



# **English Policy**

## **September 2023**

# Policy Document for English

## Introduction

The purpose of this document is to inform staff and pupils of what is expected of them in order to achieve high standards in English.

English is a core subject within the New National Curriculum.

The subject is comprised of Programmes of Study which are divided into Early Learning Goals, and Key Stages 1 and 2. The work is planned from the National Curriculum and is also studied to compliment our Creative Curriculum, which is essentially planned for on a skills based cross curricular approach.

English in the Reception Class is planned for based on the requirements of the Early Years Foundation Stage. It is planned as part of a Creative Curriculum based on half termly and weekly topics as well as based around the interests and needs of the individual children.

English is filtered through other areas of the curriculum and allows children to use their transferable skills to read or produce high-quality pieces of work in Science, History and Geography for example.

## Organisation

In order to achieve our aims, the subject is taught as a continuing element or as part of blocked topics. The time allocation for English has been allocated according to an audit of the statutory requirements of both the subject and the rest of the National Curriculum.

## Planning

The objectives of planning in English are as follows:

- ✓ To set clear achievable learning objectives for the children.
- ✓ To ensure that the work is matched to pupils' capabilities, experience and is made interesting.
- ✓ To ensure progression, continuity and subject coverage throughout the school.
- ✓ To develop assessment procedures.
- ✓ To provide criteria for the monitoring and evaluation of teaching and learning.
- ✓ To ensure the worked planned for English lessons will interest and engage with all learning styles in the school.

Overall details of the school curriculum plans for English are contained within the National Curriculum for English. This document sets out the learning objectives that will complete the English work for each year group during an academic year. Details of the work for a half term are outlined in the teachers' medium term plans. Short term planning, carried out on a weekly basis, outlines the teacher's intended work for the week which may be the subject of change due to the teacher's assessment of progress. Future planning will reflect this assessment. The English Lead has an updated yearly overview which shows what topics/genres are being completed in each year group throughout the academic year. The yearly overview also includes the class novels/authors that are going to be covered in each year group to ensure this is broad and balanced throughout school.

### Roles and Responsibilities

The Governing Body have overall responsibility for monitoring English in the school. However, part of this responsibility is devolved to the Headteacher, Curriculum Leader and staff.

The Headteacher has responsibility for ensuring that English is taught in the school, and that there is monitoring and evaluation of the teaching of the subject to ensure pupils reach high standards.

English has a subject leader with responsibility for working with the Headteacher and colleagues on the development, monitoring and evaluation of the subject. The subject leader will report to a nominated Governor with responsibility for English – Mrs Marie Halsall.

Teachers have responsibility for implementing the subject in their classes using the New National Curriculum and Policy document.

The subject leader is available to give advice to non-specialist members of the staff. Non-teaching staff will at times support the work of the teacher. It is the responsibility of the class teacher to plan the work for this member of staff. The planning should be conducted on a joint basis wherever possible.

The English subject lead will also work with the English link teaching assistants in the school, throughout the year – they will discuss upcoming English events in school.

### Teaching

The teaching provides experiences for the children appropriate to their age group and ability, usually in the form of oral, written or practical activities. However, a variety of teaching strategies may be adopted according to the needs and abilities of the children and will be at the professional discretion of the class teacher:

- ✓ Class teacher or direct teaching including question and answer sessions, discussion and debate.
- ✓ Group work. Groups may be organised on the basis of ability or other factors such as friendship.
- ✓ Individual work using the following techniques :-

- Work from textbooks
- Pie Corbett's Talk4Writing approach
- Storybooks
- Role play and drama
- Story telling
- The use of ICT
- Visits to the theatre
- Visits to the local Library
- Sensory Stories (Key Stage 1)
- Shared and modelled reading
- Shared writing
- Sharing of WAGOLLS

The use of a variety of teaching methods helps ensure differentiation either by task or outcome.

## Assessment

Reference should be made to the school policy document on Assessment.

Assessment is used to:

- ✓ Provide diagnostic information about individuals
- ✓ Plan future teaching and learning
- ✓ Contribute to pupil's curricular records to enable progress to be tracked
- ✓ Provide evidence for target setting.

In English, the assessment techniques include the use of teacher assessment of pupils' performance in their oral and written work using the National Curriculum, the KLIPs grids and the SAT results at the end of Key Stages 1 and 2, as well as the Phonics Screening check at the end of Year 1 and the Spelling and Punctuation test at the end of Year 6.

Moderation of English work is conducted by the class teacher throughout the school on a termly basis. Reception and Year 1 complete termly Phonics assessments on the Little Wandle tracker, the Lancashire KLIPs are used across school to assess children's needs, alongside constant teacher assessments throughout lessons and the Testbase assessments are completed termly by Key Stage 2 children (these new assessments have only been introduced in 2022). Local cluster moderation and external moderation in Year 2 and Year 6 ensures that standards are maintained. Evidence may be provided by pupil's own analysis of their achievements. Assessment in English is the responsibility of the individual class teachers. Within the school, termly writing moderation meetings will take place to ensure all staff are maintaining the same high standards and expectations.

KS2 children will each complete termly assessments which will allow teachers to collate accurate reading age results and standardised scored for each child. The Key Stage 2 class teacher is responsible for moving children up and down the book band colour scheme.

All Key Stage 2 teachers will have access to the Key Stage 1 data for their class enabling them to track progress and bring any specific individuals to the attention of the English Lead and Head Teacher during KIT meetings.

Assessment results will be reported to Governors as part of their overall monitoring role. This includes performance against previous year's results.

## Inclusion Policy

It is the policy of the school to ensure a broad and balanced curriculum for all pupils based on the following principles :-

- ✓ Setting suitable learning challenges
- ✓ Responding to pupils' diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment of pupils (irrespective of gender, ability including gifted pupils, ethnicity and social circumstance) to ensure they make the greatest possible progress and are provided with effective learning opportunities. It is the responsibility of teachers and teaching assistants to ensure that these principles are put into practice in their teaching to help ensure high standards.

Part of the Inclusion Policy is based on the school's work on Special Educational Needs. Reference should be made to this policy.

### Information and Communication Technology

Information and Communication Technology is an integral part of English and is used to support and extend pupils' work. Purple Mash is used across the school for spellings (see Spelling section of this policy) but also for guided reading sessions (serial mash).

### Remote Learning and Online Safety

Due to the increase in use of internet connected devices and more work being completed online, online safety is an essential part of all curriculum areas.

In English the children will be expected to complete work online in school or at home.

Online safety is taught as a discrete part of the computing curriculum and reinforced through regular, safeguarding assemblies. Nevertheless, when the internet is used for English, children are reminded of the golden rules of online safety:

Don't share personal information

Be polite, kind and respectful

Tell a trusted adult if you come across something that makes you feel uncomfortable or unhappy

### Promoting Spiritual, Moral, Social and Cultural Development

English makes a contribution to pupil's development in the above areas:

- ✓ In the way pupils are encouraged to listen to what others have to say.
- ✓ In the range of fiction and non-fiction literature pupils are encouraged to read
- ✓ In the way pupils are encouraged to use English to choose what they say and write in different situations.

### Promoting Skills across the Curriculum

English makes a contribution to developing pupil's skills in the following areas:

- ✓ Communication
- ✓ Information Technology
- ✓ Working with others
- ✓ Improving their own learning and performance
- ✓ Problem solving
- ✓ Thinking skills

### Blended Curriculum

By developing a blend of in-school and distance learning, teachers can support students and help to individualise learning, increase learners' autonomy, motivation and agency and improve learning skills towards becoming self-directed learners.

To do this in English, teachers will set and respond to tasks using online platforms such as Purple Mash, Class Dojo etc. These will be used as homework or work to be completed in school.

Teachers may share videos with parents/carers and children to introduce new units of work. These will highlight learning from previous year groups (where applicable) and the skills that children will have used before and are to build upon. Key vocabulary to be used in the forthcoming unit and skills to be developed will also be introduced. Teachers will also share examples of year group expectations to allow parents a baseline of what is expected of their child during remote learning.

### Monitoring and Evaluation

It is part of the subject leader's responsibility to monitor and evaluate English in conjunction with the Headteacher, colleagues and Governors. Reference should be made to the School's policy on monitoring and evaluation.

This Policy was reviewed October 2016.

Reviewed – September 2017

Reviewed - September 2018

Reviewed – September 2019

Reviewed – April 2020

Reviewed – July 2021

Reviewed – July 2022

Reviewed – July 2023

Signed    L.Hedges    Curriculum Leader

Signed \_\_\_\_\_ Governors

## Appendix 1

### Aims/Intent

Our main aim is to ensure that every child progresses in Reading, Writing, Speaking and Listening during their time at our school and also leaves school being fully primary literate and ready for secondary school.

In order for all children to progress in this way, teachers are aware of the different ability groups in their class and once vulnerable and lower achievers have been identified, they can tailor the English curriculum to suit the needs and abilities in their class. At Baines we are aware that each child progresses at their own speed and, in some cases, children may not be at the expected standard at the beginning of the year – again, we adjust the English curriculum and ensure that all pupils have the opportunity to progress over the year.

English is taught as a discrete subject that is taught across the whole school every morning during the school week however, the staff believe that English plays a vital role in all areas of the curriculum and we aim to embed English skills, both transferable and standalone English skills, across a broad range of subjects that we teach. We immerse the children in high quality texts and examples of writing genres in order for children to be able to identify the quality we are aiming for in each lesson thus ensuring that English standards remain high across the whole school. Varying lessons and teaching methods allow children to develop a love of reading for pleasure, enjoy writing creatively and become more confident when speaking aloud.

We encourage children to co-operate with other pupils so they are able to communicate their ideas effectively, listen to others and make mutual decisions. We aim for children to have the ability to respond to text and express their own opinions.

Although essential grammatical terminology will be taught throughout the school, we always aim to ensure we follow and develop a creative curriculum which allows children to learn new skills in a fun and engaging way.

Overall, we aim to develop positive attitude towards all areas of English and an understanding of its importance in everyday life.



## Reading Policy

School follows the National Curriculum for English for all year groups. The school also follows the curriculum map for English to ensure English is embedded across the whole curriculum.

### Reading Approach

Our teaching of reading involves a 'mixed' approach. We believe that a variety of methods help the children to develop early confidence and motivation, gain fluency and read for meaning using a variety of skills. They are taught a wide range of reading strategies from EYFS to Year 6, including: segmenting and blending, skimming and scanning and inference skills. Through this approach we feel that all the children are being given the best opportunities to develop their individual reading skills. Reading skills are taught explicitly but are also embedded into the whole curriculum at Baines. Please see the 'Phonics and Early Reading Policy 2022' for information regarding our Little Wandle Letters and Sounds Phonics programme.

### Our Reading Scheme

The children are given a variety of reading materials which have been colour coded and chosen specifically to extend vocabulary and broaden reading skills. Schemes include:

Ginn 360  
Ginn Literacy Ladders  
Ginn All Aboard  
New Way  
Literacy Links  
Oxford Reading Tree  
Skyways  
Cambridge readers  
Nelson Flying Boot  
Open Door  
Collins Big Cat  
Little Wandle Letters and Sounds

Guided Readers include :-

Rigby Star – Key Stage 1  
Heinemann Literacy World – Key Stage 2  
Oxford Reading Tree  
Phonics Bug  
Bug Club  
Purple Mash  
Collins Big Cat

Guided Reading training has taken place in school and the sessions will be monitored regularly by the English Lead. At Baines, we use a carousel approach to guided reading sessions which splits the session into these key areas:

- Pre-reading session
- Guided reading with group
- Post-reading activity
- Handwriting Task
- Independent reading (book for pleasure)

World Book Day is celebrated every year as a Book Week where activities have more of a reading focus, visits often take place to the local Library and visitors/authors/illustrators visit our school. It is important for children to enjoy this week to encourage reading for pleasure.

Every class teacher will spend the final 10-15 minutes of the school day reading a class story to their class to ensure that all children are having the opportunity to hear good quality texts daily.

We celebrate 'Author of the Term' which is organised by the Year 6 Librarians. The children chose a different author each term for the school to focus on, especially when they are visiting the school Library.

Reader of the Week is celebrated in weekly merit assemblies where children receive a school bookmark.

After a series of reading CPD sessions by Steph Johnson, all teachers will teach specific reading skills explicitly in English lessons. Children will be given the opportunity to learn how to answer the different style of comprehension questions and how they need to use certain skills in order to find the answer. Early Key Stage 1 will complete creative comprehension style questions to improve the reading skills of the younger children.

## Reading Records

We regard the keeping of Reading Records as essential. Not only does it provide an accurate account of the books the children have read, but it is also a guide to their individual progress through the range of books. It also enables teachers to see which books are available at each stage.

The list of books at each level have been selected according to specific reading ages. Each level has been colour coded according to the Book Bands and Bridging Bands system supplied by The Institute of Education. Key Stage 1 children who have completed the selection of books on the Key Stage 1 corridor may begin to select books from the book band section in the Library.

Some of these colours are used in both Key Stages so as not to undermine the older children who do not have a high reading age. All classrooms have a copy of the book band colour scheme to refer to.

The organisation of the books at each stage allows the reader some freedom of choice, but the movement from one level to another is directed by the teacher. This must be after careful assessment of the child's reading ability, such as a reading test. In Key Stage 2, the teacher will only move a child up or down the book band colours after assessments gathered from the Testbase tests/teacher assessments. Interim assessments can be done, but only by the class teacher.

Children at this stage must continue reading as widely as possible and be encouraged to read from all sections of the library, which includes a wide variety of genre. This all helps to extend reading comprehension.

Any children experiencing difficulties reading do have access to high interest, low level reading books. Each class teacher will have a set of 'Daily Readers' and these are children who are not making enough progress within their reading assessments.

The sheet entitled 'Reading Record' is used to record the books the children have read. At Key Stage 1, the teachers or parent helpers comment each time a child has read to an adult. The Key Stage 2 teachers will record comments on the reading progress of the children once a month unless they are heard read by a parent helper, in which case their progress will be recorded at the time. Buddy reading also takes place in school where a KS2 class go to a KS1 class and listen to the younger children read. We use 'Diddy Dots' to add stickers each week depending on how many times the child has read – these rewards are celebrated in weekly merit meetings.

As fluency increases, it is assumed that children should be encouraged by home and school to read as many books as possible. Books children read at home may also be recorded in their reading diaries. Class teachers should encourage children to read a variety of reading material such as magazines, newspapers, leaflets as well as books from home, local libraries and school. The school receive weekly magazines (First News) which are stored in the Year 6 reading area.

## Spelling Policy

The staff use the spellings from Purple Mash commencing in Year 1. This ensures continuity and progression throughout the year groups and work can be differentiated accordingly.

The use of the high frequency Key Stage 1 spelling lists from the National Curriculum can be supplemented for the less able children.

Unseen spellings will be given to the children on a regular basis to prepare them for the Year 6 SATs.

Other resources used:

Personalised worksheets

NLS spelling banks

Oxford school dictionaries and other dictionaries

Choose Your Words – a School Thesaurus

Developing Literacy – Word (A&C Black)

Letters and Sounds

Grammar for Writing

Colourful Semantics

No-Nonsense spellings

Little Wandle Spelling programme (From Autumn 2 2023)

## Writing Policy

All year groups follow the New National Curriculum which details the objectives each year group should follow for writing. Writing begins in the Foundation Stage. It has been agreed that there will be no underwriting or copying from the board taking place in any of the year groups.

In order to give the children the experience and confidence to write in a variety of ways, we must offer numerous opportunities for the children to put their thoughts down on paper. These opportunities must be consistent and regular so that the children's minds are trained to think in a variety of ways.

Each teacher follows particular Programmes of Study in the New National Curriculum in order to include the necessary skills for the children in a particular year group. All year groups follow a set of clear objectives set out in the New National Curriculum to encourage continuity and progression.

Writer of the Week is celebrated in weekly merit assemblies where children win a school pen.

Writing will be regularly moderated in school and external moderations for Year 2 and Year 6. Teachers will use KLIPs grids and Key Stage 2 staff will trial the interim framework sheets provided by the English lead for their specific year group.

Purple pens will be used to encourage children to up-level and improve their work independently. Spelling mistakes are picked up by the teachers but in most cases, especially in KS2, children are to correct the mistakes using resources around the classroom.

All classes have an agreed set of non-negotiables for writing for their specific year group. These are discussed with the class with the understanding that if they do not include the 'non-negotiables' in every piece of writing, a blue highlighter line will be drawn, by the teacher, under that piece of work and the child will need to complete the task again. The aim of this is to improve the overall pride children have in their work.

### Intervention Programmes

Intervention programmes, such as Colourful Semantics (a group to help support the structuring of simple sentences using different colours) are taken by a Teaching Assistant. The progress of the children is monitored by the Teaching Assistant delivering the programme and then discussed with the class teacher and the curriculum leader.

Other English based groups take place over the year depending on the specific needs of the children but may include differentiated spelling test groups and

additional support for less developed writers.

Fast Forward Grammar and Spelling interventions (Lancashire) will be taught in small groups in years 5 and 6 – TA's will be trained on this and can conduct in-house training where necessary.

Little Wandle Rapid Catch-UP is a phonics intervention programme that is used for a small selection of children from Year 2 to children throughout Key Stage 2 who are still needing support with phonics phases.

## Handwriting Policy

During the 2020-2021 academic year, we began to use the 'Letter-Join' handwriting scheme across school. All children in school will be taught cursive/pre-cursive (depending on age) handwriting.

For additional information – please see 'Presentation of Work' Policy 2023-2024

Foundation Stage – Following the new EYFS framework guidance, children in EYFS will not be taught cursive handwriting – they will be printing letters.

Key Stage 1 – These pupils will continue the work of the Foundation Stage and concentrate on developing the correct letter formation and pencil grip, using the interactive activities from the Letter Join app/website. The tasks will link with the Key Stage 1 grammar essentials to give the handwriting a purpose. Dictation exercises are available to use the statutory spelling words within handwriting sessions.

Key Stage 2 – Building on KS1 skills, pupils will be writing passages of text neatly and speedily. Letter join will help pupils acquire a feel for neatness and quality in their final handwritten work. With the help of Letter Join, pupils will have covered all the criteria necessary by the end of Year 6 to reach the standards set out in the National Curriculum for handwriting.

### Handwriting books

In Key Stage 1, children will practise forming their letters practically using shaving foam, gel, paint and different colours. It will be decided by the class teacher whether a handwriting book is necessary. If not, handwriting tasks will be done on the app, printable resources or in the back of their English book to show evidence of progression in handwriting.

### Time Allocation

It is assumed that formal handwriting sessions will take place at least once a week for Years 2, 3 and 4, 5 and 6 but the actual time allocation and duration of lessons is left up to the discretion of the staff. The children will complete a weekly handwriting task during the guided reading carousel.

Informal children's handwriting is an 'ongoing' process which should be monitored regularly.

### Display

Every class will have an English 'Working Wall' which will include all of the build-up skills to the unit of work. These will be added to and changed regularly, depending on the topic covered.



Teacher's Handwriting.

Teacher's handwriting in books, on notices or on the board should be in the style adopted by the school and should be a constant good example to the children.

Resources used:

Letter-Join

## School Library

Our school has a library situated at the end of the Key Stage 2 corridor. Children use the library regularly as a valuable source of information, enjoyment and interest.

### The Library

The library is divided into 2 main areas:

- 1 Fiction
- 2 Non fiction
- 3 Key Stage 2 Reading Books

Within these 2 sections the books are subdivided so that the selection of books is made as easy as possible. Fiction books and non-fiction books may be taken home by the children. They are taught how to care for books and use the library correctly. The importance of always replacing books tidily and in the correct category is strongly emphasised. Also quietness within the library area is encouraged.

The Fiction library is divided into upper and lower junior sections and categorised in alphabetical order according to the author's name. The non-fiction library is categorised using the Junior Dewey system and a colour coded system.

There are 4-6 Year 6 librarians who take ownership of making small improvements to the Library and they are responsible for keeping it tidy throughout the week.

### Allocation of Library time

Each class is allocated a library time so children are able to change library books. The library should be used for small group work within these allocated times as well.

### County Library Service

Books and other reference material, for example videos, slides and posters can be borrowed on short term project loans. These can be applied for by filling in the 'Project Loan' forms and taken to the librarians: Mrs Rothwell and Mrs Day.

### Schools' Library Exchange Service

The Schools Library exchange van periodically visits the school. This is an ideal opportunity to exchange many of the books in our school library and classrooms.

## Book Week

We celebrate World Book Day and have a Book week once a year at the beginning of March. During the week we have a speaking competition and work on extra English activities, with visits from poets, authors, illustrators and story tellers.

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Signed \_\_\_L.Hedges\_\_\_\_\_ English Leader

Signed \_\_\_\_\_ Governor