

MOOR END COMMUNITY PRIMARY ENGLISH POLICY

2022-23



Member of staff responsible: Mrs Michelle Martin/ Miss Rachel Geldard
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MOOR END COMMUNITY PRIMARY-ENGLISH POLICY

“Learning and having fun to be the heart and future of our community”

AIMS

We aim to develop pupils’ abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Moor End School we strive for children to be a ‘Primary Literate Pupil’
We aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2021)

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.

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.

SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum English Document (2014) and the Statutory Framework for the Early Years Foundation Stage (2021)
Pupil provision is related to attainment, not age

Teaching and learning style

At Moor End School we use a variety of teaching and learning styles.
Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children experience a whole-class shared reading or writing activity and a guided session or independent learning. Children have the opportunity to experience a wide range of texts and use a range of resources to support their work. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes at Moor End School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

English curriculum planning

English is a core subject in the National Curriculum. We use the *National Curriculum English Document (2014)* and the *Statutory Framework for the Early Years Foundation Stage (2021)* as the basis for implementing the statutory requirements of the programme of study for English.

We carry out curriculum planning in English in three phases (long-term, medium term and short-term) using the National Curriculum English Document

Our English Curriculum Map gives details of the units for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher and subject co-ordinator discuss them on an informal basis and may refer to them during work scrutiny.

The Foundation Stage

We teach Literacy in reception class as an integral part of the school's work. The format for the daily lesson differs from the rest of school in that objectives are covered throughout the day in short, focused class sessions and followed up in small group work. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the Literacy aspects of the childrens work to the objectives set out in the statutory framework for EYFS, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations. Great emphasis is placed upon sharing stories, both told and read. This is developed through role play both indoors and outdoors.

SPEAKING AND LISTENING

A range of approaches to speaking and listening, including discussion, making presentations, performances and holding more formal discussions and debates, 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.

APPROACHES TO READING

At Moor End the English curriculum is taught using a variety of resources to engage children and enhance learning, the most important of these being quality, challenging texts that link with other curriculum areas. The curriculum is constantly evolving to illustrate this and the Subject Leader and school staff constantly look for new texts to support the curriculum and development of skills. We prioritise time daily to read to children to further develop their love of reading and model reading for pleasure and enjoyment, developing vocabulary and feeding pupils' imagination. Links are made to other areas of the curriculum through cross-curricular writing, performance poetry, reading and the use of computing to write, publish, perform and communicate in a variety of ways. Our current whole school reading spine is on display in the main corridor. Our school library is an inviting, well stocked resource where children can select from a wide variety of texts. Our virtual library can be found on our school website.

EYFS

Children in Reception work within the Early Years Foundation Stage Framework towards the Early Learning Goals. English encompasses reading and writing using their phonic knowledge to decode words and reading and writing simple sentences. Children in Reception follow a structured, synthetic phonics programme, 'Red Rose Letters and Sounds', taught using multi-sensory, engaging activities and resources, both discretely and within continuous provision activities. Each session gives an opportunity for children to revisit their previous experience, learn new skills, practise together and apply what they have learned.

Our reading scheme for the Reception children includes a variety of colour banded phonetically decodable books, from Dandelion Readers alongside Oxford Reading Tree – Floppy Phonics, Songbirds, Project X Phonics and Origins, Traditional Tales, Collins Big Cat Phonics, Comics for Phonics, Yellow Door Ragtag Rhymes.

These books have been rigorously organised and sequenced to match the Red Rose Letters and Sounds synthetic phonics planning programme.

KS1

In Key Stage One children experience a range of text genres aimed at broadening their knowledge of text types and engaging them in literature. Children in Key Stage One follow a structured, synthetic phonics programme, 'Red Rose Letters and Sounds'. They are taught using multi-sensory, engaging activities and resources, both discretely and within continuous provision activities if appropriate for the year group. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. We encourage reading for pleasure and teach reading through a variety of colour banded phonetically decodable books. Children benefit from weekly planned guided reading sessions and follow up comprehension.

KS2

At Key Stage Two children 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. Children experience a range of text genres aimed at broadening their knowledge of text types and engaging them in literature.

By the beginning of Year 3, pupils should be able to read books written at an age-appropriate interest level. As their decoding skills become increasingly secure, teaching is directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They develop their understanding and enjoyment of stories,

poetry, plays and non-fiction, and learning to read silently. They also develop their knowledge and skills in reading non-fiction about a wide range of subjects.

In Years 3 and 4, pupils become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. They should be reading widely and frequently, outside as well as in school, for pleasure and information.

During years 5 and 6, teachers continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

In Key Stage 2 the reading approach mainly used is 'The Teaching Booth'- A KS2 Reading Curriculum designed by Ashley Booth. This approach incorporates the use of VIPERS. VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for-

Vocabulary **I**nference **P**rediction **E**xplanation **R**etrieval **S**equence or **S**ummarise

Across both key stages children will experience-

Shared reading

This is teacher led during English sessions with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children. In all year groups this happens on a daily basis.

Guided reading

Guided reading takes place in small groups with teacher and teaching assistant input using a levelled text. In Foundation stage and KS1, sets of guided reading books are book banded and phonetically ordered. This continues into KS2 where appropriate. Each group reads with an adult at least once a week.

Wider reading

Within every classroom there is a reading area with a variety of books, displayed as appropriate to each age group. Themed displays are encouraged along with opportunities to write book reviews and show homemade books. Books, newspapers and comics along with story props and puppets enhance the reading environment and process. The library is open each lunch time, staffed by pupil librarians and also used at other times by classes with adults. Each child has the opportunity to borrow a book from the school library to take home. The school library provides reference and reading materials for children and teachers. Every class also has a book that is enjoyed regularly by the whole class and where possible this is timed for the last part of the school day.

Home Reading

Books are sent home with a reading record for communication with parents. The main scheme are Bug Club Phonics (100% decodable books) and Oxford Reading Tree which have been book banded to ensure appropriate progression. This begins in Foundation stage and continues through school with books being changed regularly each week until the children are fluent enough to choose their own book from the class or school library.

APPROACHES TO WRITING

Phonics and Spelling

In September 2022, children in Foundation Stage and KS1 began to follow the new Lancashire synthetic phonics programme 'Red Rose Letters and Sounds'. Phonics is taught daily in Foundation Stage and KS1 for at least 20 minutes and where necessary in KS2. Spelling is taught with the help of Spelling Shed. Weekly spellings can be matched to phonics teaching. Children can access their spellings at home and in school.

Vocabulary, Grammar and Punctuation

The Lancashire Key Learning Indicators of Performance (Klips) show what aspects of vocabulary, grammar and punctuation is to be taught in each year group. Lancashire writing units match the grammar and punctuation to each writing genre.

Emergent writing

In Foundation stage children experience writing in a range of settings. Opportunities for emergent writing are available through all areas of learning and throughout the learning environment. Children's own attempts at early writing are celebrated and promoted alongside the direct teaching of the key skills that will enable the children to pass through the stages of writing development.

Shared Writing

This is modelled by the teacher as the expert writer with contributions from the children. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills.

Guided Writing

This takes place in small groups with a teaching focus using targets and writing already modelled.

Independent Writing

Throughout the school children will have opportunities to develop their confidence and practise their writing skills and all attempts at writing are valued. Independent writing is supported through the use of dictionaries, word banks, writing frames or plans and alphabet cards.

Extended writing

A range of text types, including cross-curricular writing, allows for the promotion of sustained composition.

Handwriting

Handwriting and presentational skills are taught and modelled throughout school using the agreed style taken from the Spectrum Handwriting Programme by Sue Peet. In EYFS children learn the 'patter' for each letter from Red Rose Letters and Sounds.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will 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.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate for example - drafting their work, designing persuasive advertisements, employing animation techniques and using multimedia to study how words and images are combined to convey meaning.

ASSESSMENT AND TARGET SETTING

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

Individual progress and achievement in reading and writing are recorded in each child's Assessment Tracker Book. Data is recorded at the end of each term on the school electronic tracker and reviewed by SLT. Progress is measured against school, local and national data.

The English lead, headteacher and senior management team will periodically sample children's written work, monitor English planning, observe teaching and analyse performance data from statutory tests.

Parents receive an annual written report and are invited to two parental meetings throughout the academic year.

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. Children with SEN will be taught within the English lesson. They will work in line with their IEP's which, where appropriate will incorporate suitable objectives from the NLS framework. Gifted children will be identified and suitable learning challenges provided.

INTERVENTION PROGRAMMES

Using pupil tracking data and teacher assessment, children will be identified and assessed for programmes, which are delivered by support staff and the class teacher:

R/Y1/2 Talk Boost
Y2 Fast Track Phonics
Y3/Y4 /Y5 Bounce Back Phonics
Y6 Fast Forward Grammar

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADER:

The English subject leader is responsible for working with the senior leadership team to monitor standards of teaching and learning in English.

This is done through:

- Policy implementation, monitoring and review
- Tracking pupil progress in English
- Supporting colleagues in planning and provision
- Attending relevant training including the termly Primary English Network Meetings.
- Monitoring the quality of the learning environment as a resource to support learning
- Purchasing and organising resources
- Contributing towards the Continued Professional Development of colleagues
- Producing annual action plans
- Undertaking subject audit as required

PARENTAL INVOLVEMENT

Parents have a fundamental role to play in helping their children learn and progress. We aim to ensure parents are informed about topics we cover, when homework is set, special events such as book days, and are actively encouraged to read with their children.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our English Governor Miss Rebecca Haworth

This policy will be reviewed every three years or in the light of changes to legal requirements.