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Work Together, Learn Together, Grow Together

Langdale Primary School English Policy

This policy describes our aims and our practice in the teaching of English: reading, writing, spelling, grammar and spoken language. It is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement.

Aims for our policy:

- ❖ To provide a language rich environment that promotes a culture of reading and writing;
- ❖ To develop in pupils a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives;
- ❖ To explicitly teach reading skills throughout the school that continually develop children's understanding and enjoyment of texts;
- ❖ To teach children the craft of writing in order to develop the confidence and skills to write well for a range of purposes and audiences;
- ❖ To teach the basics - spelling, grammar, handwriting and punctuation - well so children have all the necessary tools;
- ❖ To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing;
- ❖ To value and celebrate diversity in culture and language.

Planning - Learning and Teaching Strategies

Planning is linked directly to the Programmes of Study of National Curriculum 2014 in all year groups.

These are Reading Comprehension, Word Reading (phonics), writing comprehension, spelling, vocab and grammar and spoken language

Knowledge, understanding and skills are taught daily within the English lesson.

Teachers plan 'text-based' English units which work towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks. As much as possible, writing is linked to the termly class topic and therefore the wider curriculum. There is a balance between fiction, non-fiction and poetry and an emphasis on whole texts.

Planning starts with a unit overview which outlines the main themes and ideas. Weekly planning then outlines each lesson in more detail including opportunities for support and differentiation.

See feedback policy for more information on marking in English

Spoken Language

At Langdale, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning. Our teaching is based on the principles of Pie Corbett's talk for writing and therefore we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

What does this look like at Langdale?

- ❖ Questioning and taking risks with language;
- ❖ Presenting in-front of an audience;
- ❖ Reciting and reading aloud;
- ❖ Re-telling, role-play and drama productions ;
- ❖ Listening to and participating in stories, poems, rhymes and songs;
- ❖ Drama activities to enliven and enrich children's understanding of character;
- ❖ Talking the text - opportunities for children to talk about and discuss their reading and writing;
- ❖ Debate;
- ❖ Collaborative work and reporting back following group work;
- ❖ Presentations.

Phonics

At Langdale we follow the Read, Write Inc phonics programme devised by Ruth Miskin.

Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.

What does this look like at Langdale?

❖ Nursery

Phonics is taught daily from Autumn term for 20 minutes in 2 ability groups led by the teacher and TA.

❖ Reception

Phonics is taught 4x a week for 20 minutes in 4 ability groups led by Teacher and TA.

❖ Y1

Phonics is taught 4x a week for 1 hour in 4 ability groups led by the teacher and TA

❖ Y2

Phonics is taught as an intervention 3x weekly for the children who did not achieve the expected standard in the phonics screening test. Led by a TA.

Assessment

YN/YR Half termly phonics checks are carried out. The results of which determine the ability groupings. These ability groupings are flexible.

Y1 Termly phonics screening checks are carried out using past papers. The results of which determine the ability groupings. These ability groupings are flexible.

In Y1 children who have not reached the expected standard in each screening test will be placed in an ELS intervention group led by a TA.

All data is recorded on a phonics tracking sheet which highlights the percentage of children who are on track to pass the phonics screening check at the end of year one.

Reading

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating

children to read and instilling in children a love of literature and children throughout the school are read to at the end of each and every day.

In KS1 pupils are emergent and developing readers and pupils will focus on decoding using phonic strategies as required by the 2014 curriculum, but also understanding what the words they are decoding mean and how they contribute to the meaning of the whole text. Grouping pupils according to their stage of reading development is essential here so that pupils can access the chosen text, apply phonic knowledge, pay attention to sentence structures without loss of meaning. The curriculum requires us to ensure that all pupils read willingly and for pleasure, developing positive attitudes to reading and guided reading sessions must allow pupils to understand, respond to and enjoy the text.

In KS2 pupils are becoming more fluent and independent readers. Decoding has become a more automatic process and, in addition, they use knowledge of spelling patterns and grammatical knowledge to read unfamiliar words and with accuracy. They will read different texts for different purposes and need to experience and develop higher order reading skills in order to engage fully and respond effectively. Inferential thinking, stating preferences and opinions and justifying them, understanding the different viewpoints, including their own, in a text and considering the writer's craft are among the required skills.

What does this look like at Langdale?

Reading is primarily taught as a whole class based on a class text. The class text is chosen to reflect the topic or theme where possible but also needs to respond to the children's interests.

Each reading lesson has a reading skill focus based on the content domains. We teach these in a child friendly way called 'reading gems':

KS1 reading gems

Enjoy 			Decode 		
Define 	Retrieve 	Sequence 	Infer 	Predict 	
1a Draw on knowledge of vocabulary to understand texts	1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c Identify and explain the sequence of events in texts	1d Make inferences from the text	1e Predict what might happen on the basis of what has been read so far	
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response
					Open-ended response

KS2 reading gems

Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response	Open-ended response	

The Teaching of Reading Nursery, Reception and Year 1

- Phonics is taught systematically following the Read, Write Inc phonics programme. This begins in Nursery in the Autumn term.
- In Reception and Y1 children are grouped for phonics and are taught daily by either a Teacher or Teaching assistant.
- Children have guided reading lessons in ability groups 2x weekly in reception and 1x weekly in year 1 so that reading skills can be taught.
- Children take home a 'free choice' book that can be shared with their family. This is changed weekly.
- Children can access the classroom libraries at any time.

Year 2 - Year 6

- Children in year 2 who still require phonic support continue to follow the RWI phonics programme and receive a daily phonics lesson with a teacher or teaching assistant.
- Children in year 2 who didn't pass the Year 1 phonics screening test will receive 1:1 or small group phonic support.
- Children in KS2 who still require phonic support receive 1:1 or small group phonic support in an afternoon. (see provision maps)
- Reading skills are taught in accordance with the New Curriculum objectives through the text based unit and not as a separate guided reading lesson.
- Children who require additional support for a specific reading skill will be receive small group tuition as a pre-teaching activity.
- Children who achieve a scaled score of less than 100 on the NFER test which need additional guided reads with the teacher/TA. This needs to be outside of the English lesson.

Accelerated Reading

Every child in Y2-6 has an Accelerated reading book at their own level. The children are encouraged to read this book at home and at certain times during the school day to encourage fluency and independence. When a book has been completed they can do a quiz on the computer which tests fluency and a range of reading skills.

Children who get 100% on a quiz will be entered into a prize draw.

Classes with the most children passing quizzes receive a 'golden ticket'

Core offer

In KS2 Children who achieve a scaled score of less than 100 on the NFER test which need additional guided reads with the teacher/TA. This needs to be outside of the English lesson.

Red - below 80 (causing concern)

- Orange- 80-90
- Amber- 90- 105
- Green- 105- 115
- Blue- 115

Red children will have individual daily reading with an adult (at least once a week with the class teacher)

Orange children will have individual reading at least 3 times a week. (at least once a week with the class teacher)

Amber children- at least 2 times a week - once with a teacher

Green and above - at least once a week by the teacher

In KS1 All children read in a guided group weekly

Developing a 'Reading Culture' at Langdale

- ❖ We Read across the curriculum: topic books, news articles, class magazines etc.;
- ❖ We do storytelling and re-enacting stories: we invite storytellers into school.
- ❖ We set up visits from authors and illustrators;
- ❖ All class teachers are expected to read a class novel to model expression when reading aloud.
- ❖ We have a Book Fair twice a year.
- ❖ We have strong links with Clayton library and classes visit weekly.
- ❖ We take part in the Summer Reading challenge run by the library each year.
- ❖ All KS1 children have a reading buddy from KS2 that meet weekly.
- ❖ Book clubs are run by members of staff
- ❖ Parents are invited to school during 'share a story week'
- ❖ We take part in termly reading competitions run by The National Literacy Trust
- ❖ 'What staff are reading' displays around the school promote reading
- ❖ Regular competitions such as 'get caught reading'

- ❖ Half termly reading cafes
- ❖ Children and parent books swaps
- ❖ Reading rockets scheme

Children are expected to read every night at home, writing in their reading diaries to share ideas about books and to keep a record of what they are reading. Children are rewarded according to the 'Reading Rockets' system.

Writing

At Langdale we strive to create an environment that will promote writing. Writing is taught following the 'Langdale writing journey'.

What does this look like at Langdale?

- ❖ All writing is linked to a text which is chosen at the start of a unit.
- ❖ A purpose and audience for each piece of writing is decided from the outset through targeted success criteria.
- ❖ The writing journey begins with a launch day which introduces the children to the theme of the text or helps to put the text into a cultural concept.
- ❖ Grammar is taught progressively and follows the progression maps.
- ❖ Genres are planned throughout each year group and children learn the features and how to write in that style.
- ❖ Writing builds up in small sections over the unit.
- ❖ Teachers model good writing the use of a 'wagoll'.
- ❖ Success ladders are produced and used to support with editing and drafting.
- ❖ Writing is displayed all over the school on writing displays.
- ❖ Teachers provide regular helpful feedback.
- ❖ Time is planned into lessons for children to edit their work.
- ❖ We build stamina for writing by providing opportunities to write for extended periods;
A final piece of work will be published in weaving magic books.
- ❖ Peer marking is encouraged as an additional way for children to respond to writing.
- ❖ Self assessment is encouraged through a post it note system.
- ❖ The journey will be displayed on the classroom walls with examples of work that the children can refer to.

Spelling

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spellings plays a significant part of standardised assessment and is taught throughout the school.

What does this look like at Langdale Primary

- ❖ Reception and year one are taught new spellings through the RWI programme. These are linked to New Curriculum objectives.
- ❖ We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group. In addition to this, Key Stage 1 focus on common exception words.
- ❖ We link handwriting to common spelling patterns.
- ❖ Children learn to spell explicitly in spelling lessons.
- ❖ From Year One, children are actively encouraged and taught to proof read their writing for spelling errors.
- ❖ From Year 2 upwards, children follow the Assertive Mentoring spelling programme which teaches spelling patterns according to the National Curriculum yearly guidance in a structured way.

- ❖ Children learn spellings for weekly spelling tests and progress is recorded on 'my spelling record'
- ❖ Spelling is taught in 3 x 10 minutes blocks over a week.
- ❖ Spelling progress is tracked on an Assertive Mentoring spelling record grid.

Handwriting

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skills. This moves into correct letter formation with a focus on both upper and lower case letters.

What does this look like at Langdale Primary?

- ❖ In Nursery and Reception letter formation is taught according to the RWI scheme. Each letter has a handwriting phrase to help the children remember the formation.
- ❖ From summer term in Y1 through to Y6 we use the 'Penpals' Handwriting scheme as the basis for our teaching, which links handwriting to common spelling patterns and teaches handwriting joins.
- ❖ We take the view that handwriting should be taught little and often - at least 3 X 10 minutes each week.
- ❖ We use cursive script and encourage children to join their writing as soon as they are forming their letters correctly;
- ❖ Extra handwriting groups occur in classes throughout the school where the class team feel that additional handwriting support is needed.
- ❖ We have high expectations for handwriting and ensure that staff and pupils adhere to the policy.

Grammar

An understanding of how to use grammar correctly, use relevant meta-language and identifying word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing.

What does this look like at Langdale Primary?

- ❖ Grammar progression documents are used to plan for each unit of work.
- ❖ We start with the basics of sentence construction including full stops and capital letters;
- ❖ Children begin to identify word classes early on (noun, verb, adjective, adverb) A colour coded system is used which helps children to identify each word class.

Word Classes			
<p>Verbs</p> <p>A word that describes what a person or thing does, such as: run, hit, rain, be, seem, become, grow</p>	<p>Nouns</p> <p>A word that identifies a person, place thing idea or quality, such as: woman, dog, building, London, truth, birth</p>	<p>Adjectives</p> <p>A word that describes a noun, such as: red, bad, giant, hairy, shy</p>	<p>Adverbs</p> <p>A word that gives more information about a verb adjective or another adverb, such as: lazily, easily, abroad, very</p>
<p>Prepositions</p> <p>A word that describes the position of something, the time it happened or the way it is done, such as: under, between, on, after, by</p>	<p>Conjunctions</p> <p>A word that connects, phrases or sentences, such as: and because but for, or</p>	<p>Determiners</p> <p>A word that introduces a noun, such as: an, a, every, this, those, the</p>	<p>Pronouns</p> <p>A word that is used in place of a noun that is a specific person or thing, such as: she, him, mine, we, I, us, me,</p>

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- ❖ We follow the 2014 National Curriculum as guidance as to what is taught in each year group and from this, have devised a specific structure for our school detailing expectations year by year.

Inclusion

We aim for all children to participate in mainstream lessons. Work is differentiated and extra support is in place for children with S.E.N. who have individual targets on an IEP or a 'classroom support plan' for children who need extra support but aren't SEN. Provision maps are written by each teacher to ensure extra support and interventions are timetabled.

Assessment

Formative assessment in Reading

- ❖ In Nursery and Reception, children are assessed in their early literacy development against the Early Learning Goals
- ❖ In Reception and year one children read daily in the RWI lessons and also have separate guided reading lessons where specific targets for each lesson are set.
- ❖ All children have a Reading Learning Log with objectives updated for the 2014 Curriculum. Notes are recorded to inform assessment.

- ❖ Accelerated Reader Quizzes produce a report of ability in fluency and comprehension and suggest targets for improvement.

Summative Assessment in Reading

- ❖ Year 1 take the end of year **Phonics** test in June;
- ❖ Children in Year 2 and Year 6 take end of Key Stage national tests which examine a range of reading comprehension skills;
- ❖ STAR reading tests (part of Accelerated Reader) are taken every half term to generate a reading age and to give information about fluency and comprehension ability. Targets are set accordingly.
- ❖ NFER reading tests are completed termly
- ❖ Teacher Assessments are recorded on the assessment system half termly. This tracks if children are working to/at/exceeding end of year expectations.

Formative Assessment - Writing

- ❖ **Success criteria:** for every piece of written work, children are given differentiated 'Steps to Success' (success criteria) which they can use to help them reflect on the structure and language features of their own writing. These comprise of 4-8 specific criteria which will help to make the piece of work a success. The success criteria are linked directly to the assessment system.
- ❖ **Writing Targets**
Writing targets are formed through teacher assessment of extended pieces of (mainly independent) writing. These are then turned into Next Steps within literacy books: the detailed assessment of the termly writing sample may provide an overarching writing target in addition to this throughout the term. Children are then grouped in writing sessions linked to their writing targets and ability. These groups are fluid and assessment is regular.

Summative Assessment in Writing

- ❖ Since 2013, final grades at both the end of Key Stage 1 and 2 in writing are teacher assessed. There is no external assessment of composition, however we routinely ask our Local Authority consultant to moderate our levels.
- ❖ Teacher Assessments are recorded on the assessment system half termly. This tracks if children are working to/at/exceeding end of year expectations.

Grammar, Punctuation and Spelling

- ❖ Assertive Mentoring progress skills tests are used half termly to assess progress. The results are used as a 'gap analysis' in order to inform intervention.