

# Spalding St Paul's Primary



## English Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Local School Board
January 2022	No later than one year following publication of the policy	Mrs Kate Moss (English Lead) Miss Housley-Stott (Phonics Lead)	January 2022	February 2022

This policy outlines the teaching, organisation and management of mathematics taught and learnt at our school. The purpose of this policy is to ensure that all staff are able to implement the teaching of English to a high standard in order for our pupils to achieve to the best of their abilities.

### **Context**

At Spalding St Paul's Primary School, we believe that English skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum, determines the skills that each year group and Key Stage must cover. We do however recognise that reading is the key to unlocking other curriculum subjects and therefore ensure that this is prioritised and applied throughout our curriculum.

## **Reading**

Our reading curriculum aims for every child to become a fluent and expressive reader, who accesses books regularly for both pleasure and to acquire new knowledge. We want all children to reach age related expectations or make accelerated progress from their starting point. We want every child to leave school with a love and respect for books. We hope that the children's enthusiasm for reading continues beyond their time at school and throughout their life.

### **Aims**

The aims of teaching reading in our school are to develop pupils who:

- Have the phonetic knowledge and skills, to be able to read systematically and with fluency.
- Be enthusiastic readers, who strive to progress to a higher level of reading material.
- Read often, both fiction and non-fiction books, from a range of genres, and discover particular favourites.
- Read a range of classic and contemporary poetry.
- Show respect and care for books.
- Enhance their vocabulary through reading, and apply it with in their writing.
- Develop their reading in all subjects to support their acquisition of knowledge.
- Have a love of reading and share this with others, discussing what they have read.
- Read for pleasure both at home and school on a regular basis.
- Through their reading, develop culturally, emotionally, intellectually, socially and spiritually.
- Develop good comprehension; drawing from their linguistic knowledge.
- Know a range of authors, and discover personal favourites.
- Find inspiration from books and use them to influence their writing.
- Feel part of community, who share a common interest in reading

### **Provision**

#### **Phonics**

All children in Reception, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling, reading and writing activities that are matched to their current needs. We teach Phonics using a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

All staff in school have had Read Write Inc phonics training. All children have a baseline entry assessment in phonics, completed by the Reading Leader. This allows children to be grouped into broad speed sounds groups for the first 4 weeks of RWI phonics. After the first 4 weeks of teaching, all children are then grouped in EYFS and across Year 1 and Year 2 into the most appropriate phonics group for their ability.

Phonics is timetabled daily and lasts for 1 hour each day, including a 20- minute speed sound lesson and 20 minutes guided reading. These sessions are shorter for EYFS children in their first term in school. Children move to different classrooms and learning areas for phonics and all staff including TAs are responsible for a group. There are handbooks in school to support teachers with the planning of their phonics sessions. Teachers and support staff are responsible for ensuring that they have the resources required for lessons, prepared in advance.

### **Reading programmes / Home reading**

Individual reading and reading at home is encouraged and promoted. Children in EYFS and KS1 working on the Read Write Inc. programme take home a 'book bag book' matched directly to their current phonics level; they are also encouraged to choose an additional book to share with their family at home.

Following this, children work through our school reading scheme - Accelerated Reader, a computer-based programme that we use to monitor reading practice and progress. A Star Reading test is completed as a baseline and then repeated every term which will give teachers the child's Zone of Proximal Development (ZPD). In accordance to this children will select books from our library within their ZPD. Each week, children complete comprehension quizzes related to the text they have read at home and in school. Accelerated reader helps teachers track pupil independent practice and progress with reading. Data from the programme is compiled into reports for teachers to analyse regularly.

### **Guided Reading**

In KS1 and KS2, reading is also taught as a discreet subject every day to allow time to embed skills in the subject. Reading is developed during guided reading, using high quality texts and focused skill teaching. In whole class guided reading sessions, children develop their key reading skills of decoding, Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. Children also continue to develop their reading fluency skills, building upon their phonics knowledge and skills.

Teachers are encouraged to use a variety of medium to teach reading, including: newspaper articles, video clips, extracts from novels etc., covering a breadth of topics.

This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader.

### **Class read**

Every class across the school is read to by an adult on a regular basis, fostering a love for reading through exposing the children to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books.

## **Writing**

Our writing curriculum aims to develop ambitious and articulate authors through the promotion of a range of genres. A variety of resources are used to promote a reading and writing culture.

### **Aims**

The aims of teaching writing in our school are to develop pupils who:

- Show high levels of achievement and exhibit very positive attitudes towards writing.
- Use and understand language as speakers, readers and writers.
- Are competent, confident and independent in the use of language in their writing.
- Have an awareness of different audiences and purposes for writing.
- Apply their grammatical knowledge in their writing.
- Apply their phonetical and spelling knowledge in their writing.
- Apply the English language in all areas of the curriculum.

- Have high standards of presentations in their writing, in accordance with the school's handwriting scheme.

### **Spelling**

Spelling is developed through:

- The systematic teaching of phonics in KS1 using the RWI scheme and the recurrent teaching of spelling strategies and conventions at KS2.
- Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the new National Curriculum
- Regular dictionary and thesaurus work.
- Use of word banks and spell checks.
- Regular opportunities to identify and use spellings within a context.
- Use of toolkits

### **Handwriting and Presentation**

Handwriting sessions are taught on a regular basis. We follow the Pen Pals handwriting scheme to structure and plan our lessons. In EYFS, Year 1 and the Autumn term for Year 2 the children are taught discrete handwriting lessons. From Year 2 onwards children practice handwriting at the beginning of their Writing session in their English books.

### **Writing**

In EYFS, Year 1 and the Autumn term of Year 2 writing is taught through the 'Get Writing' part of our Read, Write, Inc scheme.

From Year 2 onwards writing is taught through a well-considered sequence of learning:

Unit Introduction: Pupils begin a piece of writing with a 'Unit Introduction' which may involve an initial assessment, recapping of prior knowledge and finding out what children already know in order to tailor the teaching to the children's needs.

Stimulate and Generate: Pupils read, write, speak and listen best when background knowledge is developed and ideas are stimulated. This phase focuses on inspiration and immersion, to generate a deeper understanding of the text type. Children will focus on engagement, building vocabulary, and developing their contextual knowledge.

Model and develop: This phase focuses on teaching and modelling key skills and processes linked to criteria. It will involve the use of rich texts as models, for pupils' own written work. Children will explore texts that offer rich opportunities to develop good examples of reading, writing, and speaking and listening skills. Lessons will involve working collaboratively in groups or whole-class to develop shared writing. Children will respond to texts and manipulate ideas and language.

Create and Evaluate: This phase focuses on the application of taught skills in a sustained task. Throughout this stage pupils use collaborative work to develop their own writing with more fluency and independence. They are supported in this phase through:

- Modelling of the process, including planning, editing and proof-reading.
- Applying knowledge and skills into the context of a final outcome.
- Using plans and drawing upon prior learning.
- Using work generated together previously to support independent work.
- Further exploring models if necessary.

Work to be PROUD of: Children will work towards completing a piece of extended writing or a creative presentation.

**Differentiation and Support** (inc. provision for SEN, EAL, PP pupils)

This is incorporated into all English lessons and is done in various ways, such as:

- Setting challenging age-related tasks
- Small differentiated target steps for all children to move through at a pace that suits their needs
- Timely support and intervention
- Ensuring marking and constructive feedback is personal, frequent and of a consistently high quality
- Range of practical-real life resources used to support all stages of learning
- Intervention programmes/ extra teacher support delivered where needed both in class and through extra sessions
- Visual stimulus/aids are provided for our EAL pupils
- TA support time which is planned and provided in relation to identified needs for individuals and groups

### **Foundation/Early Years**

English is guided by the requirements and recommendations set out in the Early Years 'Development Matters' EYFS document. All children are given plenty of opportunities to develop their understanding of phonics, reading and writing, through Read, Write, Inc sessions as well as adult led and child-initiated activities each day. These activities encourage the children to use, enjoy, explore, practise and talk confidently about reading and writing.

### **Assessment**

Assessment is regarded as an integral part of planning, teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. This is achieved through mini-plenaries, questioning, marking, feedback, pupil self-assessment and peer assessment.

In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Longer term assessment will take place at various points throughout the year to assess and review pupils' progress and attainment. These will be made through compulsory National Curriculum tests for pupils in years 1 Phonics and Year 2 & 6. Star reading assessments will be used in years 2-6 and these can give standardised scores to show progress. In year one children are teacher assessed against the national curriculum objectives. Writing is teacher assessed throughout the school and moderated.

Continual tracking of progress enables teachers to have a clear understanding of how their class are progressing and where development is needed. All children are tracked on the school database (Integris) using teacher assessments. A child can therefore be tracked over the year or to be tracked back over previous years. The database is also used to monitor the progress of children towards their targets. It helps to identify individuals who are not on track and need further intervention or support.

### **Parental links**

At Spalding St Paul's Primary School, we encourage parents to be actively involved in their children's English learning both in school and at home. We get parents involved by:

- Inviting parents into school twice a year to discuss the progress of their child.
- Sharing information through annual reports
- English links on the school website
- Encouraging regular reading at home with reading diaries monitored.

### **Monitoring and Review**

The monitoring of the standards of children's work and the quality of learning and teaching English is the shared responsibility of the SLT and the subject leader. The work of the subject leader also involves supporting and guiding colleagues in the teaching of phonics, reading and writing, developing and updating their skills, knowledge and understanding, being informed about current developments in the subject and advising of appropriate training opportunities.

