



Lakeside Primary School

English Policy

“Believe, Aspire and Achieve”

Vision Statement

Lakeside Primary School is a happy, caring and friendly school where individuals are valued and taught to believe in their potential, aspire to high standards and achieve their best.

Introduction

English is one of the National Curriculum Core Subjects and has a key position in the school curriculum. It is particularly important in this school to support pupils with limited language skills or for whom English is an additional language. The ability to use the English Language is crucial for each child's education. It is the main medium through which the rest of the curriculum is learned and taught. It is the major means by which children interpret the world around them and communicate with other people and a significant determiner of future life chances and success.

At Lakeside Primary School we believe that every pupil has the right to be able to read and write effectively and to be able to communicate with others eloquently. In order to achieve this aim the teaching of English, in all of its forms, has a high profile within the school.

We follow the National Curriculum for English with the aim that all pupils will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn
- become competent in the arts of speaking and listening.

This policy applies to all pupils, regardless of their individual starting points, race, gender, religion or the presence of Special Educational Needs of any sort. The curriculum is differentiated to ensure that all pupils progress in their learning at an appropriate pace supported by enrichment or reinforcement activities.

Within the National Curriculum for English skills are broken down into reading, writing and spoken language.

Reading

We believe that 'knowledge and imagination grow with reading,' and that all pupils should be taught to read fluently and expressively and be encouraged to enjoy reading both for pleasure and for information.

Phonics:

In order to teach all our pupils to become fluent, confident readers, who have a love of reading, we follow a phonics first policy. All pupils within the Early Years Foundation Stage and Key Stage 1 receive phonics teaching in line with the DFES document 'Letters and Sounds'. From Reception onwards, pupils receive a twenty minute daily phonics lesson, targeted at their current level of attainment, and are encouraged to apply this learning in their reading and writing.

Pupils continue to receive daily phonics teaching until they are confident with using and applying the skills taught within phase five of the 'Letters and Sounds' document. Pupils within Foundation Stage and Key Stage 1 are taught in groups according to current attainment.

Discrete phonics teaching continues into Key Stage 2, and for as long as necessary, for pupils who require extra support and learning time to focus on securing their phonics knowledge.

We work within all Key Stages to ensure that all pupils who would benefit from extra phonics teaching receive it. Any pupil who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

Pupils at Lakeside Primary School benefit from a high level of phonics knowledge by all staff, the consistent use of language throughout the school (see Appendix 1) and the high emphasis that phonics receives in all reading and writing activities.

Guided Reading:

Teaching of reading also occurs within 'shared reading' and 'reading skills' sessions in whole class English lessons and within small group guided reading sessions. Pupils receive twice weekly group guided reading sessions within F2, Key Stage 1 and Key Stage 2. All pupils within the school are placed on a book band that is appropriate to their current reading attainment. At each book band pupils become fluent and confident both within decoding (saying the words) and in comprehending the text. Pupils are assessed with an individual miscue to ensure that they have secured both of these skills before changing the colour of their book band.

The structure of a guided reading session varies depending on the attainment and needs of the pupils within the group, with greater focus on decoding at the early stages of reading and on higher order comprehension skills as pupils develop competence. At this stage pupils are introduced to Reciprocal Reading strategies. (See Appendix 3)

As part of our home school agreement with parents, we ask that parents also support this journey by re-reading the guided reading book at home and reading with their children as regularly as possible. Home/school Reading Records enable a dialogue between the parent and teacher. (These book bands correspond approximately with old and new National Curriculum Levels as set out in Appendix 2.)

Enjoyment of reading:

By giving reading a high profile within the school and within each classroom we hope to encourage a lifelong relationship with reading, which allows our pupils to enjoy and experience a wide variety of literature from many genres, so they can escape into the world of a book or learn something new.

We encourage the enjoyment of reading in a wide variety of ways that continue to be adapted in order to gain and maintain the enthusiasm of the pupils within the school (see Appendix 4)

The school provides a wide variety of high quality resources to support the teaching of reading (see Appendix 5)

Writing

At Lakeside Primary School we believe that being able to write coherently not only enables pupils to communicate effectively, but also allows them to experience the joy of crafting their own individual stories and articles that express their points of view clearly.

It is important that pupils learn to write independently from an early stage and this is encouraged through emergent writing within the EYFS. During Key Stage 1 the teaching of phonics, spelling and handwriting complements this process and is used systematically to support writing and to build up accuracy and speed.

We know that for pupils to become successful writers they need to:

- Experience a wide range of written texts, which is the primary source of knowledge about the written word and how it 'sounds'
- Orally tell and retell stories and other texts (including the use of 'Talk for Writing' strategies)
- Experience shared, modelled and guided writing, where the teacher focuses attention explicitly on the technicalities of writing
- Regularly practise writing independently.

Therefore when planning English activities we ensure that all pupils have access to these experiences. We follow a broad curriculum for writing which revisits different texts types every year to ensure that pupils become confident writers of different genres.

In order to ensure effective teaching of writing, teachers at Lakeside Primary School develop the curriculum around the needs of the pupils in each class (this may involve grouping by attainment). There are regular planned opportunities for: experiences to provide a context and stimulus for writing, talk for writing, planning writing, modelled writing, shared writing, supported composition and guided writing. (These techniques are outlined further in Appendix 6).

We also recognise the value of cross curricular learning and ICT to provide a stimulus for writing and the use of ICT as a tool through which pupils can present their own ideas.

Handwriting:

Handwriting and presentation of work within our school is important in all areas of the curriculum (see Handwriting policy).

Pupils begin learning letter formation and in preparation for later joining are taught where to start each letter. As the pupils become more confident in recording letters they are taught to join their handwriting in the school style. As they progress through the school they are supported in generating an individual style which is both efficient and neat.

Spelling:

In order to become confident writers pupils also need to become proficient at spelling. In EYFS and Key Stage 1, spelling is intrinsically linked to reading, as the pupils learn to use phonics for both of these activities - see phonics section for further details. Pupils are encouraged to apply their phonics to spelling throughout the curriculum.

Once pupils are securely working within phase 5 of the 'Letters and Sounds' document they receive spelling teaching in line the National Curriculum for English using the Babcock 'No Nonsense Spelling' scheme of work.. This spelling work is supported by homework either to learn spelling lists or to practise the rules they are learning in the classroom.

Pupils requiring additional support with their spelling may take part in bespoke programmes or precision teaching sessions run by a Teaching Assistant.

Grammar:

We also recognise that pupils need to be taught to write grammatically accurately and therefore pupils at Lakeside Primary School receive grammar teaching on a regular basis, through discrete lessons and within the English lesson where it is appropriate in line with The National Curriculum 2014.

Spoken Language

At Lakeside Primary School we recognise the importance of being able to communicate orally and to understand what others are saying. We will teach pupils to use language precisely and coherently. This involves giving pupils opportunities to experience a rich language environment to develop their skills in expressing themselves, and to speak and listen in a range of situations.

They should be able to listen to others, and to respond and build on their ideas and views constructively.

Pupils are given opportunities to participate orally in groups and in the whole class, including:

- Using talk to develop and clarify ideas;
- Identifying the main points to arise from a discussion;
- Listening for a specific purpose; discussion and evaluation.

Pupils are also given opportunities to speak in front of a wider audience during assemblies and Christmas or Summer productions.

Including all pupils

There are pupils of differing abilities and needs in all classes at Lakeside Primary School. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We use Teaching Assistants to pre-teach, scaffold and support relevant pupils in order to meet their needs.

Assessment

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a tool utilised by the school to raise attainment and accelerate progress. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' attainment, progress and the next steps in their learning. In September 2018 we introduced the Classtrack assessment system using O'track where teachers assess the progress of individuals within their class on an ongoing basis. Class track assesses reading, writing (including EPGS) and spoken language national curriculum objectives.

Regular feedback is given to pupils (see the schools' Marking and Feedback Policy) and helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Time is allocated so that pupils are able to respond to marking at the earliest opportunity.

The pupils at Lakeside Primary School take summative assessments in line with statutory requirements. They take part in a phonics screening test in Year 1; reading and EPGS SATs in Year 2 (which supports the teachers' overall assessment of their attainment); EPGS (English punctuation, grammar and spelling) and reading tests in Year 6 (as well as their writing attainment being assessed by their teachers, from ongoing work)

Optional tests and other summative assessments are used throughout the school for example to test pupils' progress within spelling and grammar. From Autumn 2018, NFER reading and EPGS tests will support teacher assessment.

Spiritual, Moral, Social and Cultural Development

The teaching of English develops skills through which our pupils can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows pupils to work together and gives them the chance to discuss their ideas and results.

Appendix 1

Language used in relation to phonics

In order to achieve consistency for the pupils in our school all staff use the following language in relation to phonics.

- blend (vb) — to draw individual sounds together to pronounce a word, e.g. s- n-a-p, blended together, reads snap
- digraph — two letters making one sound, e.g. sh, ch, th, ph.
- trigraph — three letters making one sound e.g. igh
- quadgraph — four letters making one sound e.g. ough
- vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
- split digraph — This is the term used to describe a split vowel digraph with the children — two letters, split, making one sound, e.g. a-e as in make or i-e in site
- grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter- sound correspondences'
- mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S' or a saying to help remember the order of the letters in a word i.e. 'sally ann is dancing'= said
- phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
- segment (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel- consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.
- Short Vowel — /a/, /e/, /i/, /o/ or /u/
- Long Vowel — a phoneme which represents the name of the vowel /ay/ /ee/ /igh/ /ow/ /you/
- Consonant — All letters of the alphabet that are not vowels
- Sound buttons — A dot is used under a single letter phoneme and a line (or dash) underneath a digraph/trigraph etc to help the children segment a word to sound out.

Appendix 2

Individual Reading Book Banding and Associated Guideline of National Curriculum Levels.

These levels are a broad guide to the match between book bands and corresponding National Curriculum levels. At Lakeside Primary, they are used in conjunction with a range of assessments and the teachers' knowledge of each pupil's competencies.

<u>Old NC levels</u>	<u>NC 2014</u>	<u>EYFS levels</u>
Pink – P5 to P7		Emerging
Red – P8		
Yellow – 1C	40-60mths/Y1 Step 15	Expected
Blue – 1C+/1B	40-60mths/Y1 Step 16	
Green – 1B+/1A	Y1 Step 17	Exceeding
Orange – 1A/1A+ Y1/Y2	Step 18	
Turquoise -2C Y2	Step 19	
Purple – 2C+/2B Y2	Step 20	
Gold – 2B/2A Y2	Step 21	
White – 2A/3C Y3	Step 22	
Lime – 3C Y3	Step 23-4	
Brown - 3B Y4	Step 25-26	
Grey - 3A Y4/Y5	Step 27-28	
Navy -4C Y5	Step 29-30	
Burgundy– 4B+ Y6	Step 31+	

Appendix 3

Structure of Guided Reading sessions

Guided Reading for children working below Y3 expectations will follow the traditional guided reading sequence over two sessions:

- Book introduction including teaching of skills
- Walk through the text
- Independent reading
- Returning to the text for teaching points
- Responding to the text and follow up

The key skills taught at these levels are mainly focused on becoming 'fluent decoders' along with literal comprehension and recall.

Guided reading for those children who are working at or above Y3 expectations may follow a different structure depending on the needs of the children in the group. It is here that they are likely to be introduced to Reciprocal Reading strategies:

- **Predict** What are we going to read about in the next section?
- **Clarify** Which words or phrases do we need to find the meaning of?
- **Question** Can we ask questions to help us learn more about the text?
- **Summarise** What are the main ideas from this section?

Children working at Year 3 and 4 expectations will need to be explicitly taught effective comprehension skills including: visualising, making connections, unpicking vocabulary, analysing, predicting and questioning. This is taught during guided reading, shared reading and reading skills lessons.

Once children are secure at Year 4 expectations it is likely that they will need to use their guided reading time to reason, justify, verbalise and validate their thoughts about a text. Therefore it is likely that the majority (if not all) of the guided reading session time will be spent in discussion and that the children read a section of text in preparation for the session.

The most important factor of any guided reading session is that it is targeted at the specific learning needs of the children and their progress towards meeting expectations in all of the content domains.

Appendix 4

Ways in which we encourage an Enjoyment of Reading.

In order to achieve our aim that all pupils should be taught to read fluently and expressively and be encouraged to enjoy reading both for pleasure and for information, we:

- Have made reading high profile in the school
- Have daily 'Reading Workshops' in each class throughout school.
- Are running a reading challenge to encourage children to read at home with incentives
- Maintain a well stocked library with books appropriate to the age of the children
- Have a reading area in each classroom with books for the children to choose to read. These are regularly checked and have been updated recently with books aimed primarily at boy readers
- Celebrate World Book Day every year with fun activities
- Run a Book Fair once a year in the Spring term and offer a book ordering service (Scholastic) in the Autumn term to enable our children to buy books for enjoyment and to raise money to help update stock in the libraries and book corners
- Subscribe to 'Frog Play and promote reading websites allowing our children access to reading activities
- Hold 'Stay and Play' or 'Reading Together' sessions where parents can stay with their children in the morning to hear them read or read them a story.
- Termly Reading Cafes for children and families.
- Have a variety of storybags.
- Invite published authors to school to talk about their work
- Subscribe to 'First news' newspaper for children and a range of comics.
- Use a reading spine of books that are shared during daily class reading. .
- Have a daily class read

Appendix 5

Resources for Teaching Reading

Book Banded books from various publishers including: PM, Collins Big Cat, Oxford University Press, Nelson Thornes, Rigby Star , Storyworlds, Badger

Guided reading books organised by book band (Pink – Red) in Hall 1

Guided Reading Books organised by book band (Yellow – Pearl) and short story collections in the staffroom store cupboard

Shared area and Class libraries containing a wide variety of age appropriate texts,

Shared area shelves/drawers containing banded books for independent and home reading.

Appendix 6

Techniques for teaching writing.

Talk for Writing,

Talk for Writing is the exploration, through talk, of the thinking and creative processes involved in being a writer. Children struggle to write well because they are juggling so many different elements of transcription and composition. By talking the text they begin to internalise the common language patterns of narrative and non-fiction, freeing up more cognitive space for composition.

Talk4Writing in practice:

Staff use T4W to plan units of work in English which are usually sequenced to begin with a poetry unit which is then linked, where possible, to the subsequent narrative unit. Following this children will be taught a non-fiction unit using the T4W process.

Genres are mapped throughout school in a long term overview to ensure children are exposed to a range of texts and skills are built upon as they move through KS1 and KS2.

In each classroom Talk4writing will display:

Actions for key conjunctions

Washing lines showing the class text, story maps, key vocabulary explained, grammar, modelled writing and toolkits.

From Y2 – Magpie books can be used to record ideas, toolkits and key vocabulary. English books will show the complete T4W teaching sequence:

Cold task – target setting

Imitation

Immersion in text type

EGPS activities linked to text type ...word games. Implications for MT planning to plan complimentary SPAG objectives and text types

Oral rehearsal

Reading text as a reader – shared reading, reading skills, drama and short burst writing

Reading as a writer summarising, magpie, short burst writing

Constructing toolkits

Innovation

Revising map, boxing up /planning

EGPS activities

Shared, guided and independent writing

Daily feedback

Invention / Hot task

Provide Stimulus

Re teach EGPS where necessary

Planning

Independent writing.

Feedback

Reviewing targets

We value the importance of allowing children to plan their writing before they begin. This enables them to focus more on the transcription elements of the writing process, rather than having to also think about the composition of the whole piece as they go along. Planning writing is seen in all T4W units. We will adapt story maps, use story mountains and box up when planning writing.

Modelled Writing or Writing Aloud

In modelled writing, teachers share their thinking as they compose a piece of writing in front of students, helping make the writing process visible and concrete. The important point is that the teacher makes his or her thought process visible to students as he or she proceeds through the writing process. In this way the teacher is able to explicitly demonstrate the writing process and directly teach key writing skills and concepts.

Shared Writing.

In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed. The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process.

Supported Composition

This strategy can be used after modelled writing or shared writing, or both, to give children an opportunity to write in a very structured context before they 'have a go' independently. They may compose the next sentence on whiteboards and then check it makes sense or discuss the next sentence with their talk partner.

Guided Writing

Guided writing is when the teacher works with a focus group in the classroom, providing an additional supported step towards independent writing. It focuses on specific learning objectives with a group of children working at around the same level.

Appendix 7

Responsibilities of the English Lead

The English Lead will co-ordinate the Area of Learning 'Language & Literacy' within the school, aiming to secure high quality learning and teaching, effective use of resources, and the highest standards of achievement for all pupils.

Key Tasks:

Strategic Vision

1. Have a strategic vision for English development within the school
2. Have a good knowledge of issues related to English
3. Keep up to date with developments eg. Teaching methods, resources, assessment issues and record-keeping procedures
4. In consultation with the SLT and staff to devise the school's English policy based on statutory requirements
5. Ensure that there is progression and coverage in English throughout the school
6. Encourage displays of children's work and celebrate children's achievements
7. Promote opportunities for children to use their English skills for a range of purposes and audiences other than the teacher eg. Involvement in competitions, writing for other children and parents
8. Devise an annual action plan for the development of English in consultation with SLT

Monitoring & Evaluation

1. In consultation with the SLT, monitor the implementation of the policy
2. Support staff, in collaboration with the SLT, in analysing all available data to inform learning and teaching
3. In consultation with the SLT and staff, evaluate the effectiveness of the policy throughout the school through 'deep dive' monitoring where all areas of the English curriculum are monitored in each year group with feedback and next steps given. These are then revisited by the English Lead within that academic term.
4. Ensure that pupils' assessment records are kept up to date, in line with the school's Assessment Policy
5. Lead on internal standardisation and moderation
6. Liaise with the school's SENCO regarding pupils with literacy difficulties

Resource Manager

1. Be responsible for organising and maintaining resources and equipment
2. Keep abreast of suitable new resources to support classroom strategies

Professional Development

1. Identify and facilitate the professional development needs of staff
2. Disseminate information from INSET and provide updates to staff
3. Ensure parents are informed of the school's approaches to teaching English and advise on how they may support their child's English development