

NORTHWICK MANOR PRIMARY SCHOOL

English Policy



(Reviewed September 2021)

Aims

The aim of this policy is to provide teachers with a framework for high quality teaching and learning in literacy and English. Using the National Curriculum, and our school curriculum drivers of 'Aspiration and Ambition,' 'Opportunity' and 'Personal Power,' we aim to help children develop skills and knowledge that will enable them to: -

- **communicate effectively and creatively with the world at large, through spoken and written language**
- **respond critically to a wide range of texts**
- **enjoy and appreciate literature and its rich variety**

In addition, this policy will support the development of children to:

- be effective, competent communicators and good listeners
- read fluently
- be able to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- be interested in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- engage with and understand a range of text types and genres
- be able to write in a variety of styles and forms showing awareness of audience and purpose
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy
- use grammar and punctuation accurately
- be competent spellers and understand spelling conventions
- produce effective, well presented written work

Reflecting the National Curriculum, the policy is divided into the areas of Speaking and Listening, Reading and Writing. Nevertheless, they are so closely related that they should be read in conjunction with one another.

SPEAKING AND LISTENING INTENT

Speaking and listening is at the heart of the curriculum. At Northwick Manor, speaking and listening helps play a key role in 'knowing more, remembering more and connecting learning.' We strive for children to be able to communicate effectively, speaking with increasing confidence, clarity and fluency. They will participate in discussions and debates in a variety of contexts and listen to the views, opinions and ideas of others with increased interest. They will be able to articulate ideas and thoughts clearly with appropriate tone and vocabulary, recognising their audience. They will be able to respond to questions and opinions appropriately as well as ask questions with increasing relevance and insight. They will have opportunities to retell stories and poems which are known by heart.

SPEAKING AND LISTENING IMPLEMENTATION

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and the use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children as well as pupils with Speech and Language needs. Pupils are referred to Speech and language therapy should they be experiencing difficulty.

Pupils have access to a wide range of speaking and listening opportunities that include planned and discrete teaching and learning of speaking and listening skills, drama, group discussion and interaction. They are encouraged to talk about their own experiences, recounting events as well as participating in discussion and debate in all subject areas. They listen to stories read aloud, responding to different kinds of texts and are encouraged to retell stories and poems. They are given a range of opportunities across different subjects to listen to ideas and opinions of adults and peers, express opinions and justify ideas and present ideas to different audiences. Role-play and other drama activities is encouraged across the curriculum and pupils are provided with opportunities to take part in class and school performances. They actively talk to visitors in school.

SPEAKING AND LISTENING IMPACT

Whilst there is no statutory framework for assessing speaking and listening, teachers make ongoing assessments of pupils and bring this information to Pupil Progress meetings, alongside updates on intervention groups. We report the standards for individual pupils at the end of the year. By the time children leave in Year 6, they will be confident and eloquent speakers and be able to listen attentively, articulate ideas and thoughts clearly with appropriate tone and vocabulary.

READING INTENT

At Northwick Manor, we aspire for pupils to develop a love of reading where they can raise their game and be the best they can be. We teach children the reading skills they need, as well as the opportunities to read a broad range of texts and provide opportunities to develop the skills needed for the 21st Century.

Reading is a priority so that our pupils can fully access the curriculum and have the skills and ambition to apply new skills in different contexts. As soon as pupils start school, children are taught to decode using a systematic synthetic phonics programme. Reading is taught not only in specific reading lessons but across the wider curriculum too. It helps play a key role in 'knowing more, remembering more and connecting learning.'

We aim to develop a love of reading through adults reading aloud to children across the school community as well as celebrating reading within the school environment through assemblies, displays and libraries. Older pupils 'buddy' with younger pupils to share reading experiences on a regular basis. Younger pupils are encouraged to regularly read books which match the sounds they are learning as well as choose books to share and enjoy at home. The phonics books they take home have been carefully sorted to match their phonic development. Our well stocked class and school libraries enable the more independent readers to select a range of reading matter. Recommended reading is shared with the whole school community.

Our phonics programme ensures progression of word reading from the outset and is intended to be a 'blueprint' for everyone who supports children in their reading development. Regular professional development plays a key role in ensuring adults know how best to consistently support reading across the school and the advice of 'reading experts' is readily available. Pupils understand that they use their phonics knowledge as the first tool when tackling new words in reading but also understand that automatic recognition of whole words is the ultimate goal. Following regular assessments, additional targeted support is provided for certain pupils so they are able to 'keep up'. By the end of Key Stage One, our children will have developed the resilience to already be successful, fluent decoders.

As pupils progress through the school they continue to develop comprehension about what they are reading. Using quality texts, we aim to provide ambitious models to support reading development and connect learning across the curriculum. Children are exposed to, and actively engage with, high quality language in varying forms in a meaningful, deliberate and engaging way.

Pupils are taught how to infer, predict, clarify, question and summarise their understanding as well as how to understand how an author has used language for effect. This supports empowering pupils to have the confidence and ability to work collaboratively and leads to high engagement and enthusiasm.

Children will leave Northwick Manor as confident and competent readers. They can recommend books to their peers and have a thirst for reading a wide range of high-quality texts across the genres. They participate in discussions about books and have an established love of reading for life and a thirst for lifelong learning.

READING IMPLEMENTATION

The curriculum is designed to ensure coverage and develop skills progressively. All classrooms have a well-stocked book area with a range of fiction and nonfiction and staff aim to provide a stimulating reading environment and recommend books to pupils. There is also sets of banded books which pupils are expected to change individually. They are sorted according to their degree of difficulty and relate to development of phonic learning. Classroom collections are changed at regular intervals. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school libraries are an important resource and pupils are taught how to use them appropriately. A wide range of guided reading texts are located centrally in the Literacy resource room. Classroom and central displays are language rich and special displays promote authors and books. At Northwick Manor, we teach reading skills through the content domains of the National Curriculum where model texts drive sequences of learning. Across each year, every year group has the opportunity to study quality texts as a context for learning and use those models as a support for their own reading and writing development.

Every child will experience a full range of reading experiences during their time in school from reading with an adult 1-2-1, reading in small groups of similar ability children and as part of a whole class lesson. Our younger children in EYFS and KS1 will read routinely as individuals with an adult in a 1-2-1 session. This will allow adults to attend to the needs of the individual child. Rereading of texts is positively encouraged to help develop sight vocabulary as well as fluency, expression and understanding. Some children in KS2 will also continue to have this support. Small Group sessions will focus on reading a text suited to the children in the group which allows them to develop decoding, fluency, expression and comprehension skills.

Whole Class reading will allow children to all read a text matched to the expected level for their year group. Again, within this lesson children will have the opportunity to read independently and work on comprehension skills. 'Story time' happens every day in every class throughout the school, with staff and children modelling reading.

We use Letters and Sounds as a starting point to support the systematic teaching of phonics. Children begin the Letters and Sounds programme in EYFS and continue across Key Stage 1 (Years 1 and 2). Every child from EYFS to Year 2 has a daily phonics session. We teach discrete phonics sessions and consistently follow the principles set out in the six phases of Letters and Sounds. To support this programme, we use a carefully selected range of bespoke resources matched to the individual phases and pupils choose 'banded' books matched to their developing knowledge of letter sounds. As their reading develops, they then are encouraged to select a range of books to encourage 'reading for pleasure.' Teachers use a wide range of real objects, images, songs and games to make phonics lessons not only impactful but also fun for our children. Teachers follow the structure of Review (previously learnt phonemes/words) Teach (new phoneme/words) Practise (new learning) and Apply (new learning) across the week, focusing on Reading, Writing and Tricky Words. Phonics sessions are mostly taught as a whole class and activities differentiated to match the various abilities within the class, including challenges for the more able pupils. Teaching assistants are used within the daily phonics sessions to support pupils in their phonics activities and in helping the teacher to assess the pupil's phonic abilities. Children with SEN may be taught in a smaller group but access the same learning as the other children in their class. Children in need of intervention will be identified and extra sessions will be provided for them outside the daily timetabled phonics session. Children in KS2 who need further phonic intervention work will do so through targeted interventions. They will be continued to be assessed regularly to provide them with appropriate support.

READING IMPACT

Because reading is 'connected' across the school curriculum, pupils have a profile of work which includes evidence in English and other subject books, reading journals and observations. Assessment for Learning techniques are incorporated into English lessons, including feedback, appropriate marking, including comments to improve learning – pupils' reading development is closely monitored and support identified when necessary. Teachers make termly judgements for each pupil against year group expectations and bring this information to Pupil Progress meetings, alongside updates on intervention groups. We report the standards for individual pupils at the end of the year. By the time children leave in Year 6, they will be confident readers with a love for reading and the ability to confidently recommend a variety of texts.

WRITING INTENT

Our aim at Northwick Manor is to encourage children to be independent writers and have the opportunity to write for a range of audiences and purposes across different text types. We aim to combine pupil's physical development and their transcription skills to develop as writers. Younger pupils are systematically taught the grapheme phoneme correspondence alongside the correct size and orientation of letters. They use these to write simple words and sentences which can be read. This readily supports applying new skills in different contexts. All pupils use the writing process to help support 'knowing more, remembering more and to connect learning.'

Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality texts (which are often challenging and ambitious) in order for pupils to have high engagement and enthusiasm for their learning. Those texts, used in the development of English, often link to our chosen study periods in History. For example, Year 6: Goodnight Mr Tom dovetails the History strand 'How did World War II affect life on the home front?'

We strive for pupils to write clearly, accurately and coherently, adapting their language and style in (and for) a range of contexts, purposes and audiences. They will select vocabulary and grammatical structures that reflect what the writing requires. Using a structured scheme, pupils will be able to use a range of strategies to spell words mostly accurately according to their age.

We constantly strive to create a classroom environment and language rich curriculum where children are exposed to high quality language in varying form in a meaningful, deliberate and engaging way. Pupils are encouraged to be active participants and to have the confidence and ability to work collaboratively with others. Language acquisition and its use is at the core of all the reading, writing, and communication we expect of our pupils and children are given many opportunities to rehearse their writing through talk.

We want children to make well-informed and considered word choices to produce confident writers, who can compose, edit and improve their writing and have the skills needed for a 21st Century World.

WRITING IMPLEMENTATION

We teach English lessons every day for all pupils and English skills are exemplified in other areas of the curriculum. The curriculum is designed to ensure coverage and develop skills progressively. Writing is evident in every aspect of our curriculum and varying text types are taught throughout the school for a variety of audiences. Pupils have access to a wide range of writing opportunities that include shared writing, guided writing and independent writing. They have opportunities to write in different text types and narrative styles as well as writing in different curriculum areas. Pupils are provided with opportunities to write related to own experiences and enjoyment and from a variety of stimuli. They are encouraged to plan draft, edit and present their final pieces including using ICT.

The objectives of The National Curriculum are followed to ensure that the skills learnt in spelling, punctuation and grammar are embedded and transferred into writing. Lessons are planned so that skills are taught, developed and revisited in a sequential way which promotes learning and retention of knowledge and skills.

Strategies are used throughout the school which encourage oral composition and rehearsal as part of the writing process. Pupils are given a language rich curriculum and environment and are shown how to effectively select and use well chosen, interesting and adventurous language in their writing.

As a school we aim to develop gross and fine motor skills from EYFS to help support writing. Cambridge 'Penpals' scheme for Handwriting informs teaching in EYFS and KS1. The school adopted script is Sassoon Primary. Teachers provide opportunities to practice and improve handwriting and encourage pupils to develop a fluent legible style. Teachers aim to model the agreed style consistently across the school. Pupils are taught to join their handwriting from Year 2.

WRITING IMPACT

Each pupil has a profile of work in a range of subjects work to show progression. Samples of writing are also displayed across the school showing the progression of writing across the school. Pupil's work is moderated across year groups and across the school. Assessment for Learning techniques are incorporated into English lessons, including feedback, appropriate marking, including comments to improve learning.

Teachers make termly judgements for each pupil against year group expectations and bring this information to Pupil Progress meetings, alongside updates on intervention groups. We report the standards for individual pupils at the end of the year. By the

time children leave in Year 6, they will be confident writers with a love for writing and the ability to write in a range of different genres for their related purposes and audiences.