



ENGLISH POLICY 2023

Updated June 2023

1. AIMS

We aim to achieve the highest degree of progress in pupils' abilities through the teaching of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their skills using spoken and written English within a rich and vibrant creative curriculum, with opportunities to maximise the development of taught literacy skills.

Pupils at Little Melton Primary School will

- Gain independent strategies to read and write with confidence, using a range of strategies to self-monitor and correct
- Develop an enthusiasm for reading for pleasure
- Have an interest in words and their meanings; a growing healthy vocabulary
- Have increased understanding and enjoyment of a range of text types, media types and genres
- Be able to write in a variety of styles and forms appropriate to the situation
- Use their developing imagination, inventiveness and critical awareness
- Develop an ability to articulate their responses in a variety of situation.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage.

In the Foundation Stage (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.
- embed positive attitudes towards reading and writing before entry into Key Stage 1.

At Key Stage One (Years 1 and 2) children learn to share ideas confidently and become good, sensitive listeners. They learn to read and write independently and with enthusiasm. They learn to use language specific to curriculum topics based on the creative curriculum.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the different types of language used in fiction and non-fiction texts and learn how the structure of language differs in both.

The Governing Body, receive regular updates and reports on progress initiatives and trends within the provision of English across the school through reports delivered during the Headteacher's report at governors' meetings.

SUBJECT ORGANISATION

Foundation Stage

Reception includes initial teaching and learning of phonics through discrete daily lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. It is an aim that all children meet the expectations of the Early Learning Goals in reading, writing and speaking and listening.

Key Stage 1

In Year 1 daily discrete phonics lessons continue- twice a day. Children have daily mixed ability Literacy lessons with an emphasis on real texts. Year 2 children receive additional targeted phonics group sessions- with daily booster work for any who have missed the screening check in Year 1.

Year 1 and Year 2 are taught separately in the morning sessions, to aid differentiation, pitch and curriculum coverage. Ability groups within the classes are fluid to ensure children make the best progress possible with the most suitable provision. Children take part in both guided and individual reading sessions and have whole class text sessions to develop a love of reading. There is a weekly Big Writing on a Monday, supported by set Talk Homework on a Friday. Literacy skills are also developed across the curriculum through our curriculum. This theme runs across the Key Stage so children of differing year groups can relate to each other's work. Intervention programmes are fully embedded to build on the differentiated planning already in place. Booster sessions of phonics are also timetabled daily for children identified as being at risk of missing the Phonics screening check in Year 1, and for any Year 1 children who have not achieved the ELG for Reading and Writing, and Year 2 children who missed the check in Year 1.

Key Stage 2

In Key Stage 2 children have daily English Lessons. Additional literacy sessions include guided reading, handwriting, whole class text and spelling. There is a weekly Big Writing on a Monday, supported by set Talk Homework on a Friday. Grammar and punctuation skills are primarily taught through shared texts. Literacy skills are further developed across the curriculum. Intervention programmes are in operation across the Key Stage, these are regularly reviewed and monitored (termly as part of a regular cycle) to ensure maximum impact. Children are taught spelling, punctuation and grammar across Key Stage 2 and some also have Phonics boosters delivered 1:1 or in small groups for identified children through Pupil Progress meetings or teacher assessment.

See also- English curriculum planning documents (Jan'2020).

APPROACHES TO SPEAKING AND LISTENING

Opportunities for speaking and listening activities permeate the whole curriculum. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: drama within lessons, class roleplay areas, class assemblies and end of term drama productions.

We recognise the need for all pupils and staff to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. We are also aware of the need for standard English for children learning English as a second language.

APPROACHES TO READING

EARLY READING: PHONICS

Phonics at Little Melton is taught following the Little Wandle Letters and Sounds Programme. All of our phonics lessons follow the *Revisit - Teach - Practise - Apply* sequence of learning.

Letters and Sounds consists of six phases:

Phase 1: This phase predominantly focuses on learning within the Communication and Language area of the EYFS. This area includes:

1. Listening and Attention
2. Understanding
3. Speaking

Although many children will have experienced activities and learning within Phase 1 at their pre-school or nursery setting, we continue Phase 1 during the first half term of the Autumn term.

Phase 1 covers the following aspects:

- Environmental Sounds
- Instrumental Sounds
- Body Percussion
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

Phase 2 is introduced in week 2 at the start of the Autumn term each academic year, dependent on the children's needs and their baseline assessments. The class teacher makes a baseline phonics assessment of Phase 2 sounds on entry, in addition to the EYFS baseline. This provides information about each child and their starting points which, in turn, informs planning and learning.

In Phase 2, letters and their sounds are taught. We introduce the capital letters as well as the lowercase letters, although only the formation for lowercase letters is taught at this stage. Children are consequently able to write their lowercase letters from an early stage but are

able to recognise uppercase letters ready for reading. The Cued Articulation actions are used if needed, alongside the teaching of these sounds to support children with Speech, Language and Communication Needs with pronunciation.

In reception, we teach four sounds and four tricky words per week then one lesson is used to review the sounds taught.

Children typically move through Phases 1-4 during Reception, and then onto Phase 5 and 6 throughout Year 1 and 2. Phase 3 introduces sounds made up of two letters e.g. “oo”. Phase 4 consolidates these sounds and the children practise segmenting and blending longer words. Phase 5 introduces alternative ways to spell different sounds e.g. “ay” in “day” and “ai” in “rain”. Phase 6 introduces various spelling patterns which help children to spell more accurately using their phonic knowledge. Throughout these phases children are introduced to certain “tricky” words that cannot be sounded out. These are also called “High-Frequency Words” which the children will come into contact with regularly in their reading.

The children are taught in whole-class teaching sessions, and each session goes through a Revisit – Teach – Practise – Apply format so the children are able to consolidate their learning in a pacy, engaging style. Children are closely monitored to assess their learning and they are also assessed every half-term to check their progress, with teaching adjusted accordingly.

Teachers use heat maps to assess children and see who needs additional ‘keep up’ support.

Early Reading Progression

Our Reading resources for EYFS and KS1 children include a variety of schemes using the findings of the ‘Bold Beginnings’ (Ofsted, 2017) report to inform our organization of early reading books. This provides choice for our children and a broad range of text types whilst also ensuring that they can be independently decoded. We predominantly use Big Cat Collins and Songbirds. We recognise that these decodable books best support our children to apply their phonological knowledge and rehearse the sounds they have been taught.

In YR/Y1 all children read to a teacher/TA three times a week during group reading sessions. Children work on decoding, prosody and comprehension. Children take home their Phonics group reading book, an additional decodable book and a ‘reading for pleasure’ book across the week.

In Reception, every child reads with a teacher or teaching assistant at least once per week.

By late Year 1 and then onwards, many of our children are also able to access books through the ‘Accelerated Reader’ scheme, which provides supported access to free readers and ongoing assessment.

Supporting children who need further provision

Our half-termly phonics assessments enable us to closely monitor our children's progress. These are conducted on a 1:1 basis with a teacher or teaching assistant. We look for upward trends in our phonics data and any children who do not show this pattern receive extra support through a variety of methods. These are detailed below:

- Phonics is taught at 9am in both classes. This enables us to be flexible with our children and provides us with the opportunity to organise them into groups that are appropriate for their needs. Children in Year Three who still require systematic, synthetic phonics teaching can therefore also be involved, and likewise, Year One children can revisit Phases 2 and 3 with the Reception class if appropriate.
- Parental Support - We run a Phonics and Reading Workshop in the first Autumn half term which is open to all parents of children from Reception to Year Two. This provides parents and families with key information on how we approach phonics at our school, as well as tips and hints for supporting their child at home. This information is then available to them on our school website.
- Children who are not receiving support regularly with their reading at home are prioritized to read with adults. We monitor the regularity of this closely via the children's Reading Records, where parents or families record each time they have read with their child. We also use these records as a communication tool to provide our families with key strategies and tips which are unique to their child's needs.
- Children who do not pass the Year One Phonics Screening Check retake this test in Year Two. Throughout their time in Year Two they will receive additional phonics teaching.

Reading Progression- Key Stage 2

In Key Stage 2 children choose books to take home and read. Nearly all children use the 'Accelerated Reader' resource. Children who require additional support are identified and given regular booster group support. We screen for dyslexia, using the Lucid Rapid tool, from the end of Year 2 for children who are struggling to make as much progress in Reading, as well as working closely with the local 'Dyslexia Outreach' service with whom we have a subscription.

We still encourage all parents to share a book at home with their children. Parents are an integral part in the children's 'reading journey'. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. We encourage children to read at home on a daily basis and communication between school and home is recorded in their diaries. We invite parents/ members of the community to come and read with children both individually and as a group and regularly take part in reading initiatives organised by Hethersett Library. We have also organised monthly public library van visits to the school, and membership recruitment drives for the children. We also purchase additional library books for our own school library frequently, and give reading books as housepoint prizes in Well Done assembly.

APPROACHES TO WRITING

We aim to instil creativity in children's writing that engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support development we have a creative curriculum which interlinks cross curricular experiences with writing opportunities. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Big Writing is timetabled weekly across the school. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length independently through weekly 'Big Writing' sessions. This provides excellent assessment opportunities and feeds directly into the children's targets and planning for the following week. We also use next steps, verbal feedback, marking ladders and peer marking.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve and celebrate their writing through drama. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing.

The school uses the Nelson handwriting scheme across the Key Stages, with CGP books as an additional resource. This links to presentation, phonics and writing for purpose.

In Year 1 and 2 children are given individualised spelling lists following an assessment at the beginning of the year. These lists are predominantly drawn from statutory word lists from the National Curriculum using Spelling Ninja. They are tested weekly and changed as they make progress. Spelling rules in the National Curriculum are also explicitly taught during the sessions, often through daily handwriting practice in Year 2.

Spelling is delivered and planned through Spelling Ninja LKS2 and Purple Mash UKS2 (see website) scheme in ability groups in Key Stage 2 augmented by statutory word lists from the National Curriculum. CGP resources are used to support. SEND children may have bespoke lists and interventions. Spelling, punctuation and grammar achievement is tracked termly as part of whole school monitoring.

THE USE OF COMPUTING

We recognise the important role Computing has to play in our school in the development of Literacy skills. We make use of a range of applications including voice recognition software, Clicker, Purple Mash and Kindles.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Children working at 'Greater Depth' will be identified and differentiated challenges provided.

EQUAL OPPORTUNITIES

Little Melton Primary has high expectations for every child, whatever their background or circumstances. Children learn and develop most effectively when they are healthy, safe and engaged.

All religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating Literacy:-
 - pupil progress
 - progress of actions detailed in SIDP and TAP planning
 - the quality of the Learning Environment,
- taking the lead in policy development,
- supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments.

PARENTAL INVOLVEMENT

We take every opportunity to involve parents in all aspects of school life, and we believe this is intrinsically linked to the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. We are committed to training parents in guided reading support across the school.

There are opportunities each term when parents can discuss their children's progress with their teacher. Start and end of year curriculum maps provide information about the English curriculum and how these skills are used in other subjects. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading.

SATs results are published in accordance with Government legislation.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

This policy will be reviewed every three years or in the light of changes to legal requirements.