



CARNFORTH COMMUNITY PRIMARY SCHOOL

ENGLISH POLICY

September 2022

Intent Statement:

A high-quality English curriculum will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. At Carnforth Community Primary School, we see English as both a subject in its own right and also the medium for teaching across all subjects; for pupils, understanding the language provides access to the whole curriculum. Through our English curriculum, we aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop and foster their love of literature through widespread reading for enjoyment.

Aims and objectives

At Carnforth Community Primary School, we believe that language and English is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all future learning. We strive to promote a culture of reading, not simply as a life skill, but to also develop in pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Foundation Stage (2021)

In Reception 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.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

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

We believe that our children will learn best when given the opportunity to apply their skills across the entire curriculum in rich and varied ways and English units are mapped out to link to each topic theme. Throughout their time in our school all children will be supported and encouraged to achieve their personal best. We therefore recognise that children with Special Educational Needs and Disabilities (SEND) and those with English as an Additional Language (EAL) should be given additional support if required so that they may achieve their full learning potential.

The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- to enable children to adapt their speech to a wide range of circumstances and demands
- to develop children's ability to reflect on their own and others' contributions and the language used
- to enable children to evaluate their own and others' contributions through a range of drama activities
- to develop confident, fluent, independent readers
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts
- to help children enjoy writing and recognise its value
- to enable children to write with accuracy and meaning in narrative and non-fiction
- to increase the children's ability to use planning, drafting and editing to improve their work

IMPLEMENTATION:

Reception

Our aim is to build the foundations for literacy. Children need opportunities to interact with others and to use a wide variety of resources for expressing their understanding, including mark-making, drawing, modelling, reading and writing.

Children are encouraged to:

- Extend their vocabulary, fluency and listening skills by hearing and responding to stories, songs and rhymes, some of which will commit to memory.
- Develop their language skills through role play by using different modes and styles of speaking for different situation.
- Understand the power of the written word in an environment rich in print and opportunities to write. When they are ready, our children are encouraged to use written and drawn symbols for themselves in drawing, letter-like forms, invented spellings and emergent writing. As the children progress through the Foundation Stage the children are

introduced to a pre-cursive style of print and this is practised in the air, on paper, in sand, with paints, on whiteboards and is developed indoors and outdoors.

- Love and respect books. We help the children to discover the relationship between the spoken and the written word. They discover words and pictures have meaning and discover rhymes, rhythms and patterns of words.

Communication, Language and Literacy is one of the seven areas of learning in the Early Years Foundation Curriculum. It includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books, reading simple texts and writing for a variety of purposes. We acknowledge that effective teaching in Reception requires:

- observing children and planning for the contexts in which they best develop their speaking and listening and their understanding of reading and writing
- helping children to develop language for communication through interaction and expression
- modelling the use of language as a tool for thinking
- demonstrating the use of language for reading and writing
- helping children understand how text works
- flexible planning

Approaches to Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. In our school, children are given regular opportunities to develop their speaking and listening skills in varied ways across the curriculum. We also provide regular whole school activities such as taking part in class assemblies, end of term plays, whole school debates during citizenship week etc.

Aims

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently in front of others
- To use drama and role play to explore a range of issues and further understanding of texts

Examples of teaching and learning strategies used to support speaking and listening

- Use of talk partners
- Class discussions and debates
- Retelling stories
- Performing poetry
- Talk for Writing
- Role play and drama (e.g. conscience alley, hot-seating, mantle of the expert etc.)
- Listening to a range of texts read aloud
- Listening, responding to and evaluating their own and others' contributions

Approaches to reading

Aims

- To create a reading culture that promotes a life-long love and enjoyment of books
- To read with confidence, fluency and understanding
- To use a full range of reading cues (phonic, graphic, syntactic and contextual) to monitor their reading and correct their mistakes

- To help children become critical readers to give them greater understanding of the wider world

At Carnforth Community Primary School, we believe that reading is one of the most important skills for life that we teach our children. Success in learning to read is crucial to success in other areas of the school curriculum.

- In Reception, Year 1 and Year 2 all the children have daily phonics sessions using Red Rose Phonics, which help them with their reading, writing and spelling. In addition to these sessions, targeted intervention sessions are run in phonics to further aid some children.
- In Reception, Year 1 and Year 2, all children have a reading book, which is chosen for them from a bank of reading books matched to the stage of their reading and phonic development. These books come from a range of reading schemes including Oxford Reading Tree, Project X, Floppy phonics, Songbirds and Bug Club. These are fully decodable and can be read independently according to the letter sounds they have been taught. In addition, children will take home a 'share a story book' to be read together with an adult reinforcing our love of reading for pleasure.
- Once children are ready, (secure at Phase 5 phonics), they will move onto reading books from a selection of 'colour book bands' that are designed to progress and challenge their reading fluency and comprehension ability. When children are considered a 'free reader', their fluency and understanding is such that they are able to select and tackle age-appropriate and suitable books for themselves. These may be books brought in from home, or selected off the class library.
- Throughout school, we expect that children read regularly at home to practise their reading skills.
- Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions.
- Children take part in regular guided reading sessions, where they work in small groups with an adult on developing reading and comprehension skills, such as: scanning, skimming, inference and deduction. At Carnforth Community Primary School, we use the Literacy Shed's short extracts (which are often linked to the History or Geography unit) and the VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence/Summarising) question stems to assess reading skills in a session, choosing one skill to focus on.

All staff at Carnforth Community Primary have a desire to encourage a genuine love of reading. Therefore, all classes have regular story sessions where novels, poems and non-fiction texts are shared for pleasure and enjoyment. All classes take part in D.E.A.R (Drop Everything and Read) time on a Friday afternoon, where children have the opportunity to share favourite books with their peers and shares stories in the library.

Approaches to writing

Aims

- To understand the importance of audience and purpose
- To develop strategies to communicate effectively through the written word
- To recognise that drafting and redrafting is an essential part of the writing process
- To develop powers of imagination and inventiveness through writing

In Reception, children are taught the skills of writing through short whole-class lessons and teacher-led small group sessions. Children are given a range of opportunities to practise their

writing through focused writing tasks and independent activities through the continuous provision. Over the course of the year we expect children to move from early mark-making to being able to communicate their thoughts and ideas in writing with confidence and enthusiasm.

Wherever possible, the different writing genres have been set for each class linking to the History or Geography topic being covered each half term. Teachers follow the reading to writing process as suggested by the Lancashire English team: **Reading** (phase 1) – responding and analysing; **gathering content/planning** (phase 2); **planning and writing** (phase 3); **presentation**. Teachers should plan for a scaffolded outcome, followed by independent application (this may be cross-curricular and written in topic books)

The writing sequence should follow a consistent approach, for example:

Familiarisation - Pupils focus on a key text of genre model text in order to generate discussion. These are used to identify the features, grammar, punctuation and language what may be used within this style of writing.

Development - At this stage specific genre relevant grammar and punctuation elements can be practised. Relevant vocabulary can also be collected, discussed and placed in a vocabulary jar.

Planning – Age-appropriate planning structures are used to plan out an extended piece of writing linked to the focus genre but including the pupil's ideas and including examples of the 'developed' skill or knowledge.

Draft - The pupils use the planning structure to complete an initial draft of their own piece of writing. need to draft their piece of writing using their notes from the plan.

Edit and Improve – Pupils use a purple pen to make improvements to their initial text linked to the key learning outcomes (success criteria) for that piece of writing.

Examples of teaching and learning strategies used to support writing

- We believe that children need to be exposed to a wide range of high-quality texts in order to promote their writing skills. Teachers should give children regular opportunities to discuss what makes a good piece of writing (WAGOLL) so that children may apply this in their own work.
- Teachers explicitly model writing strategies and the use of phonics and spelling strategies in shared writing sessions.
- Guided writing sessions are used to target specific needs of both groups and individuals.
- The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types which are required to be covered by the National Curriculum are outlined in our long-term plans for each year group to ensure that there is a breadth of coverage.
- Children should be given regular opportunities to edit and redraft their work using based on feedback given from adults, through self or peer assessment.
- We recognise that children write best when it is made meaningful to them. Therefore, they should be given regular opportunities for: talk for writing; to explore the writing task through drama and role play; to write from experience etc.

Spelling

- We follow the 'No Nonsense' spelling programme from Years 2 to 6. This is a highly structured spelling programme which meets all the requirements of the new National Curriculum. Children are explicitly taught spelling rules on a weekly basis. Homework is given to support this and children take part in a weekly spelling test to monitor progress.
- As explained in the above 'Reading' section, daily phonics sessions take place in EYFS and Key Stage One and children who require additional support with phonics from Years 1 to 6 receive additional intervention sessions from class teaching assistants.
- Although spelling is taught discretely we realise that children learn best when they are given regular opportunities to apply this knowledge in cross-curricular lessons. For example in Year 5&6 their Autumn topic is Energy in the Environment – environment is a word on the Y5/6 common exceptions spelling list so is a key vocabulary word for the unit.

Grammar and Punctuation

- The majority of English lessons will begin with a brief 'starter' in which the grammar and punctuation elements of the National Curriculum are taught or revisited. We recognise that children then need regular opportunities to apply this knowledge in the rest of the English lesson in order to make meaningful links.
- Children take part in a termly GPS progress test using 'Head Start' Grammar or 'Twinkl'. The results from these assessments are used to inform future planning.

Handwriting

- Children are taught pre-cursive handwriting from Reception following the Nelson handwriting scheme, where they learn how to form letters with the correct orientation and exit points.
- Our expectation is that by the end of Key Stage One children will be able to join some of their letters in their writing, with emphasis on presenting writing that is neat and legible.
- Children continue to take part in weekly handwriting sessions throughout Key Stage Two.
- Children are encouraged to use neat and joined handwriting through the 'Pen License' scheme in which children earn the right to use a handwriting pen. They are awarded a certificate when they are able to use joined handwriting neatly and consistently.

Cross-curricular

Cross-curricular writing has been well planned for in every unit by the headteacher and Curriculum Leader. Opportunities to revisit genres previously taught are filtered into some units and as most of the English units are linked to the topic, an independent write linked to the English unit is planned for to be written in the topic journals. Children will write two or three pieces over each topic in their learning journals/topic books, ensuring the same standard of writing is expected as seen in the English books. It is these independent writes that staff will use to assess children's writing each term (alongside their English books).

Use of ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a regular basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

IMPACT

Assessment

Reading

- Evidence gathered during daily guided reading sessions. Teachers will make written notes during these sessions and assess children against the criteria based on their decoding skills and verbal responses to questions. This evidence will be kept in class guided reading folders.
- Termly comprehension tests (Years 1 to 6).
- Half termly phonics tests (Year 1).
- Evidence gathered during daily English lessons

Writing

Children from Year 1 to 6 are assessed against the writing criteria adapted for the new National Curriculum each term. Teachers will use a wide range of evidence to make these assessments and will use the information gathered to inform future planning. This will include:

- Writing in their English books
- Writing from across the curriculum

As much as possible, it is the independent pieces of writing which takes place at the end of a fiction or non-fiction unit studied in class or written in their topic books that should be used for assessment. Children should be given the opportunity to plan, write and then edit and improve their work over the course of two sessions. Any edits must be child initiated. Success criteria sheets for children to highlight/identify & self/peer assessment are used as part of everyday assessment for learning.

Inclusion and intervention

At our school we teach English to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations.

When progress falls significantly outside the expected range, the child may have SEND. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention may lead to the creation of a Pupil Profile. The Pupil Profile may include, as appropriate, specific targets relating to English. Programmes used for intervention: Nessy, Talk Boost, Wellcomm, Fast track phonics for Y2 and above who failed to meet the phonics screening threshold.

Role of subject leader(s)

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

- Taking the lead in policy development and initiating changes
- Modelling good practice
- Training staff in teaching and learning of literacy
- Providing individual support such as coaching / mentoring

- Attending ongoing CPD
- Keeping up to date with recent English developments and ensuring that teaching and non-teaching colleagues are informed
- Auditing needs and organising staff training
- Purchasing and organising resources
- Organising visits to the local library
- Managing the upkeep of the school library
- Inviting experts into school to conduct workshops

Monitoring and Evaluation

- Teaching and learning including lesson observations carried out by the English Subject Leader, Curriculum Lead and Headteacher
- Pupil progress & data analysis
- Assessment
- The quality of the Learning Environment including Working Walls
- Work sampling
- Pupil interviews
- Moderation of writing

Parental/Community Involvement

We value parent involvement in children's development of English and promote a home school partnership in the following ways:

- Reading record book
- Homework
- Inviting parents and community volunteers to hear readers in school (subject to relevant DBS checks)
- Regular Parent's Evenings
- Involvement in national/local events e.g. World Book Day, Pyjamarama

Governors & reporting to governors

English governor

English annual subject report to governors