

# Nether Alderley Primary School

## English Policy

### 1 Vision and Aims

At Nether Alderley Primary School we recognise the crucial importance of studying the English language. We believe that our English curriculum enables our pupils to lead a fulfilling life by teaching them to communicate effectively through the spoken and written word. In order to access the wider curriculum, pupils need the essential skills of being able to: listen, speak, read and write. Through the development of these skills pupils are able to express their ideas, thoughts and feelings and to develop a love of learning. We aim to instil a life-long love of reading which will develop empathy, cultural, emotional and intellectual awareness in order that our pupils will participate fully in the world around them.

The aims of teaching English are to ensure all pupils:

- write like a reader and read like a writer
- become independent readers who read easily, fluently and with good understanding
- develop the habit of reading widely and often for both pleasure and information
- appreciate our rich and varied literary heritage
- acquire a wide vocabulary and a good understanding of grammar, punctuation and spelling
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- can improve their written work through planning, drafting and editing
- are competent in the arts of speaking and listening, making presentations, demonstrating to others and participating in debate and discussion

### 2 Curriculum delivery

At Nether Alderley Primary School, we believe children learn best when they are enthusiastic and actively engaged in their own learning. Teachers aim to ignite the interest of pupils through inspiring texts carefully chosen to give a rich and varied English curriculum. Texts are chosen for their high-quality illustrations and rich well of language which pupils are encouraged to draw from in their own writing.

Where possible, English will be linked to cross-curricular units of learning so that pupils can practise and apply the skills, knowledge and understanding acquired through English to other areas of the curriculum.

From year 1 to year 6 English is taught through a daily lesson, which will have a planned focus linked to reading, writing or speaking and listening. Pupils will also work in a guided group for reading or writing with the class teacher or teaching assistant. Pupils have the opportunity to experience a wide range of texts, and to support their work with a variety of practical resources. Pupils use

technology in English lessons where it enhances their learning: re-drafting to edit and improve their work or combining text and pictures in presentations. Wherever possible we encourage pupils to use and apply their learning across the curriculum.

Classes are mixed-age and so there is a wide range of attainment. We therefore seek to provide suitable challenge and support, to enable all children to achieve at their full potential. This could take involve differentiated group work, support through more detailed instructions or offering scaffolding devices such as writing frames or differentiated success criteria. Teaching assistants play a vital role working with groups and individuals.

### 3. English Curriculum Coverage

#### **Spoken Language Intention**

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- justify ideas with reasons
- ask questions to check understanding
- develop vocabulary and build knowledge
- negotiate
- evaluate and build on the ideas of others
- select the appropriate register for effective communication
- give well-structured descriptions and explanations
- speculate, hypothesise and explore ideas
- organise their ideas prior to writing

#### **Spoken Language Implementation**

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves in an appropriate way, matching their style and response to audience and purpose. We also teach children to listen and respond to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- activities which are planned to encourage full and active participation by all children, irrespective of ability
- talk partners
- school plays
- Christmas nativity services
- class debates
- events within the learning community such as the Arts Week celebration
- School Council
- drama / role play
- PSHE and circle time
- speaking to the whole class e.g. show and tell

## Reading Intention

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally intellectually, socially and spiritually' (p13)

Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

The 2014 Curriculum divides reading skills into two dimensions:

- word reading/ decoding
- comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

## Reading Implementation

We promote a love of reading through a variety of whole school strategies such as: celebrating world book day, author visits, summer reading challenge, library visits, book swap events and book reviews on the school website.

- Pupils learn to read easily and fluently through phonics and whole word reading in EYFS and Key Stage One
- Pupils phonics knowledge is closely matched to the level of texts they are given.
- Pupils read regularly to adults in school and at home.
- Pupils are encouraged to read for pleasure and select additional books from school or home to read alongside their reading scheme books
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Pupils are engaged in weekly guided reading sessions where they will discuss a book with their peers at their level.

## Reading in EYFS

In the Early Years Foundation Stage, we plan from the children's interests using a variety of books to engage and stimulate learning. Our teachers show enthusiasm when reading aloud and collectively they can share approximately three texts each day, which then further develops into discussions and questioning as a whole class. The use of role-play encourages re-telling of stories and promotes imaginative discussion. During the reception year, we invite the children's family members to come into school as a surprise to share a story with the class each week (mystery reader). This is encouraged as it demonstrates to the children that everyone loves to read and any one can do it. Each day in class the children get the opportunity to make their own choices, deciding on which book they would like to hear at the end of the day. Each child gets to vote once and the book with the most votes will be shared before home time.

## Reading Scheme

Our school reading scheme follows the Oxford Reading Tree colour band system. We have books from other schemes which have been integrated in. Pupils will typically move on to lime (the final colour) at around age 8. After that

we have grouped books into stages from 13 onwards. This is to encourage a broad diet of different text types before pupils move on to choosing their own books. Our reading scheme is closely linked to the Letters and Sounds scheme and progresses in line with the pupils' phonics development.

### **Reading in Class 2**

Pupils in Class 2 have their reading books changed twice per week. They may be sent home more than one book. They follow the reading scheme moving up when the class teacher judges they are ready for the next level. Reading benchmarking is used to track the progress of key pupils.

### **Reading in Class 3**

Pupils in Class 3 are mostly still on the reading scheme but are given responsibility for changing their own books. They are given a printed copy of the books in each box so they can tick off the ones they have read. The class teacher will move on children based on assessment or feedback from the child, parents or teaching assistant. It is not necessary for a child to read every book in each band. Most pupils in year 3 should be on lime and aim to move on to the KS2 books which follow the Oxford Reading Tree using numbers. Reading diaries are checked by the class teacher or teaching assistants.

### **Reading in Class 4**

Pupils in Class 4 are mostly choosing their own material. Those who are selecting from the school reading scheme are closely monitored by the class teacher. Reading diaries are checked by the class teacher. Reading material choice is discussed.

## **Writing Intention**

The National Curriculum states that pupils should:

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct
- write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

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

## **Writing Implementation**

- We use high quality texts, modelling and shared/collaborative writing to demonstrate what 'good' writing looks like for each year group
- We use the 'talk for writing' approach scaffolding the children through a structured process of planning, writing and editing.
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling

- Teaching of grammar is embedded so that pupils are aware of how to include content appropriate to their year group in their writing; however, we also teach grammar as a separate lesson where necessary.
- We use checklists for pupils to self-assess or peer-assess, when appropriate so they can evaluate effectively
- We mark extended pieces of work in-depth and give feedback so pupils know how to improve
- We encourage joined handwriting to support spelling and speed
- We use drama and hot-seating to help pupils to think about another point of view
- We teach children how to use technology for composition and editing of their writing

## **Vocabulary Development**

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- active
- progressive/ systematic
- making links from known words
- develop understanding of shades of meaning
- include 'instruction verbs' used in examinations
- subject specific e.g. accurate mathematical and scientific words

Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- spelling lists/ key words to take home and learn
- display of key words linked to topics and subjects
- using the correct vocabulary orally
- in-depth word-based lessons looking at patterns
- reaching pupils how to use a dictionary and a thesaurus
- targeted one to one/ small group support, where appropriate
- introducing new vocabulary across the curriculum to enrich children's spoken and written language

## **Handwriting Intention**

Developing a fluent, automatic handwriting style allows pupils to concentrate on the content of their writing. To support pupils in achieving this the school has a consistent cursive handwriting style which is implemented from year 1. The school cursive handwriting style is displayed (from Key Stage One) in each classroom.

When they first join school, pupils begin mark making and practising the skills they will need for handwriting. They also begin work on letter formation which is linked to their phonics learning. Attention is given to pencil grip at an early stage of learning. Children in class 1 are taught pre-cursive letter formation ensuring they are given the skills to start writing cursively in year 1. Children in Reception

who show signs of being ready to begin cursive handwriting will be given the opportunity and guided correctly during the summer term. This will aid transition into Year 1 when cursive is expected.

As pupils move up through the school the same handwriting style is reinforced through direct instruction and through practice. It is expected that pupils will be writing in neat, legible, cursive handwriting by the end of year 4.

## **Planning**

Our yearly teaching programme identifies the key objectives, texts and genres in English that we will teach each year. From this class teachers will then plan the main teaching objectives for each half-term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each half-term. Aspects of the Wordsmith planning are used by some of the teachers and adapted accordingly by the class teacher. E-books from Wordsmith are used on Class displays and on the 1:1 iPads.

Where appropriate, English planning is meaningfully linked to the current topic of a class to give context lessons.

## **Assessment**

In order to measure the impact of their teaching, teachers formatively assess pupils' learning during and as part of every English lesson and they adapt their practice accordingly. Teachers will also use summative assessments to more formally record pupils' attainment in learning.

## **Writing**

Pupils are given the opportunity to write at length after discussing and preparing at home and in school. Teachers will mark this in depth and give detailed feedback to each pupil. At the end of a genre unit, pupils will produce a text within that genre which they will edit and improve to produce a final draft. Writing moderation file in the subject leader's room and used for consultation when staff are moderating writing. Staff attend moderating sessions within the local cluster. The Fallibroome writing checklists are used to track progress in writing, identify gaps and make judgements as to whether pupils have met the writing standard for their year group. For year 2 and year 6 the statutory writing frameworks are used to make these judgements.

## **Reading**

In year 1 pupils reading is mainly assessed through reading with the class teacher, their book band, guided reading and benchmarking. NFER assessments for year 1 are used in the summer term. Pupils in year 1 will prepare for their phonics screening test. In year 2 more formal methods of comprehension are introduced and in the summer term they are assessed using year 2 SATs tests.

Formal assessments of reading comprehension are carried out, tracked and monitored at least termly in KS2. We use NFER in November, March and June for Year 3,4 and 5. Results of these tests enable teachers to identify who is not on track and put support in place.

## 4. The Early Years and Foundation Stage (EYFS)

In EYFS 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 an environment rich in print and opportunities to communicate.

Literacy skills are taught in as an integral part of the EYFS curriculum.

Communication and language and Literacy which are two of the seven Areas of Learning in the EYFS curriculum cannot be covered in isolation from the other areas of learning. Opportunities to practise literacy skills, for example, reading labels, responding to written instructions, mark-making and early writing are provided throughout the learning environment inside the classroom and in the outdoor area.

Speaking and listening skills are vitally important as they underpin all learning at this stage. Development of these skills is encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking to accompany play, and communicating with their peers and familiar adults.

Children have daily phonics lessons to introduce letter sounds and to develop skills like blending and segmenting in preparation for early reading and writing.

As part of continuous provision children have 'challenges' which practice using and developing their communication, language and literacy skills on a daily basis.

As well as sharing a text as a stimulus in Literacy focussed sessions, children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop a love of reading.

### **EYFS Reading Intention**

During reception children will learn to read and understand simple sentences. They will use phonic knowledge to decode regular words and read them aloud accurately. They will also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

### **EYFS Reading Implementation**

The children's prior knowledge about books is enhanced and developed through activities such as, retelling a story in their own words, reading a book with the teacher, re-reading favourite stories as a group/class and listening to audio books.

When a child is ready to begin more formal reading activities, they will embark on the reading scheme. Each child reads with an adult once a week and changes their books twice a week. They begin with picture books, which firstly encourages the children to use their knowledge of story structure to form their own sentences and own story using the illustrations alone. This then progresses to pictures books with phonetically decodable words and then sentences.

Letters and sounds are introduced through games and practical activities and through daily phonics sessions. Beginning with the sounds of alphabet, progressing to digraphs and tricky words, enabling the children

to begin to blend and segment CVC and CVCC words and read full sentences.

<b>Time of year</b>	<b>Expectations</b>
September	Baseline assessments Picture books – begin to use knowledge of books to tell own story using illustrations.
November	Recognise and correctly sound some of the letters from phase 2 phonics. Begin to sound out some VC and CVC words with support to blend.
January	Recognise and correctly sound phase 2 letters and some phase 3. Be able to sound out VC and CVC words with less support.
April	Recognise and use phase 2 and 3 letters and sounds to sound out CVC words with support. To recognise some tricky words to begin reading short sentences with support.
June	To use picture cues and knowledge of letters and sounds to read short sentences with support.
July	Be 'phase 5 ready' to move into year 1.

### **EYFS Writing Intention**

In the EYFS, children are encouraged to develop their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be evident in their writing. At the same time, their knowledge of key words and language is supported through reading and writing activities, including shared reading and writing focus groups. The basics of how to form a letter, spell a word, leave a space, or use a full stop are demonstrated and later followed by the more sophisticated strategies of modelling the planning, drafting and proof-reading of writing.

Children will be able to use their phonic knowledge to write words in ways which match their spoken sounds. Emergent writing is encouraged and pupils are also given key words e.g. high-frequency words or topic related.

They will also learn to write some irregular common words. They will write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### **EYFS Writing Implementation**

Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular Topics. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing.

A wide variety of opportunities are provided for the children to engage in writing activities in both the indoor and outdoor environments at all times. Children are

encouraged through daily challenges as well as during focus tasks to say each word slowly, listening to the sounds they can hear and to write what they hear. This begins with just initial sounds being written then progresses to the whole word being phonetically plausible, progressing further to the words being spelt correctly as more letter sounds/digraphs/consonant clusters etc are taught through daily phonics sessions.

<b>Time of year</b>	<b>Expectations</b>
September	Baseline assessments
November	Emergent writing can give meaning to marks they make <b>Begin Super Sentences</b>
January	Initial and final sounds correctly identified <b>Begin WOW writes with stimulus sent home</b>
April	Able to correctly identify middle sounds cvc words e.g. cat cvcc e.g. went
June	Using digraphs and trigraphs correctly Sounding out blends Pupils who are ready begin to work on Y1 curriculum

## **EYFS Communication and language**

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practice and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

## **EYFS Assessment**

Reading:

By the end of Reception, children:

- Will be able to read words using phase 2 letters and will be able to read some words that require phase 3 and 4 letters and sounds.
- Will have a growing knowledge of high frequency words
- Will be able to read their reading book (chosen to match phonic ability) with fluency
- Will begin to use a range of strategies to read unfamiliar words such as using pictorial cues, chunking and re-reading
- Will be able to answer comprehension questions about the texts they have read

Writing:

By the end of Reception, children:

- Will hold a pencil using a tripod grip
- Will be able to form letters correctly
- Will use their phonic knowledge when writing and spell some high frequency words correctly
- Will be able to read back their writing
- Will be able to write a sentence using finger spaces, capital letters and full

stops

- Will be able to sustain concentration and write for greater periods of time

## 5 Contribution of English to teaching in other curriculum areas

The skills that pupils develop in English (reading, writing, speaking and listening) are linked to, and applied in, every subject of our curriculum. These skills enable them to communicate and express themselves in all areas of their work at school.

### **Mathematics**

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Pupils in EYFS develop their understanding of number, pattern, shape and space through structured speaking and listening. They also engage with stories, rhymes and songs which involve counting and sequencing.

Pupils in KS1 and KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others orally as well as in writing. They are supported and encouraged to communicate mathematically through the developing use of precise mathematical language.

### **Computing and technology**

At Nether Alderley we make use of technology in a variety of ways to improve all aspects of their development in English. Pupils are encouraged to learn how to type as well as write so that they can fluently communicate their ideas. Technology is also used to redefine the way in which we give feedback to pupils. Through apps such as Showbie pupils can now access high quality verbal and written feedback on their work. Computer displays in class are used to project a text so it can be read and shared by all pupils. Books are scanned in to iPads so that they can be clearly displayed on a screen for all pupils. E-books are used so that all pupils can read a shared text easily.

There are clear curriculum cross-overs with computing and English such as being able to read and write specific instructions. As part of digital literacy, pupils will be using the internet as a resource to aid their study.

### **Personal, social and health education (PSHE) and citizenship**

English contributes to the teaching of PSHE and citizenship by encouraging pupils to take part in class and group discussions on topical issues. Older pupils also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

## **Spiritual, moral, social and cultural development (SMSC)**

The teaching of English develops skills through which our pupils can offer 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 with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

### **English and inclusion (see inclusion policy)**

At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We also take on the advice of a 'dyslexia friendly school' such as choosing backgrounds to minimize glare and contrast and choosing sans-serif fonts which are easy to read.

## **6 Resources**

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. All classrooms have a selection of fiction texts. The library contains a range of books to support children's individual research. Macbooks and iPads used regularly as part of English lessons. We have also purchased ergonomic keyboards and touch typing programmes for those with additional needs. There is a suite of functions on the iPads to make them accessible – they can be adapted according to the individual needs of a child. The dictation function on iPads is also beneficial for pupils with dyslexia.

Digital subscriptions:

- Spag.com
- Wordsmith
- Showbie
- Socrative
- Nessy

## **7 Monitoring and review**

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of subject leader and Headteacher. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The leader has specially-allocated time in which to review samples of the children's work and to undertake lesson observations of English teaching across the school.

The literacy policy will be monitored through quality assurance processes which include:

- lesson observations

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- book scrutiny
- learning walks
- monitoring record keeping and planning

This policy will be reviewed at least every two years.

Date: March 2020