



**CHARLESWORTH SCHOOL**

*...from tiny acorns great oaks grow*

# English Policy



## **Rationale:**

*'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak 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. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.'*

English Purpose of Study, National Curriculum 2014, DFE

## **Aims and Objectives:**

At Charlesworth School we recognise that literacy skills should be regularly applied in every subject area and that, where appropriate, literacy teaching should be linked to work in other areas of the curriculum. This allows reinforcement of learning within a contextual setting.

High quality teaching and learning of spoken language, phonic awareness, reading and writing for a wide range of purposes will be crucial in helping the school to achieve it's curriculum vision and ensure that our pupils:

- Develop a sense of awe and wonder
- Become articulate in communicating their ideas and in listening to and considering the ideas of those around them
- Are able to take informed risks in their learning
- Develop the wisdom to constructively challenge perceptions, opinions and actions in order to embed their learning
- Have a secure understanding of and actively practice values promoted by the Christian faith

## **Roles and Responsibility:**

### **Headteacher**

The Headteacher retain overall responsibility for the implementation of this policy across the school. They will also ensure that high quality teaching and learning is provided in line with then Teaching and Learning Policy. They will, in discussion with the Subject Leader and the link governor ensure that this policy is reviewed according to the governor policy review schedule.

### **Subject Leader**

The role of the Subject Leader is to provide professional leadership and management in order to secure high quality teaching and learning, effective use of resources and high standards of achievement for all pupils. They will regularly monitor various aspects of

the English curriculum being taught within the school, e.g., long and medium term plans, assessments, marking and pupil interviews.

### **Teachers**

The teacher is responsible for delivering learning opportunities across the English curriculum, including developing those skills through cross-curricular tasks where ever possible, in line with this policy. They will ensure that ongoing (formative assessments) and half termly (summative assessments) are used to identify gaps in pupils learning to inform future planning.

### **Governors**

Governors, with the support of the Headteacher, are responsible for ensuring that the English National Curriculum is delivered across the school and that pupils make good progress in the different aspects of English. They are also responsible for ensuring the monitoring and review of the English Policy occurs in line with the governor policy review schedule.

The designated link governor will meet with the curriculum Subject Leader at least once a year to discuss how the policy is implemented, how resources are allocated and how well the pupils achieve. They will also help to promote and support the positive involvement of parents in the children's development of English skills.

### **Parents**

Parents are key partners in the development of good English skills for the pupils at Charlesworth School. They will be encouraged to be active participants in home learning through homework tasks, dialogue with teachers and parent information open evenings. English is a subject that requires consistency and practice to secure achievements and parents can ensure that they support the aims of this policy and the practices of the school at all possible occasions.

### **Teaching and Learning:**

All teaching must be at least good and in many cases outstanding (see Teaching and Learning Policy). All staff will demonstrate expertise and sound subject knowledge and be guided by clear policies, detailed guidance and regular professional development from a range of sources in order to:

- Deliver the school's curriculum thoroughly and consistently
- Enhance staff subject knowledge
- Choose practical resources, visual images and information and digital resources that promote inclusive teaching and a deeper understanding for all
- Use good Assessment for Learning techniques to listen flexibly to children and to check and probe their understanding throughout.

At Charlesworth School we believe that:

- Speaking and Listening is at the heart of the Literacy curriculum and that developing orally confident children is the key to teaching children to read and write successfully.
- Giving children real contexts for their learning; frequently giving children the opportunity to write from real experiences across the curriculum.
- Literacy should be taught through a range of approaches, and that children should have the opportunity to learn through a variety of different learning styles, (for further information refer to Teaching & Learning Policy).
- Drama and ICT are pivotal to engaging children in Literacy.

## Curriculum

### Early Years Foundation Stage (EYFS):

**Communication and Language** is the prime area of the EYFS that specifies requirements for learning and development of Listening and Attention, Understanding and Speaking. It involves giving children opportunities 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. Pupils develop the communication and language skills through Big Talk sessions that also help to increase their vocabulary as a precursor to the development of writing skills. It is also taught through the specific area of **Literacy** (Reading and Writing).

**Phonics:** Development of Literacy involves encouraging children to recognise and link sounds and letters and to begin to read and write. At Charlesworth, daily phonics sessions are planned in EYFS and Key Stage 1. These are led by an adult in small groups so that the challenge matches the pupils needs. We use the Letters and Sounds programme daily to enable children to acquire a good knowledge of phonics. This is supported by resources from 'Floppy Phonics' and additional guidance from LCP Phonics. This is also supported by on-line resources from 'Phonics Play' and 'Espresso'.

**Reading:** Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. They are encouraged to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. As a school we have made provision for the children who are working above the Early Learning Goals to access appropriate elements of the National Curriculum.

As a school we endorse the view that all children's writing should be valued and have adopted an emergent writing approach. However, children's writing is encouraged to emerge alongside a thoroughly planned programme of phonics, spelling and sentence level work. On entering school children are encouraged to write and as a staff we value all their writing regardless of its developmental stage. As a school we feel that this will encourage children to write from the earliest possible time.

In order to effectively challenge higher attaining pupils and to support pupils transitioning to KS1, the school has developed a set of Pre-Year One objectives that act as a bridge between early Years and the Key Stage One curriculum. Children may work towards these objectives when they have attained the Early Learning Goals.

### **Key Stages 1 and 2:**

Teaching and Learning in Key Stages 1 and 2 is planned according to the programme of study for English in the National Curriculum 2014. This has been further broken down into defined year group objectives that are used as a basis for planning and assessment. A daily Literacy lesson provides for regular teaching of spelling, grammar, punctuation and handwriting. Extended writing opportunities are provided through Big Write sessions and the pupils join in with regular Guided Reading and Low attaining pupils may also have additional small group or individual support to help them catch up.

### **Speaking and Listening:**

*'Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.'*

English Purpose of Study, National Curriculum 2014, DFE

Speaking and Listening is planned for within the Literacy and Guided Reading sessions, by identifying appropriate objectives from the National Curriculum. There is also an increasing focus on collaborative tools across the curriculum to develop the skills of speaking and listening across a variety of contexts and subjects. Pupils are encouraged to speak publicly through class assemblies and to take on responsibilities (e.g., School Council) where they develop their confidence to engage in dialogue with a wider range of participants.

### **Planning for Reading:**

*'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also fuels pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by*

*the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.'*

English Purpose of Study, National Curriculum 2014, DFE

Teachers use the National Curriculum 2014 to help them to plan their reading sessions to provide age related expectations. Reading may be planned as a distinct Literacy lessons or integrated in a variety of ways into each school day as much as possible, including:

### **Shared Reading:**

Texts are shared with children and their features pointed out. This approach is predominantly used with whole class/ large groups of pupils, in lessons such as Literacy, Science, Topic and SMSC. Each class also have a class book which is shared regularly throughout the school week. Year groups will focus on assigned authors when choosing class books. The idea of this is to ensure a love of reading and also to look at texts written by the same author.

### **Guided Reading:**

This is where reading skills are taught by the teacher where a text is shared and comprehension questions are answered, either orally or as a written activity. The questions will cover a range of skills e.g., inference, deduction and retrieval of information. Pupils will be encouraged to become reflective readers who start to understand the meaning of words or phrases, how context affects meaning and to develop their own opinions. In addition, over the week, the groups will work independently through a carousel of activities to respond to the guided session and to complete tasks relating to grammar, punctuation and spelling.

Charlesworth School uses a range of age-appropriate texts and support materials for guided reading:-

- KS1: Badger (for emergent readers) and Big Cat for developing fluency
- KS2: Discovery World

### **Individual Reading:**

Every child will have the opportunity to take a book home each day to read with an adult, (this can be a reading scheme book or a school library book, depending on the children's reading ability). Books from the reading scheme will be allocated to both increase fluency of reading and to encourage the development of comprehension skills. Parents and pupils are provided with a set of age appropriate question stems that are used in guided reading and will encourage how pupils interrogate a text for information and form opinions about events, language or characters within a story.

### **Reading Diaries:**

Children's reading progress will be noted in their home reading diary. Children should read daily and parents should write in this diary including comments on what has been

read which can provide valuable information to guide future learning challenges for that child. Reading Diaries will be regularly monitored by teachers, so to ensure that all children (regardless of age), are reading at home. The reading diary will also be used as a communication book between school and home. Class teachers and teaching assistants will also listen to individual children read as often as possible.

For those who are not supported at home, this may mean daily reading sessions with an adult in school. The school encourages volunteer readers who are important in helping specific children develop their reading skills and will be given guidance and training to ensure that this is done to a good standard.

### **Planning for Writing:**

When planning for writing teachers link sentence and word level activities in a meaningful context. Children are given opportunities to write based on their experience set in meaningful contexts using a cross curricular approach. Quality texts are used as models on which to base children's writing. The whole school thematic plan identifies when teaching and assessment will focus on particular genres of writing to ensure that the pupil's get the opportunity to write for a wide range of purposes. Each genre will be accompanied by a specific set of success criteria, appropriate to the age of the writer to encourage self and peer assessment and develop a familiarity with the key features of writing in different genre.

### **Shared/ Guided Writing:**

During daily literacy lesson, teachers and teaching assistants will teach shared writing through the following approaches:

- Teacher modelling: Where the teacher is an expert in the form of writing.
- Teacher as Scribe: Where the teacher acts as scribe for the children's ideas.
- Supported Composition: Where the teacher guides children through the writing experience.

Throughout the week teachers will ensure a balance between these approaches, although this will depend on the type of writing being taught and the children's experience with the different genre

### **Independent Writing:**

Children will have regular practise at independent writing in a range of genres and for a variety of different purposes. They will be encouraged to develop a love for writing and use automatically within the classroom.

### **Extended Writing:**

We recognise the importance of extended writing to practice the skills they have learned as well as maintain purpose and organisation within a particular genre. This will also increase the pupil's stamina to write longer and produce more in depth pieces of writing. Teachers will plan for children to do extended writing through a weekly **Big**

**Write** which over time will cover the range of planned genre. Big Write consists of a sequence of teacher input and class discussion followed by pupils planning their writing. This is followed by an extended independent writing session to complete a writing task in a set time with reference to genre and age-appropriate success criteria. After the teacher has marked the work using a **Green for Growth** and **Pink for Think** colour code, the pupils will review their writing and try to improve it.

### **Grammar, Punctuation and Spelling (GPS):**

Phonics is taught daily across the Nursery, Foundation Stage and Key Stage One and the children's ability assessed through the Phonics Screening test. This happens in the summer of Y1 with a second chance to meet the required standard in Y2. Children who have still not met the standard will be given specific Phonics Intervention support in KS2.

From Y1 onwards, children will also be taught the national curriculum spelling skills appropriate to their year group. This is done through discrete lessons and then reinforced through additional activities to complete during guided reading sessions. In KS1 the children will use the on-line 'Spelling Play' whilst in KS2 this is done through the Babcock 'No-Nonsense Spelling' Programme. Additional support and challenge resources are provided using the Collins 'Vocabulary, Grammar and Punctuation' textbooks.

In KS2, spelling is taught as an integral element of literacy. Spellings are taken from the National Curriculum and children are given spellings appropriate to their age. They are actively encouraged to learn spellings using a variety of strategies and practise them at home. Class teachers organise weekly spelling assessments to monitor pupils' progress.

Grammar and Punctuation is taught explicitly through the Literacy lessons using the Headstart scheme of work, Collins Resource Books or on-line resources to match the challenge to the ability of the pupil. Termly assessments will ensure that any aspects that the pupils have not secured can be revisited the following term.

### **Handwriting:**

Handwriting is taught weekly in line with the National Curriculum objectives. As a whole school we have decided to implement a joined handwriting style from Reception (see Appendix A). Children will be taught the main handwriting joins using a variety of different approaches (dependent on age and ability). Handwriting is linked to spelling strings wherever possible. Children will be given the opportunity to practise words from National Curriculum objectives, National Curriculum word lists and Letters and Sounds.

### **Homework:**

Children expected to read and practise their spellings daily. Additional homework maybe set depending on the age and ability of children. In addition, children in Y6 will be set additional English homework to prepare them for the SATs tests.



## Assessment:

On-going formative assessment is used to identify children's understanding in order to overcome misconceptions and address gaps in learning (see Assessment Policy available for download from the school website). Summative assessment records progress towards expected standards defined by the National Curriculum.

At Charlesworth School, we assess children in English by a number of mechanisms:

- **Assessment for learning** through continuous feedback and dialogue with the pupils to guide their learning and quickly address misconceptions.
- **Peer and self-assessment** to ensure that the pupils are clear about their achievements and their targets for future progress.
- **Pupil Conferencing** when the pupils are given the opportunity to discuss their work and identify individual learning targets for reading and writing. Here the teacher will also be able to identify specific gaps that are causing barriers to the pupils' learning and plan to address them in future teaching.
- Written comments through the **Marking and Feedback** Policy (see website to download the Policy for Marking and Feedback) in order to celebrate achievements and to encourage pupils to identify ways to improve their work. This is directly linked to the year group objectives that are displayed in the pupils books.
- Termly **teacher assessment** through the Attainment Tracker grids that demonstrate retention, understanding and application of year group skills
- Termly **formal tests** using the Headstart reading, grammar and punctuation tests in addition to formal writing assessments in fiction and non-fiction genre indicate progress towards the expected standards and enable analysis of gaps in attainment.
- End of Key Stage **SATs** in Y2 and Y6
- **EYFS baseline and profile** that tracks progress of children towards being ready for the National Curriculum.
- **National phonics test** in Year One to determine whether they have met the expected standard. Children who did not meet the expected standard in Year One are screened again in Year Two.

The progress of children is discussed at termly Pupil Progress meetings to identify those children that may need additional support/intervention to make good progress. Information is then reported to parents each term and to the child's next teacher on transition.

## Moderation:

At Charlesworth School, we believe moderation is the key to accurate assessment judgements and several staff meetings each term are allocated to this process involving all teachers. In addition, the school collaborates with the local cluster of primary schools to moderate work on a wider basis. End of Key Stage judgements are

moderated by the LA who evaluate the work of a child and the assessments to support or challenge the teachers' judgement.

### **Use of IT and Digital Resources:**

At Charlesworth School, we recognise the importance of digital resources as a tool for communication and therefore, following the school Computing Policy (available for download from the school website), we use software, mobile apps and internet search engines to encourage and support research skills, reading across wide range of contexts and writing across a wide range of media. We also use specific resources to support the teaching of spelling (e.g., Espresso, Phonics Play and Spelling Play).

### **Equal Opportunities/ Inclusion:**

As a school we strive to teach Literacy within contexts which are meaningful and engaging for all learners, regardless of race, religion, gender or socio-economic background. We challenge all children regardless of ability reach their potential. We meet the needs of SEN children, by providing targeted, focussed support with areas of the Literacy curriculum which they are finding challenging. We also meet the needs of our Gifted and Talented children, by providing focused challenges that will extend and reinforce their Literacy skills across a range of subjects and contexts.

Digital media to record image and sound is also used (where appropriate) to support learning in spoken language, comprehension and writing (e.g., Digital Literacy using animated film).

### **Monitoring and Review**

The Headteacher and Governing Body will review the implementation of the English Policy in line with the agreed schedule for policy review.

Staff and governors will be involved and asked to contribute to the review and all staff will be informed of the outcome of the review.





# APPENDICES

**Appendix A: Handwriting Scheme of Work**

**Appendix B: Grammar and Punctuation Scheme**

**Appendix C: Spelling Scheme of Work**

**Appendix D: Guidance for Banding of Books**

**Appendix E: Question Stems for Guided Reading**