

Lancaster Lane Community Primary School



School Policy For English

Aims

At Lancaster Lane we aim for pupils to:

- Acquire proficient literacy skills, enabling them to be successful in future life, education and employment;
- Develop their English skills through a range of creative and purposeful tasks across the whole curriculum;
- Communicate effectively in speech and writing;
- Speak competently and creatively for different purposes and audiences and explore, develop and sustain ideas through talk;
- Become good listeners and understand, recall and respond to speakers - adapt to different roles in group tasks and participate in conversations, making appropriate contributions;
- Experience a wide range of texts on print and on screen and develop a love for reading and personal preferences so that they read independently and with others for purpose, pleasure and learning;
- Use a range of strategies to read words effectively and understand their meaning, including phonics, syntax, context, word origin and structure;
- Develop a range of comprehension skills, including retrieval, deduction, inference, and interpretation, so that they can understand, enjoy and respond to what they read;
- Use a range of strategies to spell words accurately, including phonics, analogy and knowledge of spelling rules;
- Understand the value of writing and write independently and creatively for purpose, pleasure and learning;
- Successfully combine elements such as, style, vocabulary, structure, presentation, sentence structure and punctuation to produce effective pieces of writing;
- Develop a clear, fluent and personal handwriting style;
- Independently self-monitor, correct and take pride in their work;

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in *National Curriculum 2014: Programmes of Study for English* Document (2000) and the *Framework for the EYFS (2012)*.

Planning

The skills for reading, spelling, punctuation, grammar and writing are taught discretely and explicitly through timetabled weekly sessions. All literacy-based sessions are driven by the key-skills appropriate for that year group, which are outlined in the *Lancashire Key Skills* and *KLIPS* documents for Years One to Six, and *Development Matters in the EYFS* for Reception, and beyond if necessary. Teachers should plan English units of work which are not only underpinned by the teaching and learning of key literacy skills, but that also engage and motivate pupils and offer the opportunity to experience a range of genres.

Support and Challenge, Including SEND

Teachers ensure that all pupils can successfully partake in literacy activities, through careful planning of appropriately pitched tasks. Support and challenge is provided in several ways, such as: deployment of adults; use of visual aids; use of specific apparatus or tools; varying the task or expected outcome from pupils; varying the learning objective for different groups; varying the difficulty of texts/models provided to children. Some pupils may have an IPP and therefore receive additional literacy support to the usual literacy sessions, to work on targets, e.g. ToebyToe scheme, IDL program, Fast Track Phonics program, speech and language tasks, etc. These pupils are identified on class provision maps - teachers ensure that these pupils receive the appropriate intervention, which is overseen by the SLT and SENDCo.

Approaches to Speaking and Listening

Through speaking and listening, pupils develop cognitively, socially and linguistically. Pupils 'learn to talk and talk to learn' throughout their school life – it is both a vehicle for learning as well as a means of communicating learning. With this in mind, we place a strong emphasis on collaboration in all subjects across the curriculum, with a range of formal and informal opportunities taking place, *e.g. using puppets to retell stories; recording sentences to replay; interviewing visitors; use of talk-partners to discuss ideas; meet and greet sessions each morning for children to develop conversational skills; job-interviews for Year Six pupils; poetry recital competitions; etc...*

The spoken word is the prerequisite to written word and therefore 'talk for writing' approaches are used in the planning phases of writing units to help pupils generate ideas and internalise language patterns.

Approaches to Reading

Reading skills are developed through a combination of shared, guided and independent tasks:

Shared reading – Teachers plan opportunities to read texts together with pupils within and outside of English lessons, for both enjoyment and learning, *e.g. blending to read whole words, recognising the effect of punctuation, analysing the authors' use of language, etc...* The texts may be those that children would not normally access or be able to interpret on their own. The reading skills taught in shared reading sessions are usually appropriate to the age of the children rather than their reading ability but teachers ensure that all children can engage with the text through differentiated questioning.

During shared reading, children will often, but not always, be able to see and follow along with the text - it may involve a projected text on the interactive whiteboard, a big book, a printed extract, or a class set of books.

Timetabled story-times take place across school, allowing for children to experience shorter and longer novels.

Guided reading – Teachers plan regular, differentiated guided reading sessions for the ability groups in their class. Groups of about six to eight children, who are reading at about the same level, are

grouped together. The guided reading sessions focus upon teaching children how to progress from their current reading level to the next, whether this is below, at, or above a level appropriate to their year-group. The teacher chooses a book or text that the children are able to read without too much difficulty. There is a focus for the session, which may be a decoding and/or a comprehension skill, taken from the *Progression in Reading Skills* and *KLIPS* documents - where appropriate, this focus is shared with the children, so they can reflect on and apply their learning. During guided-reading sessions, children usually read individually and independently – not in turn – while an adult tunes in and offers immediate feedback as appropriate. With the focus objective for the session in mind, planned teaching points and questions are used to prompt pupil discussion/responses based on the reading.

Oxford Reading Tree, *Tree Tops*, *Floppy's Phonics*, *Dandelion Readers*, *Project X* and *Voyage* are all banded and utilised for guided-reading sessions so that children experience a range of books and do not become over-reliant on the format of one particular scheme. Once children are becoming fluent readers, guided reading sessions may include non-scheme books by recommended children's authors, e.g. Roald Dahl.

Independent reading – Age-appropriate books are accessible to children in classrooms and they are given opportunities, through different areas of the curriculum, for reading by themselves or with their peers. Opportunities to experience varied forms of texts are drawn upon, e.g. newspapers clippings, online research, etc... Adults may read with some children on a one-to-one basis, e.g. if they have difficulties, if they rarely read at home.

Earlier in school, children are given books to read at home, matched to their ability. Later in school, when children become increasingly confident, they are given the opportunity to select their own reading book. Reception and Key Stage 1 children have a *Message Book* through which home and school communicate and leave messages about the child's reading, e.g. praise, tasks or areas to work upon. In Key Stage 2, children have a *Reading Record Book* in which children note down the books they are reading and comments are left.

Oxford Reading Tree (including *Biff and Kipper*, *Floppy's Phonics*, *Songbirds*, *FireFlies* and *Treetops*) is the main scheme used across school, which gradually progresses through the banded stages. On occasions, children will read books from other schemes to provide them with variety and to prevent over-reliance on a particular scheme.

Approaches to Phonics and Spelling

Children progress through Phases 1 to 6 of *Letters and Sounds*, before moving onto the *National Curriculum Programmes of Study for Spelling*. A daily ability-streamed phonics session is delivered to all children in the Foundation Stage and Key Stage One. Later in Year Two and into Key Stage Two, Lancashire's *No-Nonsense Spelling* scheme is delivered and requires a minimum of three spelling sessions per week. Teaching and learning during phonics/spellings sessions is explicit, paced, interactive and positive.

Advice and activity suggestions on how children can be supported at home with their phonics and spelling is provided to parents/carers via half-termly literature, which links to the learning taking place in class.

Approaches to Writing

In the Foundation Stage, an enabling learning environment ensures that children are provided with opportunities to develop those skills which are prerequisite to writing as well as access to mark-making/writing experiences. Through a variety of seasonal/child-initiated themes, a balance of child-led learning and adult-directed activities are planned.

In Key Stages One and Two, purposeful writing is inspired by work undertaken in foundation subjects, current and local events, storybooks, videos, images and other engaging stimulus. Shorter pieces of writing allow pupils to rehearse and refine key skills as well as develop their ideas. Pupils build up to extended written pieces of work through focused reading, grammar, speaking and listening tasks, so they acquire the skills necessary to apply to their own written work. In writing lessons, success criteria are used to outline the steps required to meet a learning objective – as well as acting as a scaffold for pupils, it enables for focused review and feedback by adults and pupils themselves.

There is a high expectation for the quality of writing in all areas of the curriculum, although other factors are taken into consideration, *e.g. note-taking would not be as neat as a formal piece.*

Modelled Writing – An adult delivers *modelled writing sessions* to the whole class, during which year group-related skills are demonstrated and where appropriate, children are involved in forming the text and contributing ideas. By ‘thinking out loud,’ modelling the application of specific writing skills and making deliberate mistakes to correct, teachers encourage pupils to adopt good writing habits and become confident and reflective writers. The adult-produced writing models are a learning scaffold, which children can refer to.

Guided Writing – An adult works with small groups of between six and eight pupils, who have similar abilities or needs. The learning objective and success criteria may or may not differ from year-group related expectations, as the purpose of these sessions are to address specific needs and move learning on from there. During these sessions, the teacher and pupils will work closely together to develop ideas and texts – immediate feedback and modelling by the adult will feature heavily in these sessions.

Independent Writing – Children are given the opportunity to apply their knowledge and skills in independent writing activities, *e.g.* after producing a persuasive letter in a previous term, the children are asked to write another persuasive letter in a different context. Independent writing may take place within or outside of an English session. Although pupils are not presented with a ‘cold’ written task without any prior preparation, *e.g.* planning time, during the writing independent exercise, the onus is placed on the child to recall the writing skills required. Learning aids, *e.g.* dictionaries and word-banks, are still available to pupils but they must independently choose and make effective use of them. These pieces of written work provide valuable assessment information for teachers.

Handwriting

(Please refer to: Handwriting Policy.)

Fluent handwriting enables children to communicate effectively, develop their stamina to write for extended periods of time with a strong focus on content, as well as take pride in their work. Timetabled handwriting sessions take place from EYFS through to Y6, starting with a strong focus on motor skills, pencil grip and pencil control, then moving onto cursive letter formation and ultimately joined cursive writing.

Feedback, Marking, Assessment and Target-Setting

(Please refer to: Feedback and Marking Policy and Assessment Policy)

Ongoing, formative assessment takes place during all sessions and pupils are provided with immediate verbal feedback while working so they can immediately act upon it. Where appropriate, review-marking in books identifies errors, relating to non-negotiable or year-group-related skills, and prompts children to act upon it in order to improve the quality of their work. Adults model how to proof-read and edit writing and pupils are given opportunities to practise these skills and review and improve their own work. Pupils with specific areas to work on are reminded by adults and through the display on their writing books. Groupings are flexible, and pupils may move between groups during each term, depending on their progress and needs.

Teachers assess using the *KLIPS* frameworks and use a 'best fit' approach to provide half-termly and termly summative information about pupils' attainment. This information is passed onto the English and Assessment Leader and is discussed in detail during termly Pupil Progress Meetings between cohort staff and the Assessment Leader – during these meetings pupils and groups are identified for intervention, support and challenge and an action plan for the following term is drawn up.

Teachers attend in-school and cluster-school moderation meetings to support them in their judgements for reading and writing.

Annually, Year One pupils undertake the statutory Phonics Screen. Year Two and Year Six pupils are assessed against the statutory Interim Standards, as well as Year Six pupils also undertaking a GPS (Grammar, Punctuation and Spelling) and Reading test - the results from these assessments are published and are analysed in detail by the Senior Leadership Team in order to identify priorities and inform future action plans.

The Governing Body

Termly reports are provided to the governors on progress and attainment in English.