

Randlay Primary School and Nursery

English Policy

Introduction

English skills are integral to all aspects of Randlay Primary School life and we believe it is fundamental for all our learners to be competent and confident readers who communicate effectively orally and through the written word. Therefore, we believe in the importance of developing the English skills of all our learners in order that they are able to reach their full potential, providing equal opportunities for every child. At Randlay Primary School the development of our learners' English skills are of paramount importance and as such are considered to be the core responsibility of each teacher. In order to provide a broad, balanced and engaging curriculum we endeavour to provide a range of rich opportunities to develop these skills across the subject range.

School Aims

To enable children to:

- To enjoy using language in different contexts with the confidence and ability to do so.
- Develop understanding and skills to become highly skilled enthusiastic readers and writers.
- Use a range of spelling strategies and apply them in their independent work.
- Enable children to become articulate speakers and responsive listeners.
- Understand that the language skills learners acquire will empower them across all areas of their life and will support future learning.

How we Teach English

Currently the Primary National Strategy Framework underpins our medium and short term planning across Key Stages One and Two. Cross curricular links are encouraged and English lessons are carefully linked to themes in accordance with rolling programmes. This enables us to develop an engaging offer across our English provision. The Full Time Foundation classes follow the 'Ages and Stages' document as outlined by the Foundation Stage Guidance.

Reading

In line with revised Government emphasis placed on the importance of early reading we ensure that our learners are fully immersed in reading for pleasure and empowerment from the moment that they become a pupil at Randlay School. We have a range of exciting and engaging reading materials available and we encourage learners to be fully engaged in their reading journey from the Foundation Stage and then throughout their school life. It is extremely important that we provide our learners with the strategies and skills necessary to read a wide variety of texts at a good pace.

At Randlay Primary School Reading is taught discretely, as well as in conjunction with the other National Curriculum subjects and Foundation Stage Requirements. Children will read and be read to by teachers on a daily basis as part of a broad and balanced curriculum according to their individual needs.

Children within the Foundation Stage select books to take home and share. We encourage reading as an enjoyable experience and we work hard to develop a genuine enjoyment of reading. Throughout the Foundation Stage the children will progress through a range of phonetically decodable scheme books in order to offer continuity and consistency in our approach. On entry to the Foundation Stage children will be issued with an individual reading record which will form the basis of a home/ school link. Our aim is for children to be heard by their class teacher or teaching assistant as part of guided daily reading and high quality phonics sessions. All reading books and expectations are linked directly to the phonic phases that children are currently confident accessing to encourage independence in reading. The schemes we use help us to ensure that we offer clear progression across the appropriate phonic phases. Books are changed weekly throughout this stage as children are expected to re-read and practice fluency and decoding skills. Phonics are taught in line with the 'Letters and Sounds' programme. More information regarding the structure and teaching of phonics is available in our School Phonics policy. Our children are taught within enabling environments that are rich in reading opportunities and where reading is rigorously promoted and planned for across the Foundation Stage. We provide a balance of inclusive guided and independent reading opportunities which empower and encourage children to read a range of genres.

Throughout KS1 learners continue to read phonetically decodable books until they have passed their phonic assessment. Once in KS2 learners will continue to read from a mixture of scheme or book banded books at the appropriate level. All colour banding has been completed in accordance with the School Library Service. This ensures that children develop their skills across a range of texts at the appropriate level. In Year 1, at Randlay Primary School we continue in our aim to complete Guided reading sessions with learners twice weekly. This is led by the class teacher or teaching assistant. Alongside guided reading opportunities learners take individual books home to develop their reading skills further. This is supported by additional reading sessions in class. Once in Year 2 or above learners read a class book which is used to encourage an enjoyment of whole texts whilst offering a clear development of reading skills. Learners who are resitting the phonic check are offered additional guided reading opportunities in order to catch up the necessary phonic recognition. All learners are expected to read a minimum of four times a week and need to complete relevant comments based on the books they read to access the reward system offered to learners. When learners record four high quality reading diary comments they will gain entry into a prize raffle. Reading skills are assessed internally and monitored externally by Ofsted.

The importance of parent partnership when developing children's reading skills is paramount as it provides an invaluable source of support. As a school we welcome parent involvement and keep them informed of our approaches to high quality reading experiences. At the beginning of our parent partnership a reading meeting is held and parents of children starting in Full Time Foundation are encouraged to attend. We have also compiled, 'Help Your Child with Reading' a booklet for parents of children entering KS1. This outlines current good practice when reading with young children. All children have a reading book to take home at the appropriate level and a reading record to communicate progress with parents. The learners are issued with a reading diary and it is requested that children are encouraged to read regularly using the prompts within the diary cover. The expectation in terms of the regularity and quality of comments increases as the children move through the school until the end of KS2. Teachers sign diaries on a weekly basis to acknowledge comments made and to ask further questions if and when appropriate. KS2 is also praise and incentive driven to ensure that we have the highest uptake in reading possible. Children are expected to take responsibility for the completion of their comments and Reading diaries must be accessible in school on a daily basis where teachers can monitor and mark the contributions made. We have a vast collection of books which engage learners from across the school and which in turn raises the profile of reading.

Over the course of one week a typical reading whole class text reading offer would be as follows:

Y2/ KS2- Reading Routines

Monday- Introduce the next chapter and encourage fluency in reading. This will be linked to the discussion of new or unfamiliar vocabulary introduced in the text.

Tuesday- Complete retrieval skills and discuss how to skim and scan in order to find information within the text.

Wednesday- Complete inference skills, using inferred information and what is suggested by the text.

Thursday- Reading for pleasure, to update individual reading books ensuring that learners are reading at the correct level to balance enjoyment and challenge.

Friday- To complete a summary of the text so far, alternatively introduce reading comprehension activities such as SAT's style questions/ alternative text types etc.

This varied diet for reading provides structure whilst also encouraging a range and balance of reading skills in our learners.

As a school we access a wide variety of resources to enrich our reading provision.

These include for example:

- School Service- non-fiction/ fiction
- Class Library book collections
- A wide range of reading scheme and non-reading scheme texts.
- Well stocked, high quality class book corners.
- A variety of Guided reading books.
- Interactive White Board resources.
- Access to appropriate internet resources.

Assessment of Reading

Teachers will assess children's reading in a variety of contexts (both formal and informal) Children will be assessed by class teachers using class tracking systems and teacher judgements. There will also be regular updates in the home/ school reading diaries. Reading Assessments will be kept up to date in class by the teacher or TA in a reading folder/ book. In the Foundation Stage assessments will be made and updated in each child's Foundation Stage Profile. KS1 and KS2 staff update additional reading records using more formal assessment opportunities. These assessments are made by the class teacher to target next steps for progression, as well as indicate end of year attainment. In years two and six, learners complete a SAT reading test and the results which are also used to assess progress and attainment. Assessment data is entered in to O Track and Bromcom systems.

Reporting on Reading

Children's progress may be discussed informally with parents/ guardians at any time. In addition to this, teachers meet with parents/ carers once each term. They are invited to discuss a detailed end of year report outlining the progress that has been made throughout the academic year.

Each class undertakes daily English lessons, although some aspects such as Guided Reading and Spelling may be taught in addition to this lesson time.

As part of our English provision each class engages in an Assessed Extended Writing opportunity. Pieces are completed after thoughtful planning has taken place. Well-structured sessions and high expectations are crucial to the quality of the written contributions learners produce.

Across the school children are taught as a whole class, in groups and individually as appropriate.

Speaking and Listening

At Randley Primary School we give children a range of purposes for speaking and listening. We encourage learners to be confident in front of a variety of different sized audiences providing a range of contexts. Speaking and

listening is sometimes taught discretely but is often taught across other areas of the National curriculum.

Examples of Speaking and Listening opportunities:

- Reciting of songs and poems.
- Story telling.
- Describing events, observations and experiences.
- Giving reasons for actions.
- Explaining ideas and opinions in discussion and responding to others.
- Planning, predicting and investigating in small groups.
- Presentation to different audiences.
- Reading aloud.
- Imaginative play and role play.
- Drama.
- Hot seating.
- Listening to downloads.
- Class council/ school council.
- Circle time.

All of the above are completed with the support of a wide range of resources.

Assessment of Speaking and Listening

Teachers assess Speaking and listening in line with class tracking systems and teacher judgement.

Reporting on Speaking and Listening

See reporting on Reading.

Writing

Learners at Randlay Primary School are taught writing in daily English lessons the basis of which is currently underpinned by the Primary National Framework. Objectives are met through our approach to the Creative Curriculum, as regular opportunities are offered to practice and apply skills across a range of subject areas and applied to different contexts.

As part of our provision for the younger children when writing we offer opportunities to:

- Mark make and explore writing equipment using a range of practical approaches both in and out of doors.
- See modelled writing to develop emergent contributions when following the Foundation Stage Guidance.
- Explore writing across many different role play situations and different contexts.

In KS1 and 2 we offer varied opportunities to:

- Write in a variety of meaningful themes as part of discreet English lessons and through the Creative Curriculum.

- Write in response to a rich variety of shared experiences and texts.
- Learn compositional skills including, drafting, grammar and punctuation.
- Follow the process of observing modelled writing, scaffolding pieces of writing, completing independent writing and where appropriate to edit and redraft.

Children are taught the skills of grammar and punctuation regularly in order that there are opportunities for learners to practice and apply these skills in preparation for writing. There should be a carefully considered balance between supported and structured opportunities to write and independently completed contributions. When appropriate to do so writing should be levelled in line with the Ros Wilson Writing Assessment documentation which may be the Randlay School adaptation of the format. All classes will assess work using the same documentation in order to provide continuity across classes and key stages. This will feed directly into the monitoring process and will be used as a reference point for book scrutinise by the SLT/ SMT and Curriculum Subject Leader. It will also inform teachers of 'gaps' which require closing for individual children. Furthermore, it will feed directly into the school's ongoing assessment process informing staff of the most up to date pupil progress.

At Randlay Primary School we access a wide variety of resources to promote the effective teaching and learning of writing to include:

- The Primary National Framework.
- The Letters and Sounds document.
- Early Literacy Support (ELS)
- Online resources and internet sites.
- IWB packages.
- Jolly Phonics Resources

We also use a range of intervention programmes to support our writers with specific requirements.

At Randlay Primary School we also believe strongly in the importance of using pictures and music when stimulating writers. We recognise the importance providing 'real' objects, opportunities and experiences that transport children to another time or place. We believe that exciting children about their writing and sharing our passion for the possibilities is what motivates learners to express themselves enthusiastically and with competence. Ultimately this is how we believe we make the most impact on raising attainment across the key stages.

Alongside the use of real experiences, we ensure that learners use the school grounds and visits off the premises to bring their writing to life. By experiencing the world around them, children's writing develops a depth that only comes from opportunities to be fully immersed in an experience before writing.

Assessment of Writing

Teachers will assess children's writing in a variety of contexts (both formal and informal) Children's progress will be assessed in line with 'Age Appropriate' tracking sheets and teacher judgement. We hold regular book scrutiny as a staff to look closely at individual, group, cohort and key stage progress. Writing assessments from extended writing opportunities support teachers in discussions when establishing individual and group progress over time. In the Foundation Stage assessments will be made and updated in each child's Foundation Stage Profile. Across KS1 and 2 more formal assessments are made twice a term by the class teacher and these are used to target next steps for progression, as well as indicate end of year assessments. The results of each of these assessments are entered in to O Track/ Bromcom data systems. In years two and six learners complete a SAT writing test and the results are used to assess attainment to date.

Reporting on Writing

See reporting on Reading.

Grammar Spelling and Phonics

Spelling and Grammar is taught discretely as well as in conjunction with other subjects across the curriculum. From the Foundation Stage onwards children have a daily Letters and Sounds session following the Letters and Sounds guidelines. This continues until Year 2 and beyond into KS2 when necessary. Children who may require additional support in KS1 are screened for ELS and placed on the programme if deemed appropriate.

The Jolly Phonics scheme is used to support the teaching of 'Letters and Sounds' throughout the Foundation Stage, KS1 and with SEN children where appropriate. Its implementation supports the learning of individual letter sounds and graphemes with young children.

Children across the school complete spellings outlines into Age Appropriate lists compiled in accordance with the recommended spelling lists and 'Support for Spelling' documentation. This document developed by staff out lines current spelling and grammar expectations and details termly overviews and weekly time tables in order for learners to attain Age Appropriate or Expected attainment by the end of each academic year. Children are also encouraged to use dictionaries and thesaurus to support their spelling where appropriate. There will be an ongoing expectation from staff that children must apply grammar and spelling knowledge learnt across their written contributions.

When learning spellings children use the loo, cover, write, and check method. The spelling system is currently under review as a result of recent legislation that states at the end of Year 1 a spelling test takes place.

Resources used in the teaching of spelling include, dictionaries/ thesauruses, weekly spellings, Letters and Sounds programme, Jolly Phonics resources and the school spelling programme.

Assessment of Spelling

Spellings are assessed via ongoing teacher judgement in accordance with the documentation outlined above. Spelling tests will be completed and children will be placed at the appropriate level necessary in order to close any spelling or grammar gaps as quickly as possible. All children will complete half termly and end of year spelling tests in order for staff to monitor progress. Year 1 children will complete an end of year phonic test. Progress through the phonic phases 1- 6 is monitored by Key Stage Coordinators.

Handwriting

At Randlay School continuous cursive handwriting is taught regularly as part of the discrete English lesson and modelled by the class teacher as part of shared and guided writing sessions. In FTF and across KS1 children use pencils, chalk and felt tip pens. They progress in lower KS2 to using a black ink pen when the individual child's writing is of a consistently high standard. At this point they attain a Pen Licence. It is expected that by the end of KS2 most if not all children will have progressed to writing in pen.

Children will complete the following:

- Pre writing fine motor skill activities to develop proficiency.
- To be taught handwriting in a cursive script from the Foundation Stage and by the end of the Foundation Stage they will begin to write cursively.
- To develop their ability to write cursively by the end of KS1.
- To develop joining skills in order to become neat and proficient in lower KS2.
- To ensure that joining skills are of an increasingly high standard throughout Year 5, and perfected by the end of Year 6.
- To develop fluency and pencil/ pen control.
- To be taught the variety of purposes for handwriting, e.g. print for labelling, faster script for note taking etc.

We ensure that a range of handwriting opportunities are offered to children and that they are fully supported with the use of high quality writing equipment. Children also have individual white boards and pens for the recording of Letters and Sounds.

Roles and Responsibilities

The Head teacher will:

- Provide support by encouraging staff and praising good practice.
- Monitor teaching and learning through lesson observations.
- To take part in book scrutinise alongside the SLT/ SMT and subject leader.
- To give feedback to staff following lesson observations and book scrutinise.
- Monitor planning and review meetings across the Key Stages.
- To support staff development through in service training and provision of resources.

- To take a lead role in the moderation of Extended Writes across the school.
- Ensure PPG learners are carefully considered and closely monitored for progress and attainment.

The English Subject Leader will:

- Monitor English across the school through lesson observations.
- Complete book scrutinise alongside the SLT.
- To provide feedback to staff following lesson observations and book scrutinise.
- To ensure that there is continuity in the assessment of writing across the school and lead staff in the moderation of a range of sample pieces of work.
- To lead staff meetings that outline current good practice and developments across the subject area.
- To attend English subject leader updates.
- To play a key role in formulating, reviewing and maintaining the English policy.
- To lead colleagues, promote good practice and be supportive of their professional development.
- To disseminate knowledge and materials.
- To trial new initiatives.
- To audit and order resources when required.
- To update staff on all new initiatives.
- To monitor levels of attainment across the school alongside the SLT/ SMT.
- To support new or less confident practitioners when required.
- Promote good practice when using school systems, e.g. Success Criteria and Closing the Gap strategies.
- To work with the assessment co-ordinator ensuring that school systems such as 'Inserts' are regularly updated by staff.
- To monitor planning placed in Key Stage planning folders.
- Ensure PPG learners are carefully considered and closely monitored for progress and attainment.

The Class Teacher will:

- Take responsibility for teaching high quality English lessons on a daily basis.
- Provide planning of a high standard for the subject leader and SLT/ SMT to access in weekly planning folders.
- To assess children's progress using class tracking systems and teacher judgements.
- To take part in whole school and key stage moderation of writing on a regular basis.
- To submit up to date books for book scrutinise.
- To target children for next steps.
- To monitor the handwriting and general presentation of the work that their children produce.
- To make sure that they promote a range of writing and that children are writing for a variety of different purposes.

- Ensure PPG learners are carefully considered and closely monitored for progress and attainment.

The English policy was written by Miss K. Parkinson, English subject leader, September 2019.

It will be updated and amended on an annual basis and fully reviewed in September 2022.