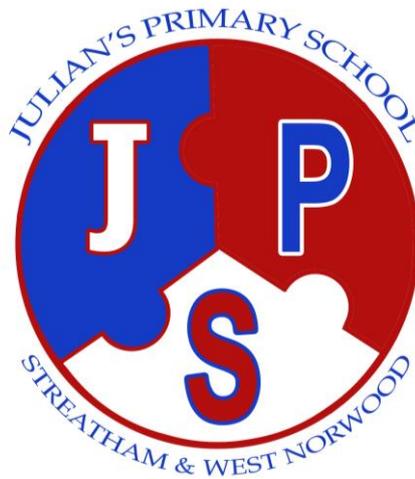


JULIAN'S PRIMARY SCHOOL

English Policy



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The Contribution of English to the School’s Curriculum

At Julian’s 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.

At Julian's 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.

We promote an ethos where children are prepared to take risks in their learning and are secure in the fact that their contributions will be respected and valued.

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 Nursery 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 an 'Access Passport' may also be withdrawn in order to receive intervention that focuses on the child's more specific individual needs. A clear lesson objective and success criteria are a feature of all English lessons. Working walls may support learning in the classrooms. Formative marking is used. 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 stands 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 Phonics

Throughout the Foundation Stage, early phonetic awareness is promoted and developed through everyday activities and routines such as listening games, shared reading, singing and interactive play sessions. Children are encouraged to identify familiar letters in their name and hear the sounds they are making, identify familiar words, to listen for sounds and to remember sounds following the Read Write Inc. sound order.

In Reception and Key Stage 1 phonics is taught in daily timetabled sessions following the Read Write Inc. programme. Children are taught to segment and blend words and apply their learning for reading decodable and tricky words. A wide range of activities are used by practitioners to help children achieve the goal of fluent word recognition.

Children are ability grouped in order to maximise individual learning.

Throughout school, children are assessed at the end of each phonic phase and either move on to the next stage or repeat the same phase according to the level they have achieved.

Towards the end of Year 1 all children will take part in the national phonics screening test. They will achieve either a pass or fail. If a child fails the screening test they will retake it in Year 2.

Approaches to Reading

- Pupils have opportunities to undertake guided, shared and independent reading throughout the school.
- The 6 Comprehension Strategies (see Appendix 1 for definitions) are taught in each year group with clearly defined success criteria.
- In EYFS the children will be read to at least every day, have reading opportunities in all areas of the environment and have 'book talk' modelled to them. (see Appendix 2 for EYFS Beliefs and Values for the Teaching and Learning of Reading)
- In KS1 & 2 half an hour a day is dedicated to the 'teaching of reading' and this will follow the Gradual Release of Responsibility Model (see Appendix 3) where a new skill/strategy is introduced to the whole class and then, when mastered, used independently in further sessions. It is expected that every child will be reading with the teacher at least once a week. There are clear expectations concerning the 'teaching of reading' time in Appendix 4. When children are reading in guided groups the objectives should be taken from the Reading Continuum (located in staffshare: English). Guided Reading sessions are recorded in the Guided Reading file.
- The children's perceptions are gathered at the end of every full term concerning what makes a good reader and collected in the guided reading file.
- 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 operate using 'book bands' in line with Rigby Star/Rising Stars reading scheme. Electronic texts are also available for shared reading.
- When it is felt appropriate for individual children, they may become 'free readers' and choose from the class library.
- PIRA tests are undertaken termly throughout the year to identify the children's attainment. In Y2 PM Benchmark running records are also used regularly throughout the year to ascertain reading age.
- 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 EYFS/KS1 child has a school planner where both the staff and parents can write comments about how the child is progressing with his/her reading.
- Children have the opportunity to use books from the library for independent research and can take one book home each week. An annual book week/World Book Day is held along with a book fair to further

promote reading. Author visits are also organised for each year group in order to develop high aspirations and a love of reading.

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.
- ensure that the children build the success criteria (What Makes Good) through lessons and then use it as an evaluative self assessment tool.
- give opportunities to practise their writing skills in meaningful and varied contexts.
- immerse the children in high quality texts using a range of approaches i.e. Power of Reading, Talk for Writing
- 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 and others by using self-evaluation and peer assessment to check their work independently for sense, accuracy and meaning.
- encourage children to use a dictionary and/or thesaurus to introduce and explore new words.
- teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons. (see Appendix 5 for progression of Golden Sentence)
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- further develop their writing skills by the provision of cross curricular activities and opportunities.
- teach strategies for spelling to enable children to become confident and competent spellers.
- ensure the children's needs are met and teacher subject knowledge is accurate by using the Genre Continuums and text type documents (located in staffshare: English)

Appropriate time will be given in order for the child to succeed. Regular feedback will be given to the child so they can learn to evaluate and improve their own work in order to become a successful writer.

Handwriting and Presentation

Handwriting should be taught at least 3 times a week. It should be linked to spelling where appropriate. In EYFS the children should be taught to develop a tripod pencil grip. As the children progress through the Key Stages it should focus on developing speed in line with legibility. (See Appendix 6 for further guidance.) Children in KS1 should write with a sharp pencil. In KS2, children work towards a pen license. When handwriting is joined consistently, children can begin writing in pen. The expectation is that all children should receive their pen license by the end of Year 4.

Teachers must model the school handwriting policy in marking and when writing on the board and in books.

Presentation Expectations: In the classroom, teachers must model our Golden Rule 'We look after property'. Children should be encouraged to take pride in the presentation of their work.

- Children may write their own name neatly on the front of a new English book. It should also have the subject and the year (eg Sarah, Maths, Year 2). English books are covered with a plastic sleeve.
- Children must not graffiti book covers.
- All work must be dated and have a title or learning objective.
- The title/learning objective should be underlined with a ruler (Year 2 onwards).

- Please do not use rubbers - if a child makes a mistake, they should put a neat ruler line through it and carry on. It is important that teachers and support staff are able to see the mistakes which children have made.
- Children should use a ruler for straight lines, graphs or diagrams.
- If you use a worksheet, it should be trimmed so that it doesn't stick out. Worksheets should be kept to a minimum.

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 criteria, set next steps targets (where appropriate) and give children the opportunity to revisit their work in order to make improvements.

Summative assessment is used three times a year in order to level the children's writing against Symphony Assessment criteria (located in staffshare/English). Writing targets will be generated as a result of termly summative assessments and ongoing formative assessment. It is expected that pupils will have writing targets in place by the end of September and these are reviewed, at least, half termly. As much as possible, the children should be responsible for identifying when they have met their target and setting the next one.

Reading attainment will be assessed throughout the year using the PIRA reading tests. Y2 will also use PM Benchmark running records to ascertain reading ages. Reading targets are set per differentiated reading group and taken from the Reading Continuum (located in staffshare: English).

Year 2 pupils undertake SATs in May and the information is used to build a picture of attainment and is reported as Teacher Assessment scores.

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 underachieving 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 and appropriately tailored learning within the classroom environment. 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. Challenges for these pupils are provided within English lessons or in addition through a range of wider opportunities e.g. Julian's Journal.

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.

Parents/Carers Involvement

Parents/Carers 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. Parents also support the school by coming in to hear readers during the school day. Open Reading mornings occur on the 1st Friday of every month and is an opportunity for parents/carers

to read with their child in the classroom. Parents provide support for reading, 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
- Assessment Policy
- Feedback and Marking 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 at least every three years.

Appendices

Appendix 1: The 6 Reading Comprehension Strategies

1. Monitor Comprehension

When readers monitor their comprehension, they keep track of their thinking as they read, listen and view. They notice when the text makes sense to them or when it doesn't. When they monitor their comprehension, they use their awareness of the text to steer their thinking. We encourage them to merge their thinking with the text and to think about the words, the pictures, the features, and the ideas that spring from the text. Above all monitoring comprehension is about engagement. Young learners are more likely to stray from the text when they are not interested in the content, find the concepts too hard, or they don't have enough background knowledge to understand it. They stay on track when they talk, draw and write about their thinking, interacting with the text and with each other to gain understanding.

2. Activate and Connect

An amalgamation of personal histories, all you've read or seen, your day-to-day experiences, your relationships and your passions - background knowledge enriches everything you read. We simply cannot read, hear or view without thinking about what we already know. To comprehend learners must connect the new to the known. We begin by encouraging young learners to think about what they already know and care about and explore those topics. To understand, they need to merge their thinking with new information, stopping and reacting as they go. They need to make connections to what they already know.

3. Ask Questions

Curiosity is at the heart of teaching and learning. Young kids burst through the door bubbling over with questions. Questions spur curious minds to investigate. Questions open the doors to understanding the world. As young readers read fiction and non fiction and meet new information, they brim with questions. As they try to answer their questions, they discover new information and gain knowledge. Questions spark further research and inquiry. Instead of demanding answers all the time we need to teach kids to ask thoughtful and insightful questions. If we hope to develop critical thinkers, we must teach our kids to think about and questions what they listen to, read, and view. Asking questions enriches the learning experience and leads to deeper understanding. Questioning is the strategy that propels learners on.

4. Strategy: Infer & Visualise Meaning

Efficient readers take information from a text and add their own ideas to make inferences. It is the bedrock of understanding. It involves drawing a conclusion or making an interpretation from information that is not explicitly stated in the text. Writers do not usually spill information onto the page for all to plainly see. They leak the information slowly, one idea at a time, to allow the reader to make reasonable visual inferences. Inferential thinking helps readers to make predictions, surface theme, and draw conclusions. Kids need to know that inferring is not merely guessing. Inferring requires that readers merge their background knowledge with clues in the text to come up with an idea that isn't written down in the text. In nonfiction efficient readers infer the meaning of unknown words using context clues and the pictures or diagrams.

5. Determine Importance

Efficient readers constantly ask themselves what is the most important phrase, sentence, paragraph, chapter or whole. Students benefit from understanding how to determine the important information particularly in informational and website texts. Factors such as purpose for reading, knowledge of topic, prior experiences, beliefs and understanding of text organization will help readers to identify important information in a text. Students can begin to identify important concepts or ideas from short pieces of texts. Key words phrases and sentences can then be identified. It is beneficial to begin with informational texts and highlight organizational features that will help students to decipher important information from less important information. These features include heading, subheading, titles, illustrations, bolded text, icons, hyperlinks, and font size. Students also need opportunities to determine important information in literary texts.

6. Summarise and Synthesize

Synthesizing information nudges readers to see the bigger picture, pull together their thinking, organise their learning and come up with a new understanding. It's not enough for readers to simply recall or restate the facts - they use a variety of comprehension strategies including asking questions, inferring, and determining what's important to understand big idea. We begin by asking young readers stop and collect their thoughts before reading on. Older readers may synthesise and summarise the information to reduce a larger piece of text to focus on the most important elements.

Appendix 2: EYFS Beliefs and Values of Reading

Collaboratively created in 2017 - 18

Teaching and Learning

Planning

- Link reading to writing
- Strategic use of reading procedures when planning how to weave reading across the day to develop 'whole' readers
- Children's questions leading the learning in reading.
- Display for WMG reader built up over time as children exposed to and taught about different reading skills/strategies.

Teacher's role

- Fun and engaging
- Developmentally appropriate pace
- Purposeful - have a reason to read
- Children should be taught how to use the resources.
- 2 x a day be read aloud to
- Link reading to writing
- Modelling reading for enjoyment
- Book talk/dialogue (could be modelled with EYE)
- Children's questions leading the learning in reading.
- Display for WMG reader built up over time as children exposed to and taught about different reading skills/strategies.

Child's role

- Listening to stories on a regular basis (listening stations)
- Acting out stories/puppets
- Children's questions leading the learning in reading.
- Children being real life authors and reading the stories they have written.

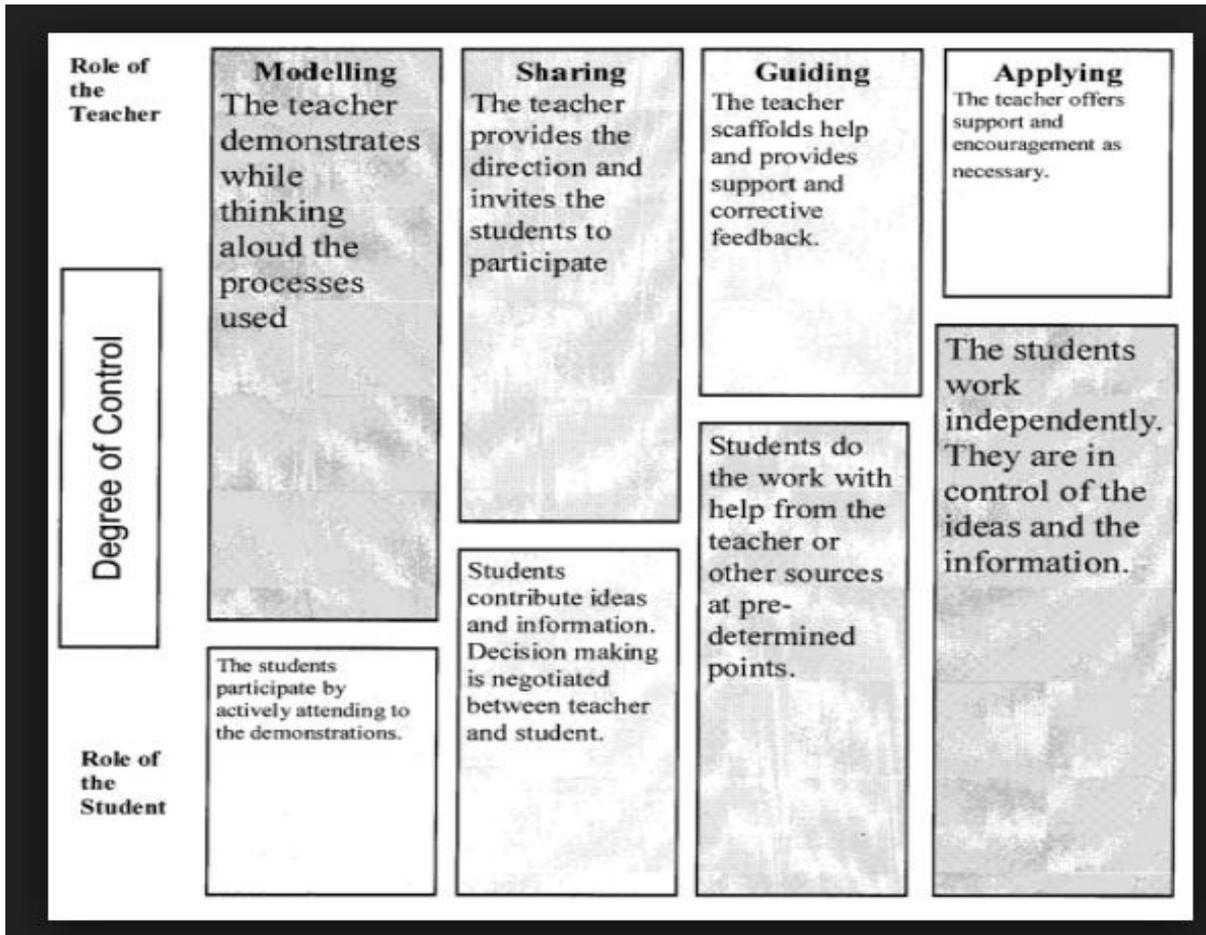
Resources

- High quality book corners with access to (among other things) phonically decodable texts, dual language texts and baskets of themed books.
- Engaging texts (including cultural texts) focussed around the Creative Contexts
- Display for WMG reader built up over time as children exposed to and taught about different reading skills/strategies.

Assessment

- Baseline reading assessment on entry to nursery/reception
- Ongoing assessment through weekly guided reading observations
- Ongoing assessments on a day-to-day basis through observations
- Regular phonic checks
- Termly assessments of children using the Foundation Stage Profile.

Appendix 3: Gradual Release of Responsibility Model



Appendix 4: The ‘teaching of reading time’ expectations

<u>The ‘teaching of reading time’ expectations</u>		<u>Class:</u>
Expectation for the rest of the class	Feedback and Comments	
All activities are linked to reading and have the learning made clear to the children.		
Reciprocal Reading - the children are clear on their roles and how to successful when using them.		
Independent readers have a learning objective that they know how to achieve and reflect on at the end of the session.		
Bloggers are blogging about their reading choices, books or reflections on their reading.		
The children can read the spellings they are practising , know what they mean and can explain the applicable spelling rule.		
Where possible, real texts are used and linked to the writing genre.		
Follow up comprehension activities are linked to the text they have been reading with the teacher and have a specific reading strategy/comprehension focus.		
Expectation for the teacher led reading session		
Teacher is either guiding a differentiated group with the same text; or modelling a reading strategy to the class and/or doing a shared read with the class focusing on a specific reading strategy (could be comprehension or word attack).		
If guiding a group: <ul style="list-style-type: none"> ● Learning is made clear ● Children know how it makes them a better reader ● Teacher models the strategy ● Children practice independently on their book ● Children reflect on the learning 		

If leading a whole class strategy lesson:

- The learning is made clear
- A specific strategy is modelled
- A success criteria is generated

Appendix 5: Progression of Golden Sentence

ALL sentences must have:

- Capital letter
- Full stop
- Finger spaces
- Makes sense
- Interesting word

Year 1 / 2:

- Simple sentences, tense appropriate
- Range of connectives
- Range of punctuation (. ? ! ” ”)
- Modal verbs (could, would, should)
- Good word / phrases choice
- Variety of different sentences for effect
- Adjectives and adverbials
- Capital letters for different purposes

Year 3 / 4:

- Consistently correct tense
- Word choice fit for purpose
- Range of punctuation (. ? ! ” ” () , :)
- Appropriate engaging language

Year 5 / 6:

- Manipulation of clauses for effect
- Word choice and manipulation
- Range of punctuation used correctly (, “ ” () - : ; ? !)
- Subordinating conjunctions
- Appropriate use of short and long sentences

Appendix 6: Handwriting

There are only two rules:

- You always start a word with your pen on the line, unless it is a capital letter, so that each word is formed in one, flowing movement.
- You do not take your pen off the page until you have finished the word (except x) i.e. to 'dot the i's and cross the t's

This is how the letters are formed:

Curly back

a c d g q s

Flagpole 'straight up straight down'

b h i k l m n p t u

Loopy loop

f j y

Top joiner

o r v w

Odd ones

e x z