

# **Claygate Primary School**

## **English Policy**

<b>Title:</b>	English Policy
<b>Status:</b>	Live
<b>Version:</b>	1.0
<b>History:</b>	Reviewed February 2022
<b>Owner</b>	Libby Cannons

This policy is linked to the CPS Phonics and Early Reading Policy and the Feedback and Marking Policy.

## **Vision:**

At Claygate Primary School, we believe our writers should have the ambition and confidence to create and write independently, having been inspired by a diverse range of experiences, texts and people. They will be able to choose and use a wide range of vocabulary and techniques, which allow the writing to flow and suits the purpose for which it is intended. Our children will reflect on their own and others writing and will understand that writing has a real purpose and can bring about change.

Reading is a fundamental lifelong skill, which is key to our understanding of the world and unlocks learning. Reading is a partnership between all of us. Our children become fluent, competent readers who develop a strong desire to read.

## **Rationale (intent) and Implementation:**

At CPS, we follow the sequence of learning as set out in the National Curriculum framework for English. Our curriculum provides children with an understanding of the power of the word in all its forms and the ability to use the written and spoken word to express themselves. They learn that reading, writing and spoken language are key components to success in every aspect of the curriculum and the wider world. Our whole curriculum has the common thread of high-quality vocabulary. We know that a child with weak language skills is statistically more likely to fall behind their peers by the end of KS2 and further into adulthood. We develop pupils' vocabulary through Word of the Week, Talk Tuesdays and building vocabulary as part of our Reading for Meaning curriculum. Pupils are exposed to high-quality vocabulary in meaningful ways that helps build their ability to read, write and articulate themselves.

Spoken language is woven through many aspects of the curriculum. We understand the value of being able to verbalise your ideas, opinions and feelings articulately. In order to support this, we seek every opportunity to develop oracy across the whole curriculum and teach oracy skills. This takes many forms, such as drama in a range of subjects, debate and performance (poetry, class assemblies and more), Talk Tuesdays and use of STEM sentences in Mathematics.

We recognise that learning to read is a fundamental life skill which is key to our understanding of the world and unlocks learning. Reading is a partnership between all of us. Our children become fluent, competent readers who develop a strong desire to read. We know that being a fluent reader allows pupils to comprehend texts that are more complex, so a greater emphasis is put on decoding in EYFS and Key Stage 1 in order to set children up for success in later years. At CPS, we follow the Little Wandle Letters and Sounds Revised scheme with complete fidelity, to ensure that our children master the phonic code quickly and efficiently enabling them to access a wide range of texts as they move into Key Stage 2.

Reading for Meaning sessions are an integral part of our curriculum. Sessions take place at least 4 times per week. Using a balance of quality texts from a range of cultural, historical and social contexts, the teacher will introduce new vocabulary, teach key reading skills and read and discuss a text with the class. Sometimes focus groups are used to develop skills with a specific group of pupils.

English lessons are taught every day. During every unit of English, children are exposed to high-quality texts from a range of cultural, historical and social contexts. Pupils encounter fiction and non-fiction texts that differ in style and genre. These genres are revisited which allows pupils to build on prior learning and expand their understanding with increasing complexity. At CPS, we believe in immersing our children in texts through reading and analysing the skills of an expert writer so that the children become aware of the language skills of a writer and use this as a model for their writing. Having been introduced to a particular text type, pupils work in collaboration with the teacher to write a model text. They then apply the skills they have been taught to a piece of independent writing. Pupils respond to feedback and marking in order to improve and develop their writing. A whole school approach to editing enables children to develop their editing skills with independence as they move through the school and prepares them for the next stage in their schooling.

English units of work typically last between 1 and 3 weeks. Our English curriculum extends themes and texts over a number of weeks to allow children total immersion in a topic and this lesson structure allows for development of writing skills (modelling, collaboration and application of new skills and ideas). Pupils are given the opportunity to deliberately practice writing in a variety of fiction and non-fiction styles and genres across all year groups.

In EYFS we promote a love of reading through access to books, singing nursery rhymes, listening to stories and poems and developing vocabulary. The children are explicitly taught key vocabulary (which is also shared with parents and carers via weekly newsletter) and develop their comprehension through adult-led sessions.

### **Spelling:**

At CPS we believe that the ability to spell enables our pupils to become more effective writers. When spelling becomes automatic, more thought and creativity can be put into the exact content of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice. Learning to spell is a process of learning then applying patterns to new words. At CPS we use the 'Spelling Shed' scheme to progressively teach spellings from Year 2 to year 6. Weekly focus spellings are displayed in every classroom, and referred to regularly throughout the week. Rules are highlighted to draw our children's attention to patterns and different aspects of the phonic code.

### **Spelling: EYFS & KS1 (see also Early Reading and Phonics Policy)**

- Children take part in a daily discrete phonics session, using Little Wandle Letters and Sounds Revised to determine the order in which phoneme grapheme correspondences are taught
- All phonics sessions include an element of decoding and encoding
- Key phonemes are displayed in class and referred to regularly in the wider curriculum
- Spellings sent home are based on taught phonemes
- In Year 1, children apply their knowledge of phonemes to a range of spelling rules linked to Little Wandles scheme.
- Children learn spellings and phoneme/grapheme correspondences in a variety of different ways, e.g. through games and activities alongside learning by rote

### **KS2**

- Spelling Shed is used to determine the rules taught and to ensure progression across the Key Stage
- Spelling rules are introduced and taught through two discrete spelling sessions each week
- Children learn spellings in a variety of different ways, e.g. through games and activities alongside learning by rote
- Spellings for the week should be clearly displayed on the English working wall, with the spelling rule highlighted in a different colour. The rule should be referred to regularly across writing sessions
- All children should receive a set of spellings focused on the same rule. Spellings may be differentiated by number of spellings given or complexity of the words
- Spellings will be tested in different ways: dictation, formal tests, use of spellings within context of longer pieces of work

### **Assessing Progress:**

#### **Formative assessment**

Formative assessment is carried out by teachers on a daily basis. During the lesson, or upon completion of a lesson, the teacher assesses learning using learning objectives. This assessment informs future learning and identifies where additional support is required. This is followed with whole-class feedback where teachers address the needs of the children in their class. Teachers or teaching assistants hear children read 1:1 regularly and much more frequently for those children not working at age expectations. This enables teachers to

monitor progress, as well ensuring children are on the correct stage book. The Accelerated Reader system is used by children once they have finished a reading book. The teacher can monitor their level of progress and comprehension using the quiz record function.

## **Summative assessment**

### **Reading**

Children in EYFS and KS1 are assessed half termly on their phonics knowledge using assessment materials from Little Wandle Letters and Sounds Revised. Assessment data is entered onto an online spreadsheet and heat maps are generated – these heat maps enable teachers to identify those that are falling behind and need urgent catch-up interventions. The impact of any intervention is carefully monitored and children engaged in phonics interventions are tested regularly to ensure gaps are closing.

Children in the EYFS are assessed using the OPAL assessment system. Children are tracked against milestones for their age and next steps are shared and planned together with parents and carers.

Children in Years 2 to 6 take a half termly 'Star Reading Test' using Accelerated Reader. This generates a reading age and further data on comprehension and inference skills. Teachers use this data to inform planning for reading for meaning sessions and to support termly judgements on reading. Children in Upper Key Stage 2 complete regular reading comprehension papers (past SATS papers in Year 6) to support teachers in monitoring comprehension skills and planning next steps.

### **Writing**

Writing is assessed termly using the CPS 'Key Concept Grids' to help identify which aspects of the writing curriculum have been mastered. Teachers make judgements about their writers in collaboration with co-colleagues and colleagues across the key stage. Opportunities to moderate writing are planned regularly throughout the year, including alongside colleagues from within the ELT and wider LA schools. The DHT and Writing lead are trained LA moderators for both Key Stages 1 and 2 and support teachers in ensuring judgements are accurate and robust. Writing judgements are entered onto Pupil Asset, analysed and discussed in depth at half termly pupil progress meetings. These meetings result in clear actions and next steps which are then fed into planning and intervention opportunities.

### **Wider opportunities for English:**

Every opportunity is taken to expose the children to a range of experiences linked to the English curriculum. Taking part in a class assembly once a year offers pupils the chance to develop their oracy skills. Oracy is also supported by participation in the Year 6 production, the Christmas performance and assemblies as well as during lessons in foundation subjects. World Book Day promotes a love of reading and exposes the children to new authors as does our Author Spotlight Display. Reading Champions in Year 6 are responsible for maintaining a neat, organised reading corridor and choose how to display books. Pupils in Year 5 buddy up with Year 2 pupils and read together on a weekly basis. Children have the opportunity to visit the school library and take out extra books which they are interested in reading. Children at CPS have ample opportunities to write across the curriculum. They are also encouraged to write for other purposes. Children have the opportunity to write short articles for inclusion in the weekly newsletter. Each half-term an edition of the CPS Courier, our school newspaper is published. Members of the school council take the lead in suggesting topics for articles and then work in small groups, pairs or individually to write the articles. Children across the school are also encouraged to submit articles for inclusion in the Courier. Year 6 have responsibility for proof-reading and editing the first draft. The CPS Courier can be found in all classrooms, the link corridor and is sent electronically to all of our parents and carers.

## **Inclusion**

At CPS it is our belief that all children, including those with special educational needs and/or disabilities, are entitled to have full access to the school's rich curriculum. Our emphasis is on 'scaffolding up', rather than 'differentiating down'. Our ambition for pupils with SEND is the same as for their peers. Teachers carefully consider ways in which they might reduce the barriers that pupils with specific needs face in accessing the curriculum. They may consider in greater detail the building blocks of knowledge that some pupils need to access the curriculum. They also consider the most appropriate way for specific pupils to learn aspects of the curriculum. This might include, for example, redesigning teaching materials, giving pupils more time to complete the tasks or using a Chrome Book to record written work.

Children who are not yet meeting expectation in reading or who have very specific gaps in their learning are targeted for additional intervention using Lexia. Children access this program minimum 3 times weekly and progress is monitored by individual teachers.

## **Monitoring**

The English coordinators, in conjunction with year teams, carry out regular monitoring of the subject, including pupil voice interviews, book scrutiny, learning walks and lesson observations. Outcomes are presented at senior leadership meetings and key priorities identified form the basis of coordinator action plans. These then feed into the school development plan.

## **Celebrating Writing**

At CPS we are proud of our writers! Written work from a variety of curriculum areas can be seen displayed around the school and in classrooms. As well as having the opportunity to celebrate achievement in writing in our weekly Celebration Assembly, on our Writing Wall of Fame you will see a celebration of writing by our CPS Published Authors. At regular intervals, a piece of work is selected by the class teacher which they feel is a great example of written work. As well as seeing their work on display, each child who has their work published is awarded a golden CPS Published Author sticker and the opportunity to wear the I'm A 'CPS Published Author' lanyard if they wish.

## **Subject Leader**

The lead English subject leader is Libby Cannons. Libby Cannons has responsibility for the writing curriculum; Susan Minter is responsible for the reading curriculum (including phonics) and oracy.