



# Lawley Village Primary Academy

## ENGLISH POLICY

**Date approved: March 2018**

**Review Date: March 2020**

### **Introduction**

All at Lawley Village Academy recognise the central importance of English, as a subject in its own right, and as the most cohesive area of learning. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

## **Aims**

- To promote a positive attitude to reading, writing, speaking and listening.
- To develop children's ability to become confident users of language, both oral and written.
- To value language from other countries and cultures.
- To ensure children have access to a broad, balanced and creative literacy curriculum.
- To provide clear and consistent teaching throughout the school.
- To communicate the school policy on English to all staff, Governors, parents and other interested parties.

## **Objectives**

### **Pupils at Lawley Village Academy will leave Year 6:**

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

## **Inclusion Statement**

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Lawley Village Academy to be an ideal learning environment for nurturing and developing the whole child.

## **Equal Opportunities**

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us.

Children for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

## **Special Educational Needs**

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made.

Children with EHCPs and individual needs for learning are supported as instructed by their individual EHCP. It is for class teachers to decide how to best target their support in liaison with the SENDCO.

### **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

**In the Foundation Stage (Reception)** children are given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in a language rich environment.

**At Key Stage 1 (Years 1 and 2)** children are given opportunities to:

- Learn to speak confidently and listen to what others have to say.
- Learn to read and write independently and with enthusiasm.
- Learn to use language to explore their own experiences and imaginary worlds.

**At Key Stage 2 (Years 3-6)** children are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

### **Subject Organisation**

#### **Foundation Stage**

In Reception, children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. A range of texts, including those for themselves, are used in the daily mixed ability English lessons. Children have daily discrete Phonics lessons following the Read, Write Inc programme. Individuals begin to develop their library skills by selecting their own books, (within their book band) to read with an adult. Regular story times develop a love for books and storytelling.

#### **Key Stage 1**

In Key Stage 1, daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability English lessons with an emphasis on real texts. Spelling and grammar is taught discretely and embedded into English lessons. Children take part in both guided and individual reading sessions and have regular story times to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups.

#### **Key Stage 2**

In Key Stage 2, children have daily English lessons. Spelling and Grammar skills are taught both discretely and embedded within English lessons. Additional literacy sessions include guided reading, spelling practice

(refer to Spelling Policy), grammar, handwriting (refer to Handwriting Policy) and daily reading aloud of class novel, which is a text linked to their current topic learning. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes, TA aids and differentiated class teaching.

### **Differentiation**

There are children of differing ability in all classes at Lawley Village Academy. 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. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of the individual.

### **Approaches to Speaking and Listening**

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, role play and debating within lessons across the curriculum, class assemblies, School Council representatives, school productions and a yearly talent show. The National Curriculum states:

'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.' (pages 3, 4 and 7, 2013)

All of these speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too.

Children who require extra support in speaking and listening are referred to a Speech and Language therapist to further assess their needs.

We recognise the need for all pupils to speak, read and write standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance.

All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language.

### **Approaches to Reading**

We use the Read, Write Inc programme to deliver daily discrete phonics lessons in Foundation Stage and KS1; enabling children to decode effectively (refer to Phonics Policy). This is continued into KS2 where necessary.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop their own reading strategies and to discuss texts in detail during guided reading time. From Foundation Stage up to Year 6, children have the opportunity to read 1:1 with an adult regularly; with there being a particular focus on questioning to promote an in-depth understanding of the text. Questions progress from literal to inferential as the children move up through the school.

A range of reading schemes are used to support early readers as well as book banded 'real books'. In all classes, children are assessed using the PIRA tests each term. Children are placed on a book band accordingly. All children are regularly assessed to monitor progression.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'World Book Day' - where children are immersed in storytelling, author quizzes, book discussions and the opportunity to dress up as a book character and share their favourite books. Other opportunities may include library visits, author visits, Readathon and individual class reading challenges to promote the love of reading.

In KS1, children take home a banded book which is appropriate to their level of ability. Children choose their books from a wide selection of schemes and real books. In Key Stage 2, children take home a banded book which is appropriate to their level of ability. Some exceptions may be made for unmotivated, uninspired readers. In this case, teacher judgement applies and within reason, the child may choose another book they wish to read. Further monitoring takes place. Children are expected to progress to a 'free reader' status so they are able to read any book from their classroom or school library.

Each child has a book bag and a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading on the school website, curriculum letters, parent information evenings and parents' evenings. As children progress through the school, they become more independent in recording what they have read in their reading records.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

### **Approaches to Writing**

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2013). To support our teaching of writing, staff can refer to Pie Corbett's strategies (Talk for Writing)- which is predominantly used in KS1. These strategies are embedded into the teaching of writing whereby a range of different context writing tasks are based on a text. This allows children to have the opportunity to explore high quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of writing is flexible and class teachers apply their own creativity to cover the objectives stated in the National Curriculum.

Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions at the end of a unit; applying their taught skills to an unsupported piece of writing. Children are assessed before a genre of writing is taught through a 'cold' task. This enables teachers to then tailor their teaching to each child's specific needs. Children are further assessed at the end of the unit to determine their progress.

We use a pre-cursive style of handwriting in EYFS, progressing to cursive script to help children develop fluent, clear and legible joined up writing (see Handwriting Policy for further details).

### **Approaches to Grammar and Spelling**

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Our expectations are outlined in our 'Grammar Progression Grid'. It details the expectations for the teaching of grammar and the terminology (from the NC glossary) which must be used by each year group. It offers a guide for identifying the key objectives and skills which must be taught each year. Grammar is taught discreetly during the week in KS2. In KS1 specific sessions each week are dedicated to the teaching of grammar. Of course, grammar skills are also embedded within English lessons where appropriate.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words. As a school, we use 'Read, Write Inc.' phonics programme to support the teaching of spelling in EYFS and KS1. As children move into KS2, children are taught spelling in line with the

spelling patterns in the national curriculum document. (See Spelling Policy for further detail).

### **Cross- Curricular Literacy Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Extended writing is expected to be produced in Topic and Science; to showcase the children's transferrable skills.

### **Mathematics**

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in KS1 are immersed in stories and rhymes that rely on counting and sequencing. Children in KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They communicate mathematically through the developing use of precise mathematical language.

Mastery skills can be acquired by a child's ability to reason and justify their understanding of mathematical concepts. Every class teacher strives to achieve this by supporting children's developing explanations.

### **Computing**

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet when searching for information about a different part of the world or Topic facts. We encourage all children to use ICT as a resource for learning, whenever it is appropriate.

### **Personal, Social and Health Education (PSHE),**

English contributes to the teaching of PSHE (taught through the Jigsaw scheme). We encourage children to take part in class and group discussions on topical issues. Additionally, we encourage children to be open about their feelings and voice their worries; to solve their conflicts with friends.

### **Spiritual, Moral, Social and Cultural Development**

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

### **Planning**

We use the National Curriculum (2014) to inform our planning and as the basis for implementing the statutory requirements of the programme of study for English.

In accordance with the planning procedures, English is planned both discretely and as a vehicle for learning in other areas e.g. the teaching of non-chronological reports for use in topic. The National Curriculum for English objectives encompasses the breadth of what is taught.

Class teachers can use the Babcock teaching sequences and the cornerstones English plans as a basic skeleton structure on which to base their own creative ideas should they wish.

Poem of the week is set up in each classroom, whereby children are exposed to a different poem each week. They are given the opportunity to provide their opinion and feedback on these at some point during the week.

Guided reading is planned for separately using Read Write Inc resources in EYFS and key stage 1 and using the cornerstones 'Love to read' in Key stage 2.

## **Resources**

There is a range of resources to support the teaching of English across the school; all classrooms have dictionaries, thesaurus's, tailor-made vocabulary mats and literacy-rich environments. All classrooms have a selection of fiction/ non-fiction texts and children have permanent access to the school library. It is an expectation that every classroom and break out space has an engaging reading area that children can access independently.

## **Assessment, Target Setting and Record Keeping**

Teachers assess children's work in English in three phases. The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. These are detailed evaluations, which are used to inform future planning.

Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents.

Writing is assessed against success criteria (marking ladder) are created by the class teacher; tailored to that particular genre. The children are assessed at the start of the unit in a 'cold' task, teaching is then tailored to children's needs. At the end of the unit they complete a 'hot' task and this is assessed against the marking ladder to determine progress and next steps needed. Hot and cold tasks are demarcated in books by a blue or pink highlight on the top right hand corner of the book. Over the year, teachers assess the evidence collected against the National Curriculum objectives and a tick sheet is kept in the front of books. Each half term writing is displayed on the child's writing line in the classroom. In English books, learning adventure books and science books, where writing is undertaken, each child in KS1 and KS2 will be given an LO and SC sheet (see appendix), where the objectives for the lesson are clearly defined. It is a daily ritual that the children stick these in at the start of a writing lesson. Sometimes SC will not be pre-defined and children will either contribute to them as a group, or write their own.

At the end of each long term, assessments of reading, writing, speaking and listening are recorded onto O TRACK.

Children undertake the national tests at the end of Year 2 and Year 6. In all year groups children are assessed using the cornerstones reading and SPAG tests and the PIRA tests termly.

## **Marking**

Marking in English is in accordance with the school's Marking Policy. Marking guidance is available to all children in class.

## **Evaluation and Monitoring**

Monitoring of the standards of the children's work and the quality of the teaching in English is the responsibility of the English Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of English, being informed about the current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject Leader meets regularly with the whole staff and gives Governors

an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The Subject Leader has allocated time, in order to enable her to review samples of the children's work and undertake lesson observations of English teaching across the school. The named governor responsible for Literacy meets regularly with the Subject Leader in order to review progress.

## **Staff Development**

At Lawley Village Academy, staff development is undertaken in the following ways:

- By identifying areas for development during Performance Management reviews (personal development).
- In the School Improvement plan (whole school development).
- By discussion with the Head Teacher and/or co-ordinator.
- By making staff aware of relevant courses.
- By observation and feedback.
- By whole school INSET.
- By visits to leading literacy teachers when appropriate.

## **Excellence in English**

Excellence is celebrated with praise, stickers and displays of work, read or spoken presentations to the class or school and certificates of achievement presented during

Celebration Assemblies. Every week, a 'Writer of the Week' is selected from each class and is presented with a certificate.

Special guests to the school, such as visiting authors and performing arts groups are also actively sought, providing children with stimulating and enjoyable experiences associated with English. Special events such as World Book Day and visiting book fairs are also used to promote excellence in English.

Children are also encouraged to take an interest in their own reading development and the reading development of others by the use of partner reading. Older pupils support younger children in the development of their reading and gain self-esteem and a sense of achievement from doing so.

The school website promotes and celebrates excellence in English.

## **Homework and the Role of Parents**

We see parents as important partners in the process of developing children's literacy skills.

- They have an important influence on children's language before they come to school.
- They provide valuable support at home in helping children to become readers and writers.
- They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school (e.g. phonics, reading, SAT's revision).

We therefore encourage parents to play their full part in their children's education by:

- Involving parents in the school's reading programme from the moment their child starts school.
- Updating the guidance for parents as their children move through school so that they can continue to offer appropriate support.
- Give parents half termly outlines of the curriculum areas in English that each year group will be studying.
- Welcoming offers of help from parents to assist in school by listening to children read.
- Sending homework home in accordance with the school's Homework Policy and encouraging parental support. (reading with their child 3 times a week, supporting with spellings etc)

**Appendix**

**LO and SC chart used for EYFS/Less able and SEN Year 1's**

**Monitoring and Review of this Policy**

This policy was drawn up by the English Subject Leader, Mrs Laura Hopley.

It was completed in January 2018.

It was formally adopted by governors on 22<sup>nd</sup> March 2018

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the English Subject Leader, and by the subject governor.

The policy is scheduled for review in March 2020.

Signed ..... (Literacy Subject Leader)

Signed ..... (Head Teacher)

Signed ..... (English Governor)