

Lovers' Lane Primary and Nursery School



English Policy

Date Reviewed: September 2022

Next review date: September 2023

English Policy

Introduction

Lovers' Lane Primary is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. Within our diverse and inclusive community, we aim to nurture individuals and develop pride and mutual respect for each other and our school through our core values - Show Respect, Work together, Aspire and Nurture.

This policy sets out Lovers' Lane Primary and Nursery School's aims and strategies for the successful delivery of English. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the English Lead in consultation with the Headteacher, SENDCO, Leadership Team and teachers. Guidance from consultants and children, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study.

Aims and Objectives

At Lover's Lane we aim to delivery a high-quality education in English, which teaches children to read and communicate confidently, both through speaking and listening and through writing. Using these skills, our children are empowered to access the whole curriculum, build upon what they already know, learn independently and prepare for the world of work and other aspects of everyday life. We work particularly hard to develop a love of literature and to enable pupils to play a full and active part in their own development in spoken language, reading and writing so that they can reach their full potential.

The aims of English are to help our pupils to:

- Speak clearly, fluently, confidently and listen patiently and carefully so that they can communicate effectively in a range of situations, including formal presentations.
- Develop their ability to learn through discussion, elaborating and clearly explaining their understanding and ideas.
- Read fluently and with good understanding.

- Develop a love of literature and language.
- 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.
- Write clearly, accurately and effectively for a range of audiences and purposes.

Curriculum

At Lovers' Lane, we deliver the above aims and the requirement of the National Curriculum in England (2014) in (1) spoken language, (2) reading and (3) writing.

(1) Spoken language

Teaching staff ensure that opportunities for speaking and listening permeate the whole curriculum throughout the school. Pupils are enabled to clarify their thinking and organise their ideas for writing as they are taught to:

- Speak clearly and convey ideas confidently using Standard English.
- Justify their ideas with reasons.
- Ask questions to check understanding.
- Give well-structured descriptions and explanations.

Approaches to 'Spoken Language' Teaching and Learning

- Strategic broadening of existing vocabulary knowledge across the whole school, through explicit teaching of words on the 'Lovers' Lane Vocabulary Spine'.
- Use of 'Talk for Writing' strategies to orally rehearse and learn different text structures.
- Participation in group and class discussions.
- Drama and role play.

Spoken language in the Early Years

- Listening to, reciting and responding to rhymes, poems, songs, stories and non-fiction.
- Use of Early TalkBoost and TalkBoost to support children below in spoken language for their age.
- Use of the Talk Charter to improve the focus and efficiency of both team and individual communication.

Spoken language in Key Stage 1 and 2

- Use of cooperative learning strategies to promote communication, interaction and engagement between children.
- Listening to, reciting and responding to rhymes, poems, songs, stories and non-fiction.
- Use of computing apps, such as iMovie, for children to perform their work to different audiences.
- Use of the Talk Charter to improve the focus and efficiency of both team and individual communication.

(2) Reading

At Lovers' Lane Primary School, we recognise the crucial role that reading plays in enabling pupils to acquire knowledge, building upon what they already know. The expected implementation of our reading curriculum is detailed in our Reading Implementation Document.

Reading in EYFS

- Daily RWI phonics sessions (see Phonics policy) and storybook sessions.
- RWI 'pinny time' phonics recap outside of the phonics session.
- Adult sharing a text as part of a sequence of work in English lessons.
- Daily story – chosen by children's vote at the end of each day.
- Reading for pleasure books for parents or carers to read to the children are changed at least once a week.
- Once children are accessing RWI books in line with their phonological knowledge, children are encouraged to read 4 times a week at home. Reading at home is monitored and rewards given for regular reads. These books are changed weekly if the child is able to read it fluently to an adult in school; children who are still developing fluency will be supported to do this by additional reading in school.
- Reading opportunities are provided in every area of continuous provision, e.g. books about buildings in the construction area.
- Sharing of a 'word of the week' from the 'Lovers' Lane Vocabulary spine' (tier 2 words which are not used in everyday language)

Reading in Year 1

- Daily RWI phonics sessions which include a storybook reading session. (see Phonics policy)
- Reading as part of the Talk for Writing sequence of work in English lessons.
- Daily story time – sharing a book during snack time.

- Guided reading – once a week, outside the English lesson, developing comprehension skills.
- Children are encouraged to read 4 times a week at home. Reading at home is monitored and rewards are given for ‘regular’ reads.
- Reading books are matched to the children’s phonological knowledge and are changed twice a week by staff if the child is able to read it fluently to an adult in school; children who are still developing fluency will be supported to do this by additional reading in school.
- Sharing a ‘word of the week’ from the ‘Lovers’ Lane Vocabulary spine’ (tier 2 words which are not used in everyday language)

Reading in Year 2

- RWI phonics sessions four times a week which include a storybook reading session. (See Phonics policy)
- As children complete the phonics programme, this moves to a daily whole class guided reading sessions.
- Guided reading – from September, once a week, outside the English lesson, developing comprehension skills.
- Reading as part of the Talk for Writing sequence of work in English lessons.
- Daily story time – sharing a book during snack time.
- Children are encouraged to read 4 times a week at home. Reading at home is monitored and rewards are given for ‘regular’ reads.
- Reading books are matched to the children’s phonological knowledge and are changed twice a week by staff if the child is able to read it fluently to an adult in school; children who are still developing fluency will be supported to do this by additional reading in school.
- Sharing a ‘word of the week’ from the ‘Lovers’ Lane Vocabulary spine’ (tier 2 words which are not used in everyday language)

Reading in KS2

- Phonics continues in KS2 as an intervention for children who are still working towards achieving fluent reading. Children receiving phonics intervention read daily as part of the intervention. Children who are not receiving phonics intervention but are in the bottom 20% of their year group read to an adult daily.
- Reading as part of a sequence of work in English lessons.
- Regular sharing of a class book – normally at the end of a day.
- Daily discrete Guided reading lessons for at least 30 minutes per day. outside the English lesson. Children complete a written comprehension activity, at least once a fortnight.
- Daily, independent reading in the classroom.

- Children are encouraged to read 4 times a week at home. Reading at home is monitored and rewards are given for regular reads.
- Vulnerable readers read three times per week to an adult.
- As children progress through KS2 and become 'free readers', they are encouraged to change their own book and keep a running record of the books which they have read.
- Sharing two 'words of the week' from the 'Lovers' Lane Vocabulary spine' (tier 2 words which are not used in everyday language)

(3) Writing

At Lovers' Lane Primary School, we believe that writing is essential to thinking and learning and strive to promote enjoyment of this complex skill. Children are taught to:

- Develop the writing stamina and skills to write at length.
- Spell and punctuate sentences with increasing accuracy.
- Use an increasingly wide range of grammar correctly.
- Write down ideas fluently using clear, neat handwriting.
- Correctly use an increasingly wide vocabulary.
- Communicate ideas effectively with a clear awareness of audience and purpose.

Our writing curriculum is delivered through Pie Corbett's 'Talk for Write', which is built upon three stages of teaching:

Imitation – the children learn a text and the language they need.

Innovation – the children adapt the model text with ideas of their own.

Invention – the children create their own text using the language and skills that the model taught them.

Writing in EYFS

- Early writing skills begin with physical development to ensure children develop the correct pencil grip and pencil control.
- Children have access to fine motor skills activities and a range of writing implements to give children the dexterity to manipulate a pencil using the correct, effective grip for writing.
- The indoor and outdoor provision should offer opportunities to write and make marks for meaning; this may include writing labels, lists or messages.
- Children will have a variety of starting points which begin with giving meaning to their marks and emergent writing, moving onto writing using letter shapes and their phonological knowledge.
- Children are taught to form their letters correctly, as part of handwriting sessions within RWI Phonics lessons.

- As the year progresses in Nursery and Reception, children have opportunities to develop writing skills through shared, guided and independent writing within each unit of writing taught.
- A Literacy working wall in Reception, shares the weekly story map and examples of children's story maps too.

Writing in KS1

- Children are taught to form their letters correctly, as part of handwriting sessions within RWI Phonics lessons.
- RWI daily phonics lessons provide children with the opportunity to use the new sounds learnt within spellings.
- Children have opportunities to develop writing skills through shared, guided and independent writing within each unit of writing taught.
- Symbols for the generic fundamentals of writing (e.g. capital letters and full stops) are used by teachers and children to self-check and mark work. These are matched to the ability of children within each class.
- In Year 2, children are taught to start proof-reading and editing their writing using blue pen.
- In Year 2 children use their 'vocabulary books' to write down spellings of words they are unsure of, to create a personal dictionary.
- Each unit of writing starts with a 'have a go write' and is finished with an 'independent write' in which skills learnt within a unit can be demonstrated in a different context.
- A daily sentence surgery provides children with the opportunity to improve, edit and punctuate sentences.
- The English working wall within each class, provides vocabulary, sentence structures and ideas for children to use in their writing.

Writing in KS2

- Children have an opportunity to practice their handwriting on a daily basis.
- Daily RWI spellings are used, which builds on from the grapheme-phoneme correspondence of RWI phonics, used in KS1.
- Symbols for the generic fundamentals of writing (e.g. capital letters and full stops) are used by teachers and children to self-check and mark work. These are matched to the ability of children within each class.

- Children have opportunities to develop writing skills through shared, guided and extended independent writing within each unit of writing taught.
- Each unit of writing starts with a 'have a go write' and is finished with an 'independent write' in which skills learnt within a unit can be demonstrated.
- Throughout KS2, children continue to develop their proof-reading skills for their work and that of their peers. This includes redrafting and improving short sections of text, as part of the innovation process.
- Children use their 'vocabulary books' to write down spellings of words they are unsure of and new words they come across in their reading, which they would like to try and use in their writing.
- A daily sentence surgery provides children with the opportunity to develop their understanding of how to organise ideas into sentences and edit, correct and improve sentences.
- The English working wall within each class, provides vocabulary, sentence structures and ideas for children to use in their writing.

Assessment:

Assessment has two main purposes

- Assessment of learning (also known as summative assessment).
- Assessment for learning (also known as formative assessment).

At Lovers' Lane Primary School we recognise that AfL lies at the heart of promoting learning and raising standards of attainment. We further recognise that effective AfL depends on actually using the information gained. In KS1 and KS2 'have a go write' help shape the planning of a sequence of writing, by identifying areas to improve.

Each half-term, writing is assessed against year group expectations and each term this is moderated either internally or as part of the Together Newark group of local schools. SPaG progress is assessed each term, using the Rising Stars Assessment or old key stage assessments.

Reading is assessed in a variety of ways. Each half term, PIRA, Testbase or old Key Stage assessments are used. RWI phonics are assessed every 6 weeks and for those children not on RWI PM Benchmarking is used to help ensure children have a suitable reading book.

Resources:

Resources are regularly audited and replenished. Although the English Lead take responsibility for this, it is expected that staff will report

damages or used consumables to the English Lead. Each half term, each class is responsible for ordering books from the Schools Library service, to support a topic or for a whole class text (in upper KS2).

Inclusion:

At Lovers' Lane, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, EAL speakers and children with SEND. All planning should take account of the needs of all children in a teacher's class.

To support children with their communication skills, in F1 & F2 Early TalkBoost and TalkBoost is used to develop children's use of language.

To support children with writing, teachers ensure that children are able to 'access the learning'. Depending on the activity, this may include scaffolding of an activity, peer or adult support, adaption of an activity or when writing independently through individual choice of success criteria.

To support children with reading, children in all year groups, receive intervention to develop their phonic and reading skills. Children work in small catch-up groups, which are determined by half-termly phonics assessments. In Year 6 the RWI Fresh Start programme. In addition to this, some children are heard to read regularly as identified 'vulnerable readers', again progress is tracked on a half-termly basis.

For those children who receive SEND provision through individual 'SEND support plans', targets are set to support specific areas of need. These can be identified using the 'Power statements', which show key learning points in each year group.

Monitoring, Evaluation and Feedback:

Monitoring standards of teaching and learning within English is the primary responsibility of the English Leader. Half-termly monitoring is carried out.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.

- Learning environment monitoring.
- Dedicated English Leader and Assessment Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated English Leader time.
- Using recognised standards documentation for end-of-year expectations.
- Written feedback on evaluation of monitoring activities to be provided by the English Leader in a timely manner.
- Feedback on whole school areas of development in regard to English to be fed back through insets / AOB / staff meetings.

Roles and Responsibilities of English Lead:

- Raising the profile of English for all stakeholders.
- Ensuring the English curriculum is progressive and follows the National Curriculum objectives.
- Monitoring the standards of English and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for English.
- Maintaining overall consistency in standards of English across the school.
- Reporting on English at specific times of the year to the Governing Body / Head / Staff.
- Auditing the needs of the staff in terms of training / CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest advice.
- Creating action plans for English and supporting a long-term vision which feeds into the whole school development plan.
- Keep an up-to-date log of resources available to staff.
- Reviewing the English curriculum and develop it as needed.