



Stanley Crook Primary School

OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

English Policy

Completed by: Mr Teasdale

Date Implemented: September 2023

Review date: September 2024

Stanley Crook Primary School is committed to improving outcomes for all pupils



Stanley Crook Primary School

Intent

At Stanley Crook Primary School, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular programme of Reading, Writing and Communication and Language. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a broad, balanced and meaningful curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

We encourage children to develop skills to communicate effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers. We will enable children to achieve this passion for English through providing stimulating and exciting experiences based around high quality materials and opportunities for learning which will lead to every child reaching and fulfilling their full potential.

Implementation

- Reading is prioritised by all leaders and staff.
- Set high expectations so our children will achieve their full potential.
- Respond to our pupils' diverse learning needs in accordance with guidelines in the National Curriculum by providing a broad and balanced language curriculum.
- Develop pupil's abilities and enthusiasm with an integrated programme of speaking, listening, reading and writing.
- Provide pupils with opportunities to consolidate practise and develop new English skills across the curriculum.
- Encourage confidence and enjoyment in writing, reading, speaking and listening.

Impact

Children at Stanley Crook Primary school will;

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning.
- Be encouraged to develop a love of reading and to read for enjoyment.
- Develop their ever-growing vocabulary, through an interest in words and their meanings.
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding.
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to apply grammatical terminology in their own writing.
- Have the opportunity to write for pleasure; to explore and develop their own ideas.

Most importantly, children will have the opportunity to develop their creativity and imagination.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage.

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature. From EYFS to Year 6, the national curriculum for English aims to ensure that all children:

- read easily, fluently and with good understanding
- 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
- appreciate our rich and varied literary heritage
- 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 elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

EYFS

In EYFS (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.

Key Stage 1 (Year 1 & Year 2)

In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to read and write independently, at length. They use language to explore their own experiences and imaginary worlds.

Key Stage 2 (Years 3 – 6)

In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children in Key Stage 2 develop their knowledge and understanding of grammatical terminology.

Subject Organisation

EYFS

In EYFS, children have daily phonics lessons to develop skills such as blending and segmenting in preparation for early reading and writing. A wide range of exciting Learning Zones provide children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on adult-facilitated and child-initiated activities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practice mark marking/letter formation (and eventually to practice taught skills), other Learning Zones are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area, including a mud kitchen menu and writing belts, provide valuable opportunities to engage children in writing for pleasure. In the outdoor area children have constant access to Reading and Writing sheds which are filled with engaging, exciting resources that children can use independently. They also have access to a vast range of texts, including fiction and nonfiction. Children enjoy daily 'story time' so they become familiar with stories, authors, and begin to develop a love of reading and their vocabulary.

Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular Topics. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing.

Key Stage 1 (Year 1 & Year 2)

In Key Stage 1, phonics lessons are continued and are taught in groups according to individual ability, with an increased focus on spelling and spelling rules. In English lessons, children explore a variety of themes such as Stories in Familiar Settings, Instructions, Fantasy Stories or Poetry. Children study fiction and non-fiction and begin to compare characteristic features of writing. Children learn how to apply these features in their own writing and begin to write at length. In Key Stage 1, children will write for a range of purposes, including (but not limited to):

- Stories
- Diaries
- Newspaper reports
- Instructions – recipes, 'how to' guides
- Explanation texts
- Poems
- Letters & postcards
- Labels, lists and captions
- Recounts
- Non chronological reports

Children in Key Stage 1 have discrete English, Spelling, Punctuation & Grammar lessons. These lessons are usually focused on a word or sentence type each week, for example, Verbs or Commands, with activities throughout the week linking to this. In ESPG lessons, children focus on Spelling, Punctuation and Grammar objectives from the National Curriculum and learn how to use these taught rules in their own writing.

Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing. This may be linked to Topic (for example, Kings &

Queens, the Great Fire of London, Great Explorers) or other curriculum areas such as R.E or Science.

Children have 1:1 reading sessions as well as guided reading, and use Accelerated Reader to develop their reading comprehension. Children are encouraged to develop a love for reading through daily story time.

Key Stage 2 (Years 3 – 6)

In Key Stage 2, children have English lessons in which they focus on a range of text types throughout the year. These may be linked to Topic themes or to a book or poem. During Key Stage 2, children can expect to tackle a range of writing tasks, including (but not limited to):

- Stories (including a variety of genres such as myths & legends, adventure, mystery & suspense)
- Letters
- Play scripts
- Biographies
- Recounts
- Instructions
- Glossaries
- Explanations
- Debates
- Haikus
- Poems

Children will also learn to write in a range of styles, including;

- Writing persuasively
- Writing in a journalistic style
- Writing formally/informally
- Writing arguments

English, Spelling, Punctuation & Grammar is taught discreetly in daily sessions. Additional English sessions include guided and individual reading, handwriting and Accelerated Reader.

In Key Stage 2, children continue to have a range of opportunities for cross curricular writing. English skills are developed across the curriculum so children can apply what they know in a variety of contexts.

Approaches to Reading

We use Twinkl Phonics to deliver daily discreet phonics lessons in EYFS & KS1, enabling children to decode efficiently. Where necessary, this is continued into KS2, particularly to enable catch up in reading skills for those children who did not meet the standard in the phonics screening check and to support those children working in the lowest 20% of their cohort. Reading strategies are modelled daily by teachers and teaching assistants and children have the opportunity to develop these and discuss texts in detail.

In EYFS & KS1, children have the opportunity to read 1:1 with an adult at least three times per week. This is more frequent for children who read less often at home, or who may need additional support to reach national expectations for their age, including those in the lowest 20%. As children move through school (or become more able readers), opportunities

for sustained independent reading are provided. Detailed reading records are kept in school for each child to evidence their range of reading, content domain target, next steps and progress.

A range of reading schemes are used across the Key Stages. In EYFS & KS1, children follow Collins Big Cat colour banded books beginning with decodable early readers in which children rely on their Phonic decoding skills to read words. Once children can read longer texts independently and with fluency, they move to Accelerated Reader. Accelerated Reader gives children the opportunity to read for pleasure (by selecting their own books from their given starting point, which is based on ability) whilst also developing their fluency and comprehension skills. After each book is finished, children access online comprehension quizzes based on what they have read.

In EYFS and KS1, children take home a reading book daily to be shared with parents. Each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read with children as often as possible, preferably daily, and information is provided by teachers at the start of each school year to ensure parents know how best to support their child in reading.

As a school, we recognise the value of reading aloud to children to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them as writers. Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including:

- Visits to the local library for storytelling and book sharing
- Visits to Seven Stories (local literary exhibition for children)
- World Book Day celebrations – dressing up, activities linked to favourite stories
- Roald Dahl Day celebrations – as above

Reading Comprehension

Reading comprehension is an essential skill that children must develop throughout primary school in order to progress into secondary education. Children in KS1 and KS2 are expected to complete weekly reading comprehension lessons. During reading comprehension lessons, children are taught how to:

- Develop a positive attitude toward reading.
- Discuss a wide range of fiction books, non-fiction books, poetry and plays..
- Use dictionaries to check the definition of words.
- Prepare poems and play scripts to perform out loud.
- Ask questions to improve their understanding.
- Identify how language, structure and presentation contribute to meaning.
- Recommend books to their peers, giving reasons for their choices.
- Draw inferences through the character's feelings, thoughts and motives.
- Provide reasoned justifications for their views and opinions

CLPE Books

To place high quality reading material at the centre of our curriculum, we have introduced CLPE Books across the whole school to inspire children's imaginations and to develop

cognitive challenge and communication skills. Every half term each class will base reading and writing work around a book chosen from the CLPE Power of Reading scheme. The purpose of this scheme is to introduce the children to popular books from around the world. It is also to encourage cognitive challenge at a range of abilities, and to unravel and understand a text in a range of new and different ways. Where possible books are linked to wider curriculum learning and/or PSHE. Children are actively encouraged to respond to books through regular discussion in class, a range of teaching and learning opportunities, sharing and reading books with their peers and through debate, performance and feedback.

As part of this process, children are encouraged to

- speculate about how the story might develop and make predictions
- compare the text with things that have happened or that they have learned about
- reflect on things in the text that interest and inspire them
- reflect on authors choice of language structure and imagery

Guided Reading

To further enhance our reading provision, we have introduced Collins Big Cat guided reading sessions. Collins Big Cat provides complete support for guided, independent and whole-class reading across the whole school. Hundreds of high-quality fiction and non-fiction books, with a wealth of genres and topics to choose from, make guided, whole-class and independent reading sessions varied and interesting. Collins Big Cat Guided Reading provides a continuous programme of teaching and assessment that take every reader from phonics to fluency. Guided Reading supports practice of reading comprehension strategies through focused, targeted lesson plans and resource sheets, ensuring every pupil reaches age-related expectations. Formative and summative assessment provides opportunities to fully assess pupil progress in reading. Guided Reading texts match the current programmes of study for subjects across the curriculum.

1:1 Reading

In addition to accelerated reader and reading for pleasure all pupils in school will read with a skilled adult on a 1:1 basis 3 times per week. Furthermore, the lowest performing 20% of pupils in each Team will read with a skilled adult 5 times per week. Discussions generated by reading aloud can be used to encourage listeners to construct meanings, connect ideas and experiences across texts, use their prior knowledge, and question unfamiliar words from the text. Reading aloud gives students an opportunity to hear the instructor model fluency and expression in reading technical or literary language through intonation, expression, and attention to punctuation. Children will read individually differentiated books from Collins Big Cat, from early decodable readers to chapter books Collins Big Cat is a levelled scheme that systematically increases the level of challenge, vocabulary and stamina as children work up through the bands.

Approaches to Writing

Our aim at Stanley Crook Primary School is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Our approach to writing aims to instil the importance of transcription and composition, as required in the National Curriculum.

Throughout the school, teachers are flexible in their selection of teaching models for English. In EYFS & KS1, CLPE allows children to develop their story language and learn how to structure stories so that the meaning is clear. Story maps provide children with invaluable opportunities to express their own ideas and develop their own characters and plots. Children in all Key Stages are given daily opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions. Our long term planning for English covers the range of text types set out in the National Curriculum (2014), ensuring a breadth of coverage.

We recognise the importance of Computing/Technology in developing English skills. Children are given lots of opportunities to improve their writing through drama or short film clips. Interactive technology is used daily in a range of ways to enhance the teaching of English; in EYFS or KS1 children may play English games on the interactive whiteboard or iPads, in KS2 they may use the internet to conduct research to support their writing. Technology may be used to support the 'end product' of a writing task; for example, in Year 2, children wrote newspaper reports about the sinking of Titanic, rewrote them as a script and filmed them as a 'news clip' using iPads.

As a school, we use the Twinkl Handwriting scheme to help children develop fluent, clear and legible handwriting. Twinkl for Handwriting is a complete handwriting scheme for the whole school, offering clear progression. It teaches children a fast and fluent handwriting style to help them achieve their potential in writing. In late KS1/early KS2, children will begin to join their writing.

Approaches to Spelling, Punctuation & Grammar

In response to the new National Curriculum for England in 2014, as a school we developed our own schemes for the teaching of Spelling, Punctuation and Grammar.

In school, SPAG is timetabled across the week. These sessions focus on aspects of ESPG detailed in the National Curriculum, including;

- Word classes, what they are and when/how to use them
- Sentence types & structure
- Spelling rules
- Adding suffixes/prefixes
- Using a range of punctuation appropriately
- Subordination and coordination

In addition, daily Twinkl Phonics is fundamental in developing children's spelling. Children are taught to segment to spell. From EYFS, children learn words which are not phonetically regular (common exception words). From Year 2, there is more focus on choosing the 'right' sound for spelling, and children learn alternative representations of graphemes and spelling rules. We use Twinkl Spelling to support the teaching of spelling from Year 2 – Year 6. At this stage, children begin to keep a Spelling Journal that they can consult when writing independently. We believe that helping children learn how to use and apply spelling patterns is the key to helping them become successful spellers.

In KS2, SPAG lessons focus on a range of spelling, punctuation and grammar topics including;

- Antonyms and synonyms
- Using a range of tenses
- Punctuation (semi colons, colons, brackets, hyphens)
- Paragraphs
- Adverbials/Adverbial phrases
- Suffixes/prefixes
- Word classes
- Sentence types

KS2 teachers follow mixed aged plans developed by English Lead and modified from Twinkl SPAG planning overviews for each of their year groups. The aim of these overviews is to support teachers using English resources by showing the most coherent and progressive sequence to teach each area of SPAG. The overviews aim to cover all of the objectives from the National Curriculum 2014, including the statutory terminology for each year group listed in Appendix 2: Vocabulary, Grammar and Punctuation. For the 2021-22 academic year SPAG teaching focused on essential skills in order to assist with curriculum recovery following school closures.

When providing feedback, we do not correct all spelling errors, instead focusing on high frequency words, subject specific vocabulary and those studied in Phonics or discreet spelling lessons.

Approaches to Speaking & Listening

Speaking and listening are fundamental to good communication for us all, and are independent of ability in reading and writing. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation. From entry in EYFS, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom.

Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including;

- Listening to and responding to stories, rhymes, poems, songs and games from various cultures
- Responding to visual and aural stimuli, such as pictures, paintings, radio or film clips
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Using talk partners in EYFS/KS1 in **all** curriculum areas
- Describing/recounting events
- Storytelling and reading aloud
- Reciting lines, songs or poems learned by heart in school plays or presentations
- Imaginative play (not just in EYFS) for example, roleplay, use of puppets or drama
- Circle time
- Assemblies
- Debates (KS2)

We also realise that a rich variety of speaking and listening opportunities arise from literature and so we have a vast array of books in each classroom including fiction and nonfiction.

Any child thought to require the support of a Speech & Language therapist is referred in accordance with our SEND policy.

Cross-Curricular Opportunities

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with outstanding opportunities for cross curricular writing.

PSHE/Emotional literacy

Children's mental health and wellbeing is always a priority at Stanley Crook Primary. Teaching emotional literacy is important for developing self-confidence, boosting self-esteem, social and emotional development, and encouraging emotional self-management over impulse reactions. We have introduced a whole school literacy Unity based around Here We Are: Notes for Living on Planet Earth by Oliver Jeffers. We chose this book to build a sequence of work around because it provides a powerful vehicle for children to reflect on and make sense of the world we are all living in. The words and pictures work together to help children to understand their place in the world and to move forward together in a positive and constructive way.

Literacy work can provide a therapeutic context in which to support children with emotional and behavioural difficulties in school. Therapeutic Story Writing Intervention provides an innovative and creative way for teachers to support children whose emotional difficulties are getting in the way of their academic learning.

Assessment

We believe the key purpose of assessment is to move all children on in their learning in order for them to reach their full potential, now and in the future. Continual monitoring of each child's progress gives a clear picture of what each child is achieving and their next steps. It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children have learnt and this informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

For more information and a time table of when assessments will be carried out please see **Assessment Policy**.

Inclusion in English

The needs of all children are considered carefully when planning and teaching English at Stanley Crook Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, usually in liaison with the SENCO. More able and talented children are identified and suitable learning challenges are provided.

For more information, please see **SEND Policy**

Equal Opportunities

At Stanley Crook Primary School, we have high expectations for **every child**, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our English curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school.

Role of the Subject Leader

Our subject leader for English is Mr Teasdale. The subject leader is responsible for maintaining/improving the standards of teaching and learning in English by:

- Monitoring and evaluating English; pupil progress, planning, marking & feedback, curriculum coverage, teaching, role of teaching assistants, English provision
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing/organising resources
- Keeping up to date with developments in English

Parental Involvement

We hope to involve parents as much as possible in school life, and thus in the development of children's skills, knowledge and understanding in English. Parents are kept up to date on day to day activities in school via Class Dojo. On Class Dojo, they can see photographs and updates about their child's learning, as well as ideas for how learning can be continued at home.

At the start of each school year, parents are invited to a session in which they meet their child's new teacher and find out about expectations in English for the upcoming year. They are provided with information about the English curriculum, how it will be taught in school and what they can do to support their child/ren. The importance of regular reading and writing is highlighted at these meetings. We also hold parent workshops for ESPG and Speech & Language in which parents can consolidate their knowledge and understanding of grammatical terminology so they are best equipped to support their child/ren at home.

Parents are welcomed into school on various occasions over the course of the year to see presentations of their children's writing. This is usually linked to a learning showcase event where children present a range of work linked to various aspects of their learning.

We use Accelerated Reader Home Connect to keep parents informed of their child's progress in Reading. When a child has completed a comprehension quiz, their score can be viewed online by their parents. Parents can also view strategies and ideas to help their child improve their comprehension skills.

Parents receive termly progress reports giving them information about their child/ren's progress, attainment and effort in Reading and Writing. There are termly parent's meetings in which these reports are discussed with the class teacher. Additionally, parents receive a full school report in the summer term, detailing their child's achievements in English alongside other core curriculum subjects. The results of statutory assessments are reported to parents in accordance with government legislation.

Clear

Mr Teasdale – English Lead

Dup

Mr Christie – Headteacher

Blanes

Mrs Lawes – Chair of Governors

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