

TWEEDDALE PRIMARY SCHOOL

POLICY FOR

ENGLISH

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on **10/03/21** .

The policy will be reviewed by the Head Teacher annually and by the governing body in **March 2024** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....
Headteacher

Date.....

Signed.....
Chair of Governors

Date.....

ENGLISH POLICY

At Tweeddale Primary School, we recognise that achieving a high standard of English underpins learning across the curriculum. Therefore, the quality teaching and learning opportunities for children to acquire these vital skills is central to our teaching and learning.

We aim to develop pupils who are:

- Confident and articulate speakers, able to listen and respond with understanding and reflection. We strive to develop in children an enthusiasm and enjoyment of language.
- Fluent and independent readers who develop a life-long enjoyment of reading and love of literature.
- Able to construct and convey meaning in written language, matching style to different audiences and purposes using a wide range of vocabulary. We strive to develop children who view themselves as writers.

Provision

English teaching is divided into four main areas in the National Curriculum:

- Spoken Language
- Reading
- Writing
- Grammar, punctuation and spelling, and vocabulary

At Tweeddale Primary:

- We follow the statutory requirements given in the National Curriculum (2014). In the Foundation stage, the Early Years Foundation Stage Curriculum is followed.
- The Cornerstones scheme of work and The Rising Stars Planning Framework and Teaching Toolkit (referred to throughout this policy as Cornerstones and the Rising Stars Toolkit) gives the school guidance on when to teach specific objectives in KS1 and 2, ensuring progression.
- Phonics is taught using the Letters and Sounds teaching cycle, with further guidance from Phonics Play and Jolly Phonics.
- The curriculum is taught through the provision of daily timetabled English lessons (including Guided Reading, explicit grammar lessons and phonics), together with additional opportunities for English using a cross curricular approach.

The four areas of the English curriculum are considered individually. However, since English is dependent on the interrelationship between these four areas, teachers will build upon links between them in their planning of the whole curriculum.

Spoken Language

At Tweeddale Primary School, we believe that spoken language is a basis for all learning, particularly in the development of reading and writing. We aim to develop children as confident and articulate speakers who are able to listen and respond with understanding and reflection.

Children are given opportunities for speaking, listening and responding, group discussion, interaction, debate and drama, which are woven into all curriculum areas, and a specific focus during the week should be specified on the English planning.

Coverage of the National Curriculum Spoken Language objectives is laid out in Cornerstones and the Rising Stars Toolkit and should be covered in the order given to ensure progression. To meet these objectives, we adopt the following:

- In the first instance, all staff should provide a good spoken language model when they talk with children in any formal or informal situation.
- In the Foundation Stage, Communication and Language gives children the opportunities to speak and communicate in a language rich environment, to respond to adults and to each other, to practice and extend the range of vocabulary and communication skills they use and to listen carefully. The aspects developed are listening and attention, understanding and speaking (see Foundation Stage Policy).
- During Key Stage One, children learn to speak confidently and listen to what others have to say. They learn to use language to explore their own experiences and imaginary worlds, and explore the language of texts appropriate to their age and experience. Children are given opportunities to apply spoken language throughout all subject areas.
- At Key Stage Two, children learn to change the way they speak to suit different situations, purposes and audiences (which later becomes a critical skill in writing). They explore the use of language in different texts and learn how the structure of language works.
- Teachers should also provide opportunities for children to:
 - Talk and listen in groups of different sizes and to a range of audiences.
 - Encourage children to build their vocabulary using relevant strategies, including the use of a thesaurus.
 - Have ‘talk partners’ as a way of encouraging speaking and listening skills, work cooperatively and to support child-led enquiry and questioning.
 - Use the Reading and Writing Journey (see Appendix A) principles to incorporate spoken language. This, in particular, includes oral rehearsal prior to writing and reading work aloud after the final proofread.
 - Incorporate circle time principles to reinforce spoken language skills, creating an ethos of respectful listening and discussion.
 - Articulate arguments and justify opinions, particularly during debates.
 - Orally recite poetry, which could include learning poems by heart.
 - Give class assemblies, in which children will present their learning experiences to peers, staff and parents, which take place termly.
 - Children will have opportunities to listen to, and comment upon, stories, poems, non-fiction and other text types, including whole books, as well as extracts.

Reading, including Guided Reading

Being a successful reader is the key to independent learning and has a direct effect upon progress in all other areas of the curriculum. At Tweeddale Primary School our aim is to enable children to become confident, independent readers who develop a life-long enjoyment of reading and a love of literature.

As reading and writing are intrinsically linked, writing outcomes should come from exposure to high quality texts. Both are central to the Reading and Writing Journey (see Appendix A). Cornerstones might suggest specific titles, while The Rising Stars Toolkit sets out which text types to read during the year, followed by possible writing outcomes. Teachers should incorporate these types of texts into their planning and curriculum, to give children the best opportunities for writing.

Coverage of the National Curriculum Reading objectives is laid out in Cornerstones and the Rising Stars Toolkit and should be covered in the order given to ensure progression. They include comprehension and word reading. To meet these objectives, we adopt the following:

Phonics

- Phonics is taught discretely on a daily basis in KS1 and Reception. Year 1 and 2 separately stream the children into ability groups based on the phonics phase they are learning.

- Year 3 children are taught in differentiated groups three times weekly, either with the class or through smaller group support.
- Children in Years 4, 5 and 6 who still need phonics support are given so through discrete activities, intervention and guided group support.
- Children in Years 1, 2 and 3 should, in the first instance, revise phonemes taught in the previous year group, alongside learning those set out for their own year group, as laid out in Cornerstones and the Rising Stars Toolkit.
- FS and KS1 follow the Letters and Sounds teaching cycles, with resources and guidance from Phonics Play, and incorporate the kinaesthetic Jolly Phonics actions.
- Children in Year 1 access real and 'alien' words throughout the year, to apply their phonics understanding, and also in preparation for the Phonics Screening Test.

Comprehension

- Understanding and enjoyment of texts should be consolidated and refreshed continually through a wide range of texts and activities, resulting in engaging and varied writing (see the Reading and Writing Journey in Appendix A).
- Children should have opportunities to listen and respond to a variety of texts, including fiction and non-fiction and poetry.
- Guided Reading should also address objectives given for comprehension.
- Children should be taught the skills of 'inference and deduction' to show their full understanding of subtleties in the text they read. They should be taught to use the text as evidence to make judgements, and form opinions and hypotheses about various aspects of the texts.
- Most importantly, children will be regularly taught the key skills of retrieval of key details from a text, the ability to understand the meaning of words from their context, and to use inference to make deductions and predictions.
- Children should also be taught the skills of skimming, for quick overall comprehension, and scanning, to quickly retrieve specific words or information, in order to improve their reading speed and ensure best possible progress.

Word Reading

- Being able to decode words using varied strategies, including phonics, forms the basis of reading, with the aim of being able to read fluently with good understanding.
- Children should continue to learn to read by having the knowledge of word patterns and structures, for example root words, suffixes and prefixes.
- Guided Reading should also address objectives given for word reading.

Reading Support

- Children who have difficulty in reading for any reason should receive further support in the classroom. From data analysis, performance in class and discussion with the Inclusion Leader, the teacher should decide who should receive additional reading support. This can be offered through, for example:
 - 1:1 daily reading
 - Targeted guided reading
 - Small group reading support
 - Additional phonics support

Reading at Home

Children should be reading books sent home from school on a regular basis.

- In KS1, children take a new book home on most days. These books are from the school's schemes: Oxford Reading Tree and New Way. The reading conversation taken

place between adults in school and at home, should be recorded in the school Reading Diaries.

- In KS2, many children will not yet have progressed from the school reading schemes, and therefore will continue to follow them. Those children who have reached a higher level in reading and have moved off the school's scheme, take books of their own choice. Each class teacher should decide when a child changes their book, as children read different length books, and daily changing may only be relevant for a few children in KS2 classes. All reading conversations between adults in school and at home should be recorded in the school Reading Diary.
- All children should be reading an appropriate text at home on a daily basis.
- The class teacher is responsible for the level and difficulty of books the children are taking home. The organisation of signing Reading Diaries and changing books may be delegated to the teaching assistants, should the class teacher wish.

Reading in Foundation Stage

See separate Foundation Stage Policy.

Guided Reading and Comprehension

Guided Reading and reading comprehension should take place at least three times per week (perhaps more) in Year 1-6 classes.

- Guided Reading lessons could be run as the whole class working on the same texts with differentiated tasks, or as a carousel of different reading activities, with children grouped by ability. (Key Stage Two is more likely to take the whole-class approach, with the carousel usually more appropriate for Key Stage One.)
- In Key Stage One, each child should be involved in a guided reading session with the teacher for a minimum of once a week.
- They should have access to a text appropriate to their age and ability, covering a range of fiction and non-fiction. This might also include a specific focus on phonics in Key Stage One. Texts may also link with the week's English lessons and writing where appropriate, e.g. poetry or play scripts.
- Reading with an adult should be based upon the reading NC objectives laid out in the Rising Stars Toolkit.
- In follow-up guided reading sessions, after reading with the teacher, children should work on independent tasks using similar skills modelled in the teacher session, and usually based on the same text.

Any written work completed in Guided Reading should be recorded in the Guided Reading books and marked according to the school Marking Policy.

Writing

As reading and writing are intrinsically linked, writing outcomes should come from exposure to high quality texts. These could be in the form of published material, or a high quality text written by the teacher. Both are central to the Reading and Writing Journey (see Appendix A). We aim to nurture children's views of themselves as writers and enable them to be confident in using a wide variety of vocabulary and high standard of grammar in their writing. The Rising Stars Toolkit sets out which text types to read during the year, followed by possible writing outcomes.

Coverage of the National Curriculum Writing objectives is laid out in the Rising Stars Toolkit and should be covered in the order given to ensure progression. They include composition, handwriting, grammar and punctuation. To meet these objectives, we adopt the following:

- English should be taught daily in all Key Stages (see also Foundation Stage Policy). As we have a topic-led curriculum, English should also be found in other curriculum subjects, ensuring the same high standards of English.
- Writing should show the use of texts as examples of high quality writing models for children.
- Topic books should be used for children's work. This shows that all subjects are connected, as well as promoting high standards of English (and maths) across the curriculum.
- Final drafts of writing should be in a separate writing book, which is to be used as an ongoing means of assessment of writing.
- Books (and planning) should show the Reading and Writing Journey (see Appendix A).

Grammar, Punctuation and Spelling (GPS)

While we should provide children with many writing opportunities, progress in writing should be shown through the teaching and learning of grammar, spelling, punctuation and vocabulary.

Coverage of the National Curriculum objectives for GPSV is laid out by term in the Rising Stars Toolkit and should be covered in the order given to ensure progression. To meet these objectives, we adopt the following:

- GPSV should be taught daily either as a discrete session, through the teaching of writing (particularly shared writing) or a combination of both methods, depending on the age and ability of the children, the needs of the class or the difficulty of what is being taught. Year groups should make this decision on a regular basis.
- In the first instance, review the previous years' NC objectives, as laid out in the Rising Stars Toolkit.
- GPSV objectives are set out clearly per term per year group.
- Children who are not yet working at the age expected requirements may be taught objectives from lower years, continuing with exposure to their current year group objectives.
- Children who are exceeding expectations, should be given further opportunities to apply what they have learned (e.g. through higher order questioning and appropriate challenges; the Bloom's Taxonomy model) and *not* be taught from objectives in the years above their own.
- Spellings should be sent home weekly to learn and should follow spelling patterns or phonemes being taught in class. Objectives, in the form of fixed spelling rules and statutory word lists, are made clear in the NC (2014) and the Rising Stars Toolkit.
- To extend and improve children's vocabulary, the school has 'Word of the Week', which should be incorporated into teaching and social/informal situations. Such words are, 'mercy', 'resilient' and 'generosity'. These words also reflect the British Values, as well as the rich diversity, of our school.

Handwriting

- Children should learn to print individual letters from Foundation Stage with basic handwriting activities. Their fine motor skills should be further developed through a range of malleable, mark-making and practical activities, such as letter formation in flour, painting and threading beads (see also Foundation Stage Policy).
- As children progress through the school, they should be taught handwriting at least twice a week, or as often as required, until they are independently using legible cursive handwriting

following the Nelson Handwriting scheme. As part of the Reading and Writing Journey (see Appendix A), drafting and writing a final copy is a vital part of the process and good presentation of work is important. (Though equally, children must understand that the final copy should represent an improvement on the content of their draft, as well as its presentation).

Planning for English

- Planning should take the School's agreed format.
- Specific groups, including Pupil Premium children, should be identified. The learning for these children is then made clear.
- The focus of specific grammar, punctuation, spelling and vocabulary should be made clear in the given box, as should be spoken language (opportunities for speaking and listening).
- The Learning Journey should also be made clear; that is, what the children are working towards over a period of time rather than what they are completing in that week.
- Guided Reading should be referenced on the weekly English plan.

Assessment and Record Keeping

Teaching staff should be sufficiently familiar with the content of the National Curriculum in their year group to regularly assess children against a checklist of criteria linked to it.

All children are now assessed on a termly basis according to whether they are 'Emerging' (E), 'Developing' (D) or 'Secure' (S) in both reading and writing. Most children should be assessed against their year group's curriculum (e.g. a developing child in Year 4 would be assessed as '4S'), though less able children may be appropriately assessed against previous year's objectives. The most able children may achieve 'Mastery' (M) by the end of the year. Ongoing Assessment for Learning (formative assessment) should continue, alongside diagnostic marking to ensure pupil progress (see Marking Policy)

Staff should keep on-going records of progress in reading and writing, in the form of a checklist of NC objectives stuck in the front cover of reading and writing books. This should also support teachers in identifying gaps in the progress of individuals, groups of children or the whole class.

Years 1-6 should use the Rising Stars Reading Comprehension Tests, comprising up to six texts per term. (Less able children may be given lower years' tests where appropriate, though no child is to be given a test from an older year). These tests allow children to work with increasing independence and act as preparation for the termly PiXI assessments, which are done entirely in 'test' conditions and may provide data that assists teachers in awarding termly levels.

At the end of Years 2 and 6, children must be assessed against a statutory framework in writing. This is subject to change from year to year. Staff in those year groups therefore need to be familiar with the latest assessment information as it is released.

Staff in those year groups prepare each year as if they will be subject to external moderation. To ensure there is sufficient evidence of work that meets the required criteria, books are sampled on a termly basis by the coordinator, while teachers from those years should look for opportunities to sample work with colleagues from partner schools within the GLT.

Appendix A

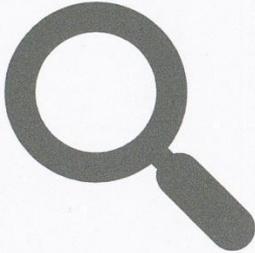
The Reading and Writing Journey

~taken from The Rising Stars Planning Framework and Teaching Toolkit

Primary English planning and teaching framework – Year 6

The reading and writing journey

Below shows the steps of the reading and writing journey that pupils can take through a text. It is also available on the CD ROM.

Reading and Writing Journey	READ 	COMPREHENSION 	ANALYSIS 
	DRAFT 	WRITE 	EVALUATE AND EDIT 