

RAYNHAM  
PRIMARY SCHOOL



# English Policy

Reviewed September 2021



This English Policy, although set out in separate sections, should not be viewed as individual areas of learning. Speaking and Listening, Reading and Writing are interrelated and interdependent on each other and they do not happen in isolation. We believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

This policy reflects Raynham Primary School's aims and objectives in relation to the teaching and learning of English. It sets out a broad framework within which teaching staff can operate and outlines principles of planning, teaching and assessment. This policy is a reflection of our commitment to deliver excellence in teaching and to act in accordance with, or to exceed, statutory requirements. It should be read in conjunction with the National Curriculum and the Early Years Foundation Stage Framework, which sets out the rationale for teaching each area of the English curriculum and specifies the skills to be developed by the majority of pupils in each year group.

## **Key Principles**

- There should be continuity of approach from Early Years, KS1, KS2.
- English activities should be scaffolded to meet the needs of all the children in the school; every child's efforts should be valued.
- All staff should understand and implement the English Policy. Support and advice are available from Senior Leaders and the Coordinators for new members of staff.
- The Policy should be accessible to all parents and carers.

## **Aims and Vision**

All children should :

- develop positive attitudes towards books so that reading is a pleasurable activity.
- read and engage with a range of genres and a varied selection of texts whilst gaining an increased level of fluency and understanding.
- develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.
- use reading as a means of gathering information to support their learning throughout the entire curriculum
- enjoy writing in different contexts and for different purposes and audiences.
- write with increasing awareness of the conventions of grammar, punctuation and spelling
- write in a variety of styles and forms showing awareness of audience and purpose
- form letters correctly, leading to a fluent and legible, cursive handwriting style
- develop their spoken language skills in drama activities and as a valuable tool and progression to

- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- produce effective, well-presented written work.

## **Teaching English**

The structure of English teaching is based upon the English National Curriculum guidelines and covers the objectives to ensure that a broad and balanced English curriculum is taught to all pupils at Raynham Primary School. Children develop their reading, writing and grammar, punctuation and spelling skills on a daily basis. Each class in KS1 and KS2 has a dedicated English lesson each day with opportunities for extra reading daily and extended writing planned when appropriate. The English skills that the children develop are utilised and supported in every area of the curriculum and are directly linked with other subjects \* see yearly overviews. For example, newspaper articles within English may be developed within a history topic and explanation writing could be linked to work completed in Science.

## **Planning**

The National Curriculum forms the basis of teaching and learning and teachers use the National Curriculum as a starting point for creating medium term literacy plans. Teachers work towards independent learning and plan for different working groups. Our English is planned around the curriculum topic headings including key texts and visits / visitors.

The medium term plans / curriculum organisers follow the five key aspects of Literacy teaching: familiarisation with the genre and text type (using Talk for Writing); planning ideas; teacher demonstration; co-constructed writing supported with shared writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children. Clear aims / objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. The children have a **Progress Writing Folder** that they take with them through the school as is used to record individual writing progress. Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

## **English Subject Leader**

The English subject leader should:

- ensure the development of a scheme of work for the English curriculum. This will follow the New Primary Framework guidelines and will be built around the school's curriculum topics and cover aspects of the English National Curriculum statements.
- Promote the integration of English within appropriate teaching and learning activities; manage the provision and deployment of resources and give guidance on classroom organisation support,
- inspire colleagues to deliver high quality teaching and learning opportunities; analyse data to identify strengths and weaknesses in outcomes; planning for improvement accordingly.
- write, monitor and evaluate an action plan for English for the School Improvement Plan
- lead INSET within the school, and investigate suitable courses elsewhere,
- provide technical expertise,
- lead the evaluation and review of the school's English policy,
- Purchase books and relevant resources for the curriculum area,
- Work closely with the Reading Leader in the implementation, and development of RWI.
- monitor and review the English provision within the school with the SLT and HT.

### **Monitoring and Evaluation**

The teaching of English will be monitored by the English lead, SLT and the HT. Having identified priorities, SLT and the English Coordinator construct an action plan that forms part of the School Improvement Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

### **Our Approach to Teaching Reading** (\*see Reading progression map).

Our aim is to develop children's reading strategies in order to extend their full range of reading skills (comprehension, predicting, summarising, informing) as the children move through the key stages. We ensure that the provision of reading material within the school provides equal opportunities for all pupils. These need to reflect children's linguistic and cultural backgrounds.

We also encourage parents to take an active part in their child's reading through the home reading scheme.

### **Teaching Phonics - See Phonics Policy**

Our aim is to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, blending and segmenting words as well as spelling and accurate letter formation.

### **Organisation and Practice**

- Teachers to model reading strategies during shared reading sessions (story time, during English and reading across the curriculum)
- Children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions.
- Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies / objectives taught.
- Planning for guided reading is based on the reading content domains.
- Teachers scaffold questions to support children in developing vocabulary and progressing to tackling retrieval and inference questions.
- Teachers hear children read in both shared and individual context on a regular basis, in EY, KS1 and KS2.
- Across the school children have the opportunity to read 1-1 or in a small group with an adult at least once a week.
- As the children move through the school, opportunities to read independently for a sustained period of time are offered.
- A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading.
- Teaching support assistants support reading activities to ensure that children have more frequent opportunities to read with adults.
- Activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Roald Dahl Week', 'World Book Week' and visiting the school Library. These include opportunities to bring books alive through planned activities and reading sessions including paired reading opportunities across the school. Where possible, visits by: published authors, skilled storytellers, performances by professional theatre groups are organised in addition to making books and the use of drama to illustrate the texts studied.
- In Key Stage 2, children choose books to take home and read. This is closely monitored by the class teacher. We also have a selection of banded books available to all classes to cater for all reading needs. Those children still learning to read have access to a range of books, which are at an appropriate interest age, but are at an accessible reading age. These help lower attaining and SEND

children to continue to grow in confidence as readers with a text that appears appropriate for their age group.

- We encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their Home / school reading contact books. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language; enthuse them with a love of books and to inspire them to become great authors themselves.
- When possible / appropriate IT software is also used to extend pupil's reading experiences.
- A stimulating reading environment and class library is available in all classes.
- Reading in the outdoors is also promoted with lunchtime reading books.
- Teacher's recommend books to pupils.
- Classroom and central displays are language rich and special displays promote authors and books.
- All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.
- The reading corner / class library must be organised and clearly labelled wherever possible so that the children can easily find appropriate reading material and encourage interest in the reading material.

### **School Library.**

The library is overseen by the English Coordinator. Classes are timetabled to visit the library half termly. Children can borrow books for reading for pleasure. In addition, storytime sessions are delivered during these sessions and members of SLT are often invited to visit these sessions to read to the children.

### **Reading Material and Resources**

- Each year group has an extensive class collection of books.
- Class reading material also includes a range of fiction and non-fiction texts.
- The range of reading material may also include: newspapers, comics, information leaflets, brochures.
- Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class library.
- Year 6 shares a whole class collection of etymological dictionaries.
- Extensive range of Guided reading books which are kept in a central classroom / mezzanine. The school library contains an extensive up to date range of fiction and non-fiction books
- Headstart is used for comprehension, 60 second reads and Reading Rocketeers which all have a focus on the reading domains.

### **Our Approach to Teaching Writing (\*see Writing progression map).**

Our aim is to ensure that Children learn to write in different contexts and for different purposes and audiences and to be increasingly aware of the conventions of writing, including grammar, punctuation and spelling relevant to their individual needs and ability levels. We aim to teach how to plan draft and edit writing to suit the purpose and to form letters correctly, leading to a fluent joined cursive script which is legible, giving increasing regard to presentation

At Raynham we use the Talk for writing (TfW) approach by Pie Corbett across the school to promote children's oracy and to provide extensive opportunities for oral rehearsal before writing.

## Organisation and practice

- Teachers must provide rich, varied and purposeful curriculum activities and experiences which will provide children with opportunities for writing. These must include role play, drama, bookmaking, as well as factual writing, diaries, letters, lists etc.
- We use Pie Corbett's Talk for Writing (TfW) across the school: the model of imitation or Immersion (EY/KS1), innovation and invention.
- Year 5 and Year 6 children produce a '*have a go*' piece of writing before starting a new genre/topic and, at the end of a topic they write an independent '*show what I know*' piece of writing that is assessed.
- We use 'Talk Partners' in class to encourage children to verbalise and structure their ideas.
- Children are given opportunities to talk about, then plan, draft, revise and improve their writing (closing gaps and next steps).
- Teachers must be actively engaged in modelling the process of writing through shared writing. The teaching of writing skills (communicating meaning, appropriate genre, punctuation, grammar, handwriting, spelling patterns) must be carefully planned and delivered explicitly.
- Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.
- Children must have opportunities to write across the curriculum and in a variety of settings (individually, in pairs, various groupings, whole class, and for a range of purposes demanded across the curriculum).
- Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum.
- Children's writing is displayed prominently around the school in line with the teaching and learning policy.
- All classrooms must be equipped with alphabets, word books and dictionaries and thesauruses as appropriate. Alphabets in foundation / Key Stage 1 classrooms must be placed at eye level.
- Displays and resources must be clearly labelled in a balance of school script and word processed captions and, where appropriate, in different community languages. These must be shared with children frequently.
- All classrooms have a washing line to display TfW maps, shared writing and key vocabulary.
- Children must be given the opportunity to use word processing software on the computer to develop their writing. This is particularly important for those children who find handwriting difficult and tiring.
- **The Early Years and Foundation stage also follow a creative approach to writing in the curriculum. This is developed through play and through structured writing lessons.**
- **Targets for children are to communicate meaning and simple sentences with some consistency with punctuating sentences. Children are encouraged to use their phonic knowledge to write regular words and make phonetically plausible attempts at more complex words. Children are encouraged to orally rehearse their sentences using TfW**

## Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word lists. Teachers use National Curriculum to support writing including the progression maps for grammar, spelling lists, and Talk for Writing materials

## **Approaches to Teaching Spelling and Grammar (\*see Grammar progression map).**

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Expectations are outlined on the termly map and in a progression grid (\*see Grammar progression map). It details the expectations for the teaching of grammar and the agreed terminology (from the NC glossary) which must be used by each year group. Grammar is taught discretely each week and embedded within English lessons where appropriate.

For the teaching of spelling, we aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns. Children are taught to spell words accurately by combining the use of grapheme-phoneme correspondence knowledge and also morphological knowledge and etymological information.

- Looking for words within words
- Write words in context
- Practise letter patterns.
- Use phonic strategies when spelling
- Use the National Curriculum Spelling Lists (Appendix 1)
- SpellingShed (online programme) Children are taught strategies enabling them to:
- Spell accurately and identify reasons for mis-spellings
- Proof-read their spelling
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries, thesauruses and spell-checks.

Spellings will be taught in the context of the children's own writing, topic work, and in line with the scheme of work. Lessons are regular, structured, teacher-led and are also taught by using games, puzzles and challenges and through shared writing.

Throughout the school Spelling Shed App is used to provide a home-school spelling programme.

### **Grammar, Punctuation and Vocabulary**

Teachers should understand, teach and demonstrate in their everyday practice the formal conventions of Standard English language. They should emphasise their importance to meaning and effect.

Teaching in all areas forms part of everyday English lessons, whether discrete or in active context, and should be developed across all areas of the wider curriculum. Grammar is taught systematically from EY onwards guided by year on year progression grid (see grammar progression grid). **The Freya model is used to develop vocabulary across the curriculum. (Alex Quigley training)**

## **Our Approach to Teaching Handwriting (\*see handwriting progression map).**

Our aim is to develop a legible, cursive and fluent style and to ensure that a good standard of handwriting and presentation is used and maintained in all areas of the curriculum.

Children are taught handwriting from Foundation Stage and our discrete handwriting sessions help children to progress through three stages:

- Stage 1 – developing correct letter formation, posture and pencil grip
- Stage 2 – learning to join letters and developing a cursive style
- Stage 3 – to be increasingly able to make their first draft their best copy.

### **Organisation and practice**

- All children must be taught how to write the school print or the school cursive script as appropriate. From Year 2 the cursive script is taught to all children.

- Enlarged exemplar script-sheet is displayed in each classroom for staff and children.
- In the Early Years and Key Stage 1 the separate nature of each letter is taught first with the expectation that cursive writing will be developed by most children, at least, during Year 2.
- Handwriting books (with guidelines) are used for handwriting practice
- During handwriting practice teachers move around the room to monitor letter formation, pencil grip and posture.
- In Year 3 cursive handwriting is done 3 times weekly for ten minutes. In subsequent years twice a week.
- Consideration must be given to the individual needs of children who may need longer to develop their cursive script and activities should be provided to aid development and pencil grip.
- In Key Stage 1, handwriting is done daily (link to phonics). In Early Years, provision is made for children to use a range of mark making equipment throughout the day eg painting, drawing, clay modelling.
- Left-handed children must be seated on the left-hand side of right-handed children.
- Teachers are expected to set a good example by writing neatly and in the school's handwriting script when marking children's work or writing on the board.
- Children who are not forming their letters correctly will be supported by the class teacher and/or support staff working in the class.

#### **Children will be supported through:**

- Activities to develop their fine motor skills e.g. threading, weaving, peg boards, painting, playdough etc
- Activities to develop their gross motor skills where appropriate e.g. throwing and receiving
- Opportunities to practise letter patterns through art activities.
- Pencil Grips (see SENDCO)
- Intervention - small-group gap-closing handwriting / presentation sessions.

### **Spoken Language (Speaking and Listening)**

Our aim is to ensure children can communicate effectively, speaking with increasing confidence, clarity and fluency. That they participate in discussions and debate in a variety of contexts and listen with increasing concentration and understanding to the views, opinions and ideas of others with increased interest. We model accurate responses to questions using full sentences and express opinions appropriately. We also encourage children to ask questions with increasing relevance and insight across all areas of the curriculum. Retelling stories and poems is a great way for our children to prepare for written work – this oral rehearsal is particularly vital for developing bilinguals, as well as being best practice for all children using the Talk for Writing approach, for which we provide staff ongoing training.

#### **Organisation and Practise**

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading. Spoken Language is a focus across the curriculum and across the school day in a variety of settings. **Teachers have been trained to identify the speech**

**and language needs of children who have difficulties in this aspect.** Classrooms need to be organised to give opportunity to promote the development of communication skills throughout the school

### **Inclusion \* See inclusion Policy**

Raynham is an inclusive school and our aim is to make all pupils feel included in all our activities. All our teaching is fully inclusive and we recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

All children receive high quality literacy teaching on a daily basis. We aim to differentiate our practice in all aspects of Literacy teaching in order to meet the individual needs of children and activities are scaffolded accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented designed to ensure that children with identified gaps in their learning are able to close those gaps. Teachers and teaching support assistants monitor the progress of pupils.

The needs of children with special educational needs or disabilities will be met through ensuring that resources are provided to enable them to learn in the best possible way. This may include the use of ICT or an adult supporting them with their learning.

Pupils that are more able are extended and challenged in lessons through the use of additional, more demanding, open ended tasks, higher order questioning and planned challenges within each lesson. We aim to provide a range of enrichment activities to further extend learning.

Pupil Premium children are identified in planning and where necessary participate in appropriate intervention groups / lessons each week to aid their progress and attainment in English. All pupils are regularly monitored and assessed. (\*see intervention map / SEND provision map).

### **English as an Additional Language - See EAL Policy**

We recognise that children developing English as an additional language (EAL) often have considerable language experience, although not necessarily in English. The needs of children with English as an additional language will be met through rigorous planning.

We support EAL readers by providing a wide range of materials and activities that build on children's existing knowledge and experience as readers and writers, including books in relevant community languages and ICT resources. We aim to provide a range of materials in some of the home languages of the children in the school. In addition to this, new arrivals who need extra language development are identified and receive extra support from an experienced HLTA.

### **Assessment, Recording and Reporting - See Assessment Policy.**

Assessment for learning occurs throughout every lesson through discussion and evaluation of the children's work. This is invaluable for teachers to ensure that children have grasped the main teaching focus of the lesson and to adjust planning accordingly, Group or individual targets are set accordingly and marking is in line with the school policy.

Formal records for each pupil will consist of:

- **Independent assessed written work (half termly) (kept in pupils' Progress Writing Folder) – teachers provide accurate teacher assessments; based on their analysis of pupils' work and the use of TAFs in Y2 and Y6 and writing descriptors for the rest of the school.**

- Moderation of pupils' work, as a whole staff, at least termly. progress is agreed between professionals. Moderation with other schools whenever possible (working with our Trust schools).
- **Personal targets** - children are expected to work towards achieving their personal targets through self assessment, aided by teacher assessment. Children are also involved in setting their own targets and encouraged to review their progress towards these through self, peer and teacher assessment
- Identified children who have not made expected progress across the year are targeted within intervention groups and sessions.
- Work is assessed via marking and improvements encouraged through next steps and re-drafting.
- Spelling Tests are carried out weekly.
- Phonics screening is undertaken at the end of Year 1 and Y2.
- Reading and writing assessments are recorded on our tracking system and ScholarPack which is kept updated by the teachers. SLT and teachers analyse data together.
- Pupils on the SEND register are identified and monitored. Progress towards targets on their IEP is analysed by teachers and the SENDCo.
- Analysis of assessment data is used to set targets and is regularly reviewed.
- **As reading is a school improvement focus, it is linked to Appraisal targets.**

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of all pupils.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school, online or from training sessions. Staff are also sent on local and national training. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan and termly map. The English coordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English coordinator leads or organises school based training. Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

## **Appendix 1 – Marking of written work in English**

### **English Marking – KS1**

#### **Writing**

##### **Week 1 ~Immersion / Imitation~ (Shorter writing piece / oral immersion)**

- Evidence of the immersion into the language of the text – Use of photographs, pupil voice if relevant.
- Mark two or three spellings and address high frequency words.
- Address basic punctuation. Use 'Aim Met' stamp.
- Support group – provide oral feedback.

##### **Week 2 ~Innovation~**

- Use 'Aim Met' stamp and 'Next step' stamp
- In-depth marking – check HF / Keywords spellings, grammar and structure and content.
- Include 'Next Steps' question – this could be specific to the child's work or a generic next step that addresses wider gaps that other children in the class have. (Can be printed for a group or individual next step)
- Avoid comments such as 'You can use.....' Comment as a reader e.g. 'What a gripping story'.

##### **Week 3 ~Invention~**

- Use 'Aim Met' stamp.
- In-depth marking – check HF / Keywords spellings, grammar and structure and content.
- Include 'Next Steps' question – this could be specific to the child's work or a generic next step that addresses wider gaps that other children in the class have. (Can be printed for a group or individual next step)
- Pupil Voice / Self-Assessment– what that they have learned during the topic
- Children comment on what they need to do next. Use magic ingredients.

#### **Phonics**

- All light touch marking. Tick and use 'Aim Met' stamp.
- Peer marking if relevant.

#### **Guided Reading**

- KS1 use of ongoing assessment grid when guided reading with a group.

#### **General Marking in English**

- Grammar / phonics exercises light touch marking.
- Planning / Story mountain light touch
- Use stickers for praise and motivation.

## English Marking – KS2

### Writing

#### Week 1 ~Imitation~

- Mark spellings and punctuation. Use 'Aim Met' stamp.
- Support group – provide oral feedback. Mark two or three spellings and address high frequency words. Check grammar and syntax.

#### Week 2 ~Innovation~

- Use 'Aim Met' and 'Next Steps' stamp.
- In-depth marking – check spellings, grammar and structure and content.
- Include 'Next Steps' question.
- Can be printed for a group or individual next step.
- Avoid comments such as 'You can use.....' Comment as a reader e.g. 'What a gripping story'.
- Use stickers for praise and motivation.

#### Week 3 ~Invention ~

- Use 'Aim Met' stamp.
- Assess their writing
- Use Ros Wilson criteria when assessing.
- Give children a copy of the writing criteria (NC -see Scholarpack) for them to see gaps.
- Pupil Voice / Self-Assessment– what that they have learned after children have seen the grid (gaps). Children comment on what they need to do next. Use success criteria.

### Grammar

- All light touch marking. Tick and use 'Aim Met' stamp.
- Peer marking when possible.

### Guided Reading

- Monday – oral, no marking.
- Tuesday – oral , no marking.
- Wednesday- Friday – peer mark and T checks and stamps.

### General Marking in English

- PAVGO light touch marking.
- Planning / Storymountain light touch