

English Policy Paget Primary School 2023-2024

This policy covers the teaching of English in Years 1-6. Refer to the EYFS Policy for the teaching of Literacy.

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

We do this by teaching meaningful and purposeful English activities so that children can see exactly how reading and writing is used in daily real life.

Rationale:

The overarching aim for English in the National Curriculum is to promote high standards of language and English by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment, as well as developing them as cultural, emotional, intellectual, social and spiritual learners.

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The **Paget Curriculum Guarantee** aims enable learning through purposeful links between all curriculum areas and English.

The aims develop children to become:

Successful learners and responsible citizens with **values, understanding and skills.**

The Teaching of Phonics at Paget:

Since October 2019, we have been teaching phonics using the RWI programme. The government strongly recommend the use of synthetic phonics when teaching early literacy skills to children.

RWI is a method of learning based upon letter sounds and phonics, and we use it to aid children in their reading and writing because we believe that reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who can read more challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

Using RWI, the children learn to read effortlessly so they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so they can put all their energy into composing what they write.

The children are assessed regularly and grouped according to their ability. They will work with a RWI trained teacher or Teaching Assistant. In addition to the RWI, children will also be working on writing skills in their classes with their own teacher.

Phonics overview score sheets are completed half termly. These inform the phonics teaching and grouping. Phonics Screening Checks takes place in June for Year 1 and re-takes for any Year 2 pupils who did not pass the checks in Year 1, as well as supporting those that need further support in KS2.

Our approach to teaching English depends upon all staff encouraging pupils to use acquired spelling, grammar, reading and phonics skills in all taught lessons and writing opportunities.

Teaching of English

The National Curriculum sub-divides English into three areas:

Spoken language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.

The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading.

Spoken language includes: talking to others, talking with others, talking within role play and drama, talking about talk.

KS1

Speaking and listening is an integral part of the RWIinc programme – children are encouraged to say the pure sounds as well as Fred Talk to help them blend the word. Attention is paid to the movement of the mouth and tongue.

In addition, we use My Turn Your Turn (MTYT) to copy modelled speaking and listening from Teachers and Teaching Assistants as well as hold and build a sentence to develop their ideas for writing. Children are also taught to be learning partners, supporting and helping their peers with their speaking and listening as well as their reading.

Reading

EYFS and KS1/ Panthers

Children are taught to read using the RWIinc Systematic Phonic programme and are regularly assessed to ensure that they are grouped according to their reading ability and not necessarily their reading age. They work through the scheme until they complete the Grey books, usually in Year 2 and then move to English lessons (**Literacy Tree**) in line with the KS2 curriculum.

Our aim is for all children to be confident readers and this allows children to build their confidence and reading speeds.

Within RWIinc the children are taught as follows;

1. The children are taught phonic sounds for individual letters (Set 1 sounds) and when ready they move to Set 2 and 3 special friend sounds (two or more sounds together)
2. *When confident with the sounds* children practice reading and spelling words containing these sounds
3. *Next, we* give children decodable books containing sounds and words they can read.
4. They read each Storybook three times at school and these books together with a phonic related home reader are sent home for parents to read with their children.

On each reading, children's fluency increases and the more they can focus on what the story is about.

Children also learn to spell the words they have been reading and develop their ideas into sentences so that they can write about the Storybooks they read.

Comprehension

The children are assessed every 5 – 6 weeks, focusing not only on their phonic knowledge but also their reading speeds to ensure we are building fluent readers that can comprehend what they have read.

Within the scheme there is opportunity to discuss the text, answering verbally HaT (have a think questions) as well as FF questions (Fastest Finger) to ensure they are developing the skill of retrieval.

Alongside this we read stories **to** children both at a level they can read as well as stories they cannot yet read for themselves.

Our aim is for children to finish the RWI Phonics programme quickly so they can start reading these books for themselves.

KS2

The programmes of study for reading at Key Stage 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. By the end of their primary education, it is essential that all pupils are able to read fluently, and with confidence, in any subject.

Reading includes: individual, paired, shared, guided, whole class and performing, as well as the strategies and skills needed to build up each child's comprehension and decoding.

EYFS and KS1 use the RWI programme to teach reading and when ready, children in Year 2 will then move to develop their reading using the Reading Domains linked to the Reading Gems.

KS2 teach reading using the Literacy Tree scheme through Reading Domains linked to the Reading Gems.

In KS2, the children who have completed RWI will take part in whole class reading sessions. Those that are still in RWI will complete additional reading lessons which focus on their fluency and their retrieval of answers from the text.

Whole Class Reading:

Our whole class reading lessons begin with vocabulary work so children understand the text. This is vocabulary that has been identified within the Literacy Tree scheme as well as other vocabulary that teacher's feel is appropriate. Each unit focusses on a theme, with books in Reading and Writing sessions that incorporate this. The texts have been chosen to align with our children and curriculum. This is to allow children to revisit topics so they know and remember more.

Reading Assessment:

Reading Target Tracker/Gaps analysis (at the child's appropriate band) are used by every teacher to assess the reading skills of all pupils. They should be used to identify gaps and then provide teaching to address these areas.

Reading is also assessed each term by using the NTS assessments. All children should complete a year group test, with the exception of ITP children. These tests should be used alongside target tracker to show that all children are consistently applying reading skills. Teachers will analyse their results using the 'Mark' website and then use this information to address their gaps in future planning.

Throughout KS1/Early Years there are regular assessments to review phonic levels and reading abilities to allow for flexible groupings and the child being taught at their phonic level.

Writing

For EYFS and KS1, where appropriate, the writing will be taught through the Read, Write Inc programme, using key skills such as hold a sentence, daily handwriting practise and spellings linked to the sound the child is working on. When the child reaches Yellow, Blue and Grey books there is also a focus on Grammar to develop grammatically correct sentences. Throughout the scheme the children are taught independence and a strong focus on editing and improving their work (using Green Pen to Tick and Fix as well as having the opportunity to proofread and improve sentences).

KS2

The programmes of study for writing at Key Stages 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing (Tick and Fix). These aspects of writing have been incorporated into the programmes of study for composition.

Writing includes: spelling, grammar, punctuation, comprehension and handwriting.
(See Paget Primary School Writing Process)

In year 5, those children that need further support will use the RWI 'Fresh Start' programme to support their reading and writing. These pupils will complete a baseline assessment and then every 6 weeks will check their progress with the appropriate assessments.

Paget Primary School Writing Process:

Writing should be seen as a process. Teachers in KS2 follow The Literacy Tree and the progress documents to ensure coverage. The writing process takes several weeks to allow children to learn and practise skills, apply them in short pieces of writing and plan their final outcome. Throughout this process, grammar and spelling objective links should be made.

The process is as follows:

- Understanding the outcome, audience and purpose of the writing.
- Familiarisation: book, text and language work. Includes modelled and shared reading, modelled, shared and guided writing.
- Deconstruct: language, sentence construction and features. Includes modelled, shared and guided writing.
- Plan: Includes modelling and references to features

- Write: Independent, where possible, with targeted support as required
- Edit: Correction, improvement and development of writing.
- Final Product/Outcome: written for shared with an audience or written for a purpose.

Handwriting:

Our aim is to ensure that children are fluent writers with correct and independent letter formation. Children are encouraged to mark make in nursery and into EYFS, where they are then taught the letters with rhymes according to the RWI scheme. This is followed into year 1. When children move to Yellow books they will be taught to join. Children who struggle with fine or gross motor skills are identified and assessed and additional support is put into place.

KS2

In KS2 pre-cursive is taught and handwriting sessions should take place and where needed; additional time should be given. When writing on flipcharts, for displays or for marking, teachers, TAs and any other adult will use cursive writing. Displays need to be mainly cursive unless longer pieces of text are put on display.

Handwriting is assessed and where appropriate children are encouraged to join to develop the speed of writing.

Writing Assessments:

On-going assessment should be used to inform short term plans and therefore, highlight areas for development and any children who require additional intervention or support.

Children are required to complete a piece of independent writing at the end of each unit. This is then used for evidence for assessment and informs future learning.

When formatively assessing independent writing, teachers are advised to allow children a suitable time-frame for this writing, in order for a substantial composition to be completed.

All formative and on-going assessments should inform the half termly completion of Target Tracker.

Spelling, Vocabulary, Grammar and Punctuation

The two NC statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. There needs to be evidence of the use of NC spellings for the appropriate year group within written work and in books read. Children need to learn the spellings and be tested on them.

In KS1 and EYFS the children are encouraged to use Fred Fingers to help them spell key words. Red words/common exception words are also taught and learnt. (See National Curriculum and Long Term Planning). We also send home spellings linked to the speed sound the child has learnt that week to embed the learning. From Yellow book onwards, there is a focus on Grammar and punctuation.

Spelling Seeds from the Literacy Tree are used for Years 2 (once children have passed their phonic test) to Year 6. Each week a new rule is taught and children are given the opportunity to investigate,

practise and apply their new spelling rule. The rules links to the book that children are studying in their writing sessions. Spellings are sent home weekly and these will match the unit focus.

National Curriculum Spelling Guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Provision

Provisions are planned to support or boost the progress of children, to ensure any identified gaps in knowledge, skills or understanding have been addressed. They may be in class or outside of the classroom, small groups or individual; for a specific identified area, over a short term, or for a longer term need. Provisions should be led by the assessment processes for writing and reading. The provisions require a base-line assessment as well as an assessment at the end of the provision period. Paget have x1 intervention TA working across KS1 and KS2 and their work will link into gaps in learning – from Wellcomm to RWI to Gross or Fine Motor skills.

Inclusion

Varying abilities and individual needs should be taken into account throughout the teaching of English. Differentiation should be clearly identified on short term planning and meet the needs of all identified children and match the needs identified through ITPs and ILPs. Challenge should be evident for all children. Class teachers should encourage and instil a sense of worth and achievement for every child. Planned support should not be the sole responsibility of TAs. Classes should use a variety of texts that include: traditional, modern, fairy and cultural tales; myths and legends; links to Paget and British Values; and cross curricular links.

ICT

Where possible, the use of ICT should be evident within all aspects of writing and reading sessions.

Key Experiences

We guarantee to provide all pupils with the following key experiences:

- the opportunity to write for real purposes and real audiences as much as possible. This includes teachers planning and delivering well-thought, purposeful and meaningful (cross-curricular) units, in line with the National Curriculum and Paget Guarantee
- the opportunity to purchase books from the school's book club
- access to a range of fiction, non-fiction and multi-media-based materials from the school's library and classroom stocks
- free access to choose, browse and read from a range of texts housed in an attractive and welcoming library
- the opportunity to borrow appropriate books from our book banded home reader selection
- the opportunity to read with the teacher and teaching assistant at least once a week
- access to a wide range of writing materials and implements, including ICT
- access to a variety of media and ICT programmes.
- the opportunity to present writing in a variety of formats e.g. plays, posters, information leaflets, menus, comic strips etc.
- the opportunity to engage in whole class, guided, paired and individual reading activities
- the opportunity to go on English based visits such as to the theatre

- the opportunity to engage in various forms of drama and role play as a tool for learning and for presentation to a wider audience.

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