



Leamington Community Primary School

Together we make a Difference

English Policy



Completed by: Miss J Evans

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MISSION STATEMENT

We at Leamington Community Primary School will work to provide a happy, secure and stimulating environment in which every child is valued and encouraged to achieve their full potential through the development of a love of learning and a desire to expand their knowledge.

2. AIMS

At Leamington, we strive to make all our lessons exciting and engaging. Through quality narrative texts, we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. We design our curriculum using a range of teaching techniques including 'Narrative Immersion' and 'Talk 4 Writing'. Pupils will be given opportunities to use language to learn and communicate ideas views and feelings, read and write for a wide range of purposes within a balanced approach to the teaching of English across the curriculum with opportunities to consolidate and reinforce taught English skills.

At Leamington Community Primary School we strive for children to be a 'Primary Literate Pupil' By the age of 11 we aim for a child to be able to:

- read easily, fluently and with good understanding
- develop the skills of prediction, questioning, deduction, inference, draw on prior reading and summarise.
- 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 coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to explain clearly their understanding and ideas.
- ensure they are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- be able to explain, reason, justify and process talk

3. PROVISION

Daily provision for English consists of a one hour English lesson, a 35 minute whole-class shared reading or guided-reading session and a 30 minute phonics or spelling session. Handwriting Practice also takes place 3 times a week and basic skills for English are also developed through other curriculum areas and continually reinforced where appropriate across the curriculum.

4. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2012).

5. EYFS

In the Foundation Stage (Nursery and Reception) children should be 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 possibilities for communication, reading and writing

Foundation Stage Communication and Language and Literacy

We believe that children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. We provide children with the opportunity and encouragement to use their skills in a range of situations and for a range of purposes. We support them in developing the confidence and disposition to do so.

Communication and Language (CL) is one of the **three prime areas** of learning and development in the EYFS framework.

Communication and language development involves giving children opportunities to speak and listen in a range of situations, and to develop their confidence and skills in expressing themselves.

Communication and Language covers the three different aspects of how young children's language skills develop:

Listening and attention – children tune in to what they can hear and listening carefully. This is how children learn to distinguish between different sounds as a build up to learning how to read and write.

Speaking – how children use words to express their needs, ideas and feelings and as a way of sharing what they are thinking with other people. Children need lots of opportunities to talk before they will be ready to communicate through writing.

Understanding – how children make sense of spoken language, starting with simple short sentences and building up to more complex questions and sentences.

To develop their communication and language skills, children need to learn: how to listen and pay attention; how to speak; how to make sense of what they hear.

Literacy is one of the four specific areas of learning in the EYFS framework. It has been separated from the other aspects of Communication and Language. Literacy is broken down into the following 2 aspects:

Reading – how children understand and enjoy stories, books and rhymes and how children begin to recognise that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences.

Writing – how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.

We know that all children learn best through activities that engage all the senses. We therefore plan play based activities which involve music, dance, rhymes and songs to support language development. Children and staff have developed positive relationships, which allow children to communicate thoughts, ideas and feelings both verbally and non-verbally.

Speaking and listening is an essential part of CL in the Foundation stage because as children develop speaking and listening skills they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children need varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding, including mark-making, drawing, modeling, reading and writing. The children have the opportunity

to develop these skills on a daily basis through our well planned continuous provision and also daily Literacy activities in Reception.

All children in Foundation Stage have dedicated story times on a daily basis to share books, rhymes and songs. We also allow children to see adults reading and writing and encourage children to experiment with mark making.

In Nursery we introduce Read, Write Inc Phonics set 1. This concentrates on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting. The activities/phase the children are working at is dependent on the child's ability- all children are supported and challenged appropriately through well differentiated tasks.

In Nursery we send story books, poems and rhymes home for parents to share with their child, encouraging a love and enjoyment of books.

Reception also provide children with stories to share. When staff feel the children are ready they will introduce phonic books matching the sounds they are learning in class depending on the ability of each child.

6. THE GOVERNING BODY

Regular reports and updates are made to the governors on the progress of English provision and discussed in the curriculum sub-committee. This policy will be reviewed every 3 years or in the light of changes to legal requirements.

7. SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary National Strategy framework. 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. At Leamington, work is differentiated across the year group according to ability. Learning Support Officers provide support to identified groups of children.

8. APPROACHES TO READING

Read, Write Inc Phonics is taught on a daily basis from Foundation Stage to Year 2 and where necessary in lower KS2. Children still requiring phonics provision in Upper KS2 follow the Read Write Inc Fresh Start scheme of work which has more age appropriate content. The Read, Write Inc Spellings scheme is taught in addition to the daily English lessons from Year 2 to Year 6. A multi-sensory approach to spellings is encouraged throughout the school.

Shared reading is an integral part of English lessons but also taught discretely using the Steps to Read scheme of work. Class readers and story time are also taught outside the daily English Lesson. Guided reading is covered in different ways as a discrete session outside the English lesson. Independent reading: All children are encouraged and given time to read for pleasure. Each classroom has a designated area for this purpose. The teachers at Leamington also demonstrate good practice by reading with and in the sight of the children. We have reading buddies with the help of Key Stage 2 children who support Key Stage 1 and Reception children.

When children begin to take books home from our reading scheme, they take home decodable book bag books which match the sounds they are learning in school. As recommended by Read Write Inc phonics, the children are exposed to the sounds they are learning, within a text, 3 times at school. They are then given a copy of the same text to read at home as their home reader several times before they are given a different home reader with the same sound. Once children

have completed the phonics scheme and are ready to access the spelling scheme, they are then reading to access the other texts in our rich and varied reading scheme.

Our Reading Scheme Children's reading books are banded from Pink Band to Grey Band and children take these books home to read. Reading records are kept in school. At Leamington we have an annual book week where the children are encouraged to share and enjoy books.

9. APPROACHES TO WRITING

Shared Writing is an integral part of English teaching and may also be used in other curriculum subjects such as History, R.E. and Science. Guided Writing takes place outside of the timetabled English lesson. Independent Writing: At Leamington we use many writing strategies to inspire the children to write independently.

Each half term, the children will build up to at least 2 pieces of independent writing. This will come at the end of each unit of work based around a genre of text. The work is a culmination of all the learning that has taken place across the unit. At the start of each unit, the children are immersed in examples of quality text from a specific genre. They then look closely at the features of that genre and unpick the structural and language features. They may also look at subject specific vocabulary. From here, the children will look closely at each feature in more detail and will finally learn to plan, write an edit a piece of writing independently.

This writing is done in a separate book to the children's day to day English book called their 'Immersive Write Books'. The children take great pride in these books and they show progression in writing across the year. In Key Stage 2, these books follow the children up the school which shows progression in writing from Year 3 to Year 6.

Children also use elements of Pie Corbett's Talk 4 Writing model to unpick texts and build vocabulary to support their writing. Children orally re-tell stories and compose their own versions before publishing in a range of ways.

10. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers at Leamington always 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 literacy lessons to other areas of the curriculum.

11. APPROACHES TO SPEAKING AND LISTENING

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

We are committed at Leamington to using the Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama. These permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. At Leamington we have a mind friendly approach incorporating drama activities and the use

of role play whenever possible. Talk for Writing is incorporated whenever possible alongside Narrative Immersion. There are opportunities for children to participate in *show and tell*.

12. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. At Leamington we have a good selection of interactive books from Reception to Year 6. We have digital cameras and video equipment in each Year Group to help with developing English in the form of digital media. These can be used with both personal computers and Mac Books. We also have 80 IPADs and 16 IPODs which are used to enhance English lessons.

13. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. In addition to this:

Individual reading and writing targets are set and reviewed in regular Pupil Progress meetings with SLT.

14. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Academically more able children will be identified and suitable learning challenges provided. The needs of children with English as an additional language are supported with appropriate intervention programmes.

15. SUPPORTING CHILDREN'S MENTAL HEALTH

At Leamington children's mental health and wellbeing is priority to give the children the support to thrive. During our wellbeing Wednesday afternoon sessions many of the mental health themes are introduced to the children through stories. Within the sessions, these themes are developed and understood by the children using their speaking and listening skills, as a class they take part in circle time and whole class discussions.

16. SUPPORTING SEND WITHIN ENGLISH

Through our English curriculum, we adopt a range of teaching approaches to support the individual needs of all pupils. The children receive differentiated tasks to suit their needs as well as adult support from the class teacher or LSO. During the pandemic children continued to receive differentiated work to help support and develop their understanding. Additional advice and support was available for both the children and parents from the class teacher, LSO and school SENCO.

17. INTERVENTION PROGRAMMES

In order to boost progress and plug gaps, children will receive daily interventions provided by our LSOs, these interventions will focus on phonics, spelling, writing, basic skills and reading basic skills. The interventions will revisit previous learning, reinforce skills, develop understanding and strengthen confidence when applying independently.

18. EQUAL OPPORTUNITIES

As mentioned in the Disability Equality Scheme, all reasonable adjustments will be made to the literacy curriculum to allow all stakeholders to have access to the full curriculum regardless of any disability. Any child with a disability will be targeted, tracked and planned for to ensure they have full access to the curriculum and that good progress is made.

19. EVERY CHILD MATTERS

Children will be taught in line with the Every Child Matters document covering the five areas:

Economic well being

Enjoy and Achieve

Be healthy

Be safe

Make a positive contribution

20. ACCADEMICALLY MORE ABLE

Any children who are achieving significantly higher levels of performance than average for their year group in literacy will be identified Academically More able. Class teachers will ensure that appropriate tasks are planned to challenge and stretch all children. These children will be tracked throughout their time at Leamington to ensure they reach their full potential.

21. ROLE OF SUBJECT LEADER:

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

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- 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

22. PARENTAL INVOLVEMENT

Parents can support with English by ensuring that they read with their child on a regular basis and asking questions about the texts. They can also take their children to the local library, help with spellings and homework. They can develop speaking and Listening skills by discussing topics covered in school with the help of talk homework. The home school sheet issued each half term gives parents ideas on ways to support their child through their current English topics. Recent training for parents in reading and writing strategies has proved successful and will be developed.

23. REMOTE LEARNING

In the instance that Remote learning will need to take place, daily provision for English will consist of one English lesson and one phonics or spelling session each day and one shared read lesson. In addition to this, there will be recorded daily stories, handwriting activities and set additional challenges.

All Key Phases will provide daily English lessons for their classes via ClassDojo. This will take the form of a pre-recorded explanatory video with a follow up task for children to complete independently. Each English task will be differentiated and assigned specifically to each child based on the teacher's knowledge of their ability.

To ensure quality learning takes place, teachers will continue to follow the Narrative Immersion approach to learning, using a quality text each half term as a vehicle to teach the English Knowledge, skills and understanding set out in the national Curriculum. Tasks will include: discussions, research, identifying genre features, reading comprehensions, character descriptions,

SPaG tasks, planning, editing and writing. Class teachers and LSOs will be available throughout to offer support with the tasks and to provide feedback once they have been submitted by the child.

Children will also receive daily phonics or spelling lessons from their class teacher via ClassDojo. These lessons will follow the Read, Write Inc scheme and use the same structure that would be provided in the classroom. In EYFS and Key Stage One, teachers will provide daily videos introducing the sounds and providing opportunities for the children to blend to read words, segment to spell and apply their phonics knowledge. The children will have access to appropriate sounds for their ability and in Key Stage 1 tasks will be given the opportunity to independently apply their new phonics knowledge and practice their phonics skills.

From Year 2 to Year 6 the children will access Read, Write Inc spelling videos and videos made by their class teachers to introduce new spelling rules and complete a variety of tasks to develop their understanding of that spelling rule. Class teachers and LSOs will be available throughout to offer support with the learning and to provide feedback once they had been submitted by the child. Again, all work will be differentiated and assigned individually to each child.

24. 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 Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

EAL statement

The schemes of work for Leamington are set out in School Improvement Liverpool (Found on shared drive - English New Curriculum)

This is a Safeguarding School

We have a duty to safeguard and promote the welfare of children.

If we have any concerns that a child may be suffering harm, we have no choice but to refer to Social Services when appropriate.

- The named Child Protection Lead is Mrs Mellor.
- The nominated governors for Child Protection are Mrs Shaw and Mrs Mellor
- Copies of the school's child protection / Safeguarding policy can be obtained from the school on request.

DISSEMINATION OF THIS POLICY

This policy will be discussed with staff and all will receive a copy. Alternative copies of this policy are available from the office on request.

Also involved in writing policy: Natalie Benson