

English Policy



Mission Statement:

At Delph Side we aim to instil a passion for learning that empowers our children to be successful and exceed expectation so that they develop into confident, caring individuals that are well equipped to take the future in their stride.

Aims:

Our aim is to provide the children with good quality English teaching on a daily basis. It is important to deliver well planned, progressive and exciting learning opportunities that develop skills, expand knowledge and understanding regardless of children's ability or needs.

We believe that English is a fundamental life skill. Children will be given opportunities to consolidate and reinforce the skills taught through a cross-curricular and creative curriculum. English develops children's abilities to listen, speak, read, write and debate for a range of purposes.

At Delph Side we strive for children to be able to:

- be effective, competent communicators and good listeners;
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- develop the habit of reading widely and often;
- read for enjoyment, pleasure and for information;
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation;
- develop powers of imagination, inventiveness and critical awareness in all areas of English;
- write in a variety of styles and forms showing awareness of audience and purpose;
- acquire a wide vocabulary;
- have an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- have a suitable technical vocabulary to articulate their responses;
- understand spelling conventions;
- use grammar and punctuation accurately;
- develop an appreciation of our rich and varied English heritage;
- produce effective, well-presented written work;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.

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Statutory Requirements:

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Framework (2014, 2016) and in the Statutory Framework for the Early Years Foundation Stage (2014, 2017).

Spoken Language

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

Year 1 – 6 children should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading and Writing

EYFS - English development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Year 1 – 6

Please see appendix 1 for details of reading, comprehension and writing skills that should be taught across the year groups.

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The Governing Body

The Governing Body has responsibility for the school's range of policies. The Headteacher reports to the school governors about the curriculum and policies relating to each subject area, as well as policies relating to the wider school. A yearly report is also prepared and given to the English Governor which provides information on the progress of English provision.

Subject Organisation:

The English Curriculum is delivered using the National Curriculum 2014, 2017 Framework (appendix 1), the Key Learning Indicators of Performance (KLIPS) (Appendix 3) and the suggested units of work from the Lancashire curriculum (Appendix 4). Year 2 and Year 6 also use the Interim Framework statements for their year groups (appendix 5).

These form the basis of teaching and learning and provide a starting point for creating medium term English plans. These medium term plans follow particular phases which produce a teaching sequence to follow, these are:

1. Reading and responding to texts
2. Reading and analysing texts
3. Gathering content and chance to innovate
4. Writing

During the sequence of teaching teachers are expected to provide the children with demonstration and scribing through shared and guided writing which then allows the children to carry out independent writing.

The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

English sessions are taught each day throughout the school and children are grouped according to ability within their own class (except phonics). Work is differentiated according to ability and needs of the children and support staff are deployed to support where necessary. Weekly planning is completed by all teachers.

Approaches to Spoken Language

Speaking and Listening is an important part of teaching and learning at Delph Side. Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal

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communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc. Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor in school or responding to a text in shared or guided reading.

During the planning and sequence stages of English we ensure that opportunities are built in to allow children to:

- communicate effectively, speaking with increasing confidence, clarity and fluency
- participate in discussions and debate in a variety of contexts
- listen to the views, opinions and ideas of others with increased interest
- articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- respond to questions and opinions appropriately
- retell stories and poems which are known by heart
- ask questions with increasing relevance and insight.

Pupils have access to a wide range of speaking and listening opportunities that include:

- talking about their own experiences, recounting events
- participating in discussion and debate
- retelling stories and poems
- expressing opinions and justifying ideas
- listening to stories read aloud
- presenting ideas to different audiences
- taking part in school performances
- responding to different kinds of texts
- talking to visitors in school
- listening to ideas and opinions of adults and peers
- role-play and other drama activities across the curriculum
- using dramatic techniques, including work in role to explore ideas and texts
- creating, sharing and evaluating ideas and understanding through drama.



Approaches to Reading

Delph Side has a strong focus on developing the child as a reader. Time is devoted to the teaching of reading on a daily basis and across the curriculum.

Guided Reading – This takes place at least 1 x per week with each group throughout the school with children being taught in groups of up to 6. Children also complete activities based on the books they have read or to extend their learning. These are completed in response to reading books. Reception children start guided reading when appropriate in order to train them for Year 1. Teachers plan for each guided reading group to ensure the children's needs are being met. Teaching assistants are also trained for the support and delivery of guided reading.

Shared Reading – This takes place on a daily basis in English lessons and the children are given daily opportunities to read aloud as a class with teacher modelling. Shared reading also takes place across the curriculum.

Whole Class Reading – Teachers are also using this approach to teach reading skills. This is a whole class approach, pupils work together on one learning objective based around the same text. The activities are adapted for different abilities so that all children can access the learning objective and be challenged. This is supported by Reading Vipers which highlight the key comprehension skills that children need to learn - Vocabulary Infer Predict Explain Retrieve Sequence or Summarise.

Independent/Home Reading – All children are provided with reading books to take home and read with parents. A reading record is also provided to encourage communication between parents and teachers.

Where possible children in Y2 to Y6 change their own book as this allows them to choose a book that interests them. Children are encouraged to read at home each night and bring their book into school the next day. When children have read at home 25 times they receive a book mark and a book prize in gathering as a way to celebrate that love of reading. For every time children read 25 times they also receive a sticker to go on their book mark – bronze, silver, gold and platinum, when children achieve all of these stickers they receive another special award/prize.

At least once a week teachers or teaching assistants listen to children reading a book in class. Some children have targeted reading intervention and become daily readers. This is if children do not read at home or if they need extra focus on reading skills. A

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teacher or teaching assistant will read with these children every day. A record is kept in school to monitor this and the books/levels children are reading. All staff encourage children to take care of books and look after them and remind them that a lost or damaged book is changed for.

Wider reading/Story time - At a suitable time every day 10 minutes is allocated to story time in each class. During this time teachers or children read to the class which allows children to develop their enthusiasm and love of reading. All classes also have access to the school library. At Delph Side we promote the importance of reading for pleasure. Children in the Foundation Stage and Key Stage 1 have story time on a regular basis. Classes in Key Stage 2 have chosen class novels which are read each half term.

School library and Reading Cloud – We are strongly committed to improving literacy and know the importance of reading for pleasure. We want to encourage children to enjoy reading and to read a wide range of literature. Each week children visit our library to choose books to borrow, using our finger print scanner to borrow books. We have launched “The Reading Cloud”, an online version of our library catalogue. This allows children and parents to access the library at home, find new and most popular books and write reviews about books they have read.

Other reading opportunities:

Break time reading – Each break time a selection of fiction, non-fiction and poetry books are provided in the gazebo on the playground (*weather permitting*). This allows those children that love reading to read at this time and encourage others to read and share books together.

Resources – All home reading books are organised according to Oxford Reading Tree books bands. Guided reading books are organised into Rigby Rocket books colours and levels. Library books are organised into fiction and non-fiction and the children have free choice when selecting a library book.

Approaches to Phonics

At Delph Side Primary School we aim to develop the full potential of all our children as confident, literate readers and writers. If children are to develop as competent readers and writers, it is vitally important that they have a secure understanding of the letter sounds and spelling system of the English language. Phonic skills need to be developed in a systematic way, based on a stage approach.



The Principles of the Letters and Sounds Programme – At Delph Side we follow the Letters and Sounds Programme, providing a synthetic approach to the teaching of phonics, from Foundation Stage, through KS1 and into KS2 if appropriate. The programme focuses on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately and language comprehension.

The programme is in six phases: phase one promotes speaking/listening skills, phonological awareness and oral blending/segmenting; phases two to five focus on high quality phonic work to help children develop fluent word reading and spelling skills. The sessions are delivered to ensure participation and engagement resulting in high-quality phonic work on a daily basis to help practitioners and teachers ensure that by the end of Key Stage 1 children develop fluent word reading skills and good foundations in spelling.

Letters and Sounds is supplemented by Jolly Phonics, Busy Things, other ICT games and resources made by the teachers. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned.

Progression and Delivery – The pace at which it is suggested the children progress through the programme should be taken as a guide rather than applied rigidly. Teachers use LCP Phonics Planning as a basis for their planning and add enhancements, where appropriate.

It is recommended that children in phase two to five of Letters and Sounds should be taught a discrete 20 minute daily session of phonics and that teachers should follow the teaching sequence of 'revisit, review, teach, practise and apply'. In addition, phonic skills can be applied in reading and writing opportunities as well as in other areas of the curriculum.

Using reliable assessments of children's developing knowledge and skills, practitioners and teachers will need to judge the rate at which their children are able to progress through the programme and adapt the pace accordingly. Children are grouped according to the stage they are currently working at.

Tracking and Assessment – Children's progress is continually reviewed to allow for movement between ability groups, and children move phonics group when it is felt necessary to meet their needs. During daily sessions of phonics there are opportunities for practitioners to regularly assess children's understanding. Outside the discrete daily phonics sessions there are opportunities to observe the application of phonic skills, e.g. during guided/shared reading, shared writing/guided writing. Children are formally assessed at the end of each term.

Regular monitoring of the assessment outcomes allows teachers and practitioners to ensure that all children are making expected progress, including children in the most vulnerable groups. This information is also used to identify children who are not making expected progress and therefore early intervention can be put in place.

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Year 1 Screening Check – During the Summer term every Year 1 takes a Phonics Screening Check which is phonics based. The check consists of 40 simple, decodable words including nonsense words which the children are expected to read. This is a progress check to identify those children not at expected level in their reading. The results are reported to parents as well as on 'Analyse School Performance(ASP).' If children do not reach the expected level they have an intervention programme, Fast Track Phonics before they are rechecked in Year 2. Any child working below the level of the screen check may be dis-applied, with the acknowledgment of the parent/carer.

Intervention – Through careful monitoring and tracking practitioners are able to identify children who are not making the expected progress and therefore need intervention to catch up. Depending on the needs of individuals, this may include additional individual or small group work. It is important that children who are struggling to learn to read not only need to catch up with their peers, but also to continue to make progress.

Spelling KS1 – In Year 1 and Year 2, children learn to spell through phonics. Children also carry out work around the common exception words for their year group. These are often sent home as homework and teachers monitor and carry out spelling tests each term to assess throughout the year. Year 2 follow a spelling programme 'No Nonsense Spelling' which is really beneficial and children learn the different spelling patterns and rules for their age.

Spelling KS2 – Year 3, 4, 5 and 6 follow the 'No Nonsense Spelling' which is a spelling programme that is taught to the whole class. This spelling programme is aimed at all children and gives each of them a chance to achieve age related in spelling for their year group. This programme allows teachers to teach the appropriate spelling rules and patterns to their year group. Each week all KS2 children take spelling lists home and have a spelling test the following week. Lower KS2 children have spellings taken from the Year 3/4 spelling lists along with spellings taken from Year 1/2 spelling lists that have not yet been achieved. Upper KS2 children are given spellings from the Year 5/6 spelling lists along with some spellings taken from the year 3/4 spelling lists that have not yet been achieved.



Approaches to Writing

Delph Side has a strong focus on developing the child as a writer. Time is devoted to the teaching of writing on a daily basis and across the curriculum.

Emergent writing – Foundation Stage provide writing opportunities across the curriculum through play in continuous provision both indoor and outdoor. Some writing activities have a focus and are adult led.

Shared and guided writing – These are planned for and taught as part of English lessons and across the curriculum. Shared and guided writing are priority throughout school and every teacher should model writing to children at the appropriate level. During guided writing teachers should work with groups of children on their next steps to move their writing forward. Teaching assistants are also expected to carry out guided writes with groups of children.

Extended/independent writing – During each half term Year 1 to Year 6 children are given the opportunity to write at length and complete an extended piece of writing. During the extended writing lesson most children write independently. At appropriate times in the year the English Leader sets independent writing tasks for Years 1 to 6 which are used as an assessment for writing.

Handwriting – At Delph Side Primary school handwriting is developed through systematic and regular practice in the teaching of handwriting using the Penpals Handwriting scheme. Penpals provides clear progression for children aged 3 to 11 starting in nursery where children practice their gross and fine motor skills in readiness for handwriting and finishing in Years 5 & 6 where basic handwriting issues are revised and speed and fluency improved. This whole school approach ensures a consistency of style and approach which leads to an effective progression of experience and teaching. Some children who may need extra support with handwriting, may receive extra interventions to support them with their writing development. For children who may need extra support with developing their hand writing skills, may receive a *motor skills intervention* program to address gaps within their hand writing skills. It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style.

Cross Curricular English Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for children to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

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Teachers are expected to allow children to carry out at least 3 pieces of cross curricular writing activities each half term. Year 5 are expected to produce one piece of curricular writing per week and Year 6 are expected to produce one piece of cross curricular writing every two weeks. Teachers are expected to use shared and guided writing/reading sessions in lessons as they would in an English lesson.

The Use of ICT

Opportunities to use ICT and iPads to support teaching and learning in English will be planned for and used as appropriate.

Assessment, Recording, Reporting and Target Setting

Staff will gather information about a child's ability from independent pieces of writing. They will look at a selection of writing for each child to assess what they have achieved independently. Statements will be highlighted on the KLIPs sheets to show achievement.

Assessments are in line with the Assessment Policy.

In addition to this:

- Nursery children are assessed against the monthly age bands
- Reception, children are assessed against the EYFS objectives
- Reading and writing is assessed from Y1 to Y6 using Key Learning Indicators of Performance (KLIPS) (Appendix 3) and a score/level submitted to the assessment leader each term
- Reading tests are also carried out from Year 1 to 6 in the form of Rising Stars Reading Progress Tests which provide teachers with an age related score
- Children in Year 1 to Year 6 carry out independent writing tasks which are assessed against the KLIPs
- Optional SATs are also undertaken.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that children know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Class targets are derived from the KLIPs and are regularly reviewed. Where applicable, school issues are addressed through targets linked to Appraisal.

Children are informed of their own targets for learning and supported to make progress towards them. In all classrooms (Reception to Year 6) there is a writing progression board (in line with KLIPs) which supports children with their targets. Each child's name is placed on a target which is a reminder for them across the curriculum.

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Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. Staff and children may use Marking Ladders to assess work and set future targets.

Inclusion

We aim to provide opportunities for all children so that they achieve as highly as they can in English according to their individual abilities. All children receive quality first English teaching on a daily basis and activities are differentiated accordingly.

In addition, where children or groups of children are identified as underachieving next steps are taken to improve their attainment. If appropriate targeted support is provided to enable them to work towards age appropriate objectives and achievable targets. In some cases intervention programmes will also be implemented. Teachers and teaching assistants plan programmes into the timetable for these children and monitor the progress.

There will be a third wave of support for children who are placed on School Action or School Action Plus that will be additional and different.

Children that are more able are identified and suitable learning challenges are planned in line with our policy for teaching children that are more able.

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy.

Intervention Programmes

All children's progress is tracked and updated termly. Pupil progress meetings are held termly and children failing to make the expected progress are targeted through intervention groups. Currently Year 5 and 6 have pupil progress meetings each half term.

Intervention programmes in school are delivered each half term and include: Fast Phonics, Reading Intervention Programme.

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.

Role of Subject Leader

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

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Monitoring and evaluating English:-

- pupil progress
- provision of English
- the quality of the Learning Environment
- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- carrying out learning walks
- carrying out book scrutiny's
- supporting staff.

Parental Involvement

Parents can offer support with English by reading with children and communicating in their reading record and by monitoring and supporting the completion of homework.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

Appendices

Appendix 1 – National Curriculum 2014 – English Programmes of Study

Appendix 2- Statutory Framework for the Early Years Foundation Stage

Appendix 3 – Key Learning Indicators of Performance (KLIPS) for reading and writing

Appendix 4 – Overview of English units

Appendix 5 – Year 2 and Year 6 Interim Framework Statements