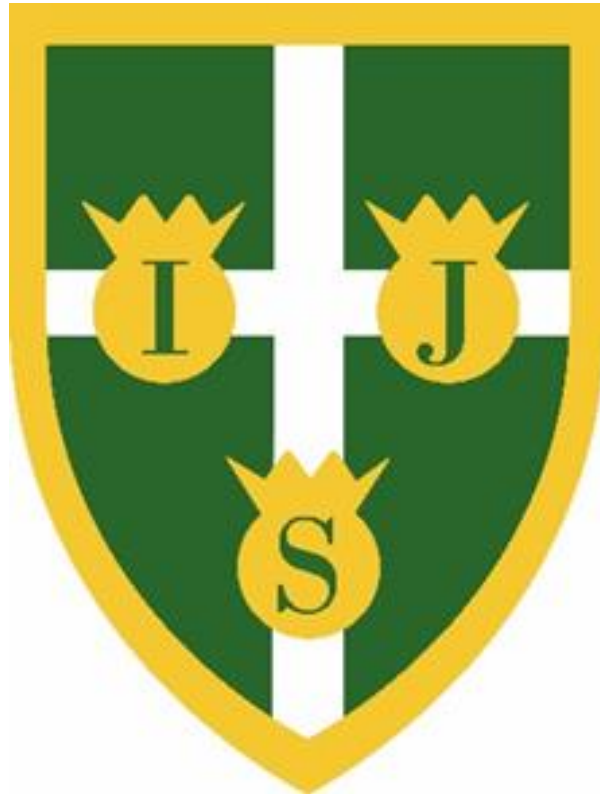


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# **Ingrave Johnstone Church of England Primary School**



## **English Policy**

**Approved by Governors: Summer 2023**

**Review Date: Summer 2026**

## Policy for English

### **Rationale**

At Ingrave Johnstone Primary School we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their literacy. We follow the National Curriculum and other guidance to enable quality learning and teaching to take place.

We want all our pupils by the end of Year Six to be able to:

- read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meaning and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structures through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

### **Structure**

#### **Foundation Stage**

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning.

The practice in Foundation Stage will follow the EYFS curriculum guidance and will work towards the Early Learning Goals aiming to meet the statement of the goals by the end of reception year.

In nursery and reception the daily routine will include planned and spontaneous activities that include:

- a wealth of opportunities to develop and experience speaking and listening;
- experiences that develop gross and fine motor skills through play and handwriting activities;
- sharing and enjoying a range of rhymes, songs, stories and books;
- immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;

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- focus activities that teach children early communication language and literacy skills.
- reading groups which are central to the week
- big book activities with a shared reading and writing focus each week

At the end of the Foundation Stage, children spend time with their new teacher and in their new classroom before they move to Year 1. Teachers meet with parents and carers to discuss transition issues so that they feel reassured how they can help their child prepare for Year 1 and feel confident in the smooth transition.

### **KS1**

At the beginning of Year 1, the assessments from Foundation Stage will enable the planned work to follow a smooth transition.

The teaching of literacy in KS1 will include:

- explicitly taught and planned sessions following the guidance and objectives of the National Curriculum;
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- word level work with explicit teaching of phonics and spelling including the use of the Read, Write, Inc. synthetic phonics programme;
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- letter formation and handwriting taught and modelled using the Letterjoin scheme;
- immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

### **KS2**

At the beginning of Year 3, the teacher assessments and the statutory tests will enable the planned work to follow a smooth transition.

The teaching of literacy in KS2 will include:

- explicitly taught and planned sessions following the guidance and objectives of the National Curriculum;
- genre overviews to identify the success criteria of each unit of work and weekly plans tailored to the needs of our children
- word level work with explicit teaching of spelling strategies and rules and phonics where required;
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- text level work involving reading a range of genres to develop comprehension skills and scaffold writing;
- a range of text types, including cross-curricular writing, modelled to promote sustained composition;
- handwriting and presentational skills taught and modelled using the Nelson style of handwriting;
- immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

### **Phonics teaching**

In September 2016, children in KS1 began to follow the Read, Write Inc. phonics programme, which encapsulates the reading review recommendations led by Jim Rose, (refer the Rose Report for further details).

Phonics is taught explicitly in Foundation Stage and KS1 and where necessary in KS2. Read, Write, Inc. is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1.

Read, Write Inc. is taught each day for up to an hour in a fun way but also with rigour and pace.

In Year 1 most children begin to read and write one grapheme for each of the 44 phonemes(sounds). They blend and segment CVC (consonant – vowel –consonant), CCVC and CVCC words for reading and spelling and use their phonic knowledge when trying to read and write more complex words.

In Year 2 children are taught to read 150 of the most frequently occurring words in English and are taught to spell many of them.

The Read, Write, Inc. programme teaches synthetic phonics and details are available to parents on request.

### **Spelling**

Children's phonological awareness and spelling strategies are assessed and informs teaching. Dedicated time is allocated for teaching and investigating spelling, as well as word level work linking to a related text in the main literacy session. Spelling investigation is used alongside individual and whole class spelling logs or lists. We use spelling Zappers in Classes 1-5, until children can spell confidently a range of challenging polysyllabic words and no longer need spelling Zappers. Children are encouraged to use a variety of strategies to practise their spellings as an integral part of their home learning. In class, as well as a weekly spelling strategy being taught and practiced, word banks are given, when appropriate, along with dictionaries and thesauri are used to support children's spelling at the point of writing.

### **Sentence level work**

This includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. This is taught directly through quality texts, modelled examples and investigation. Grammar for Writing is used alongside personal writing, children's examples and participative activities. Sentence level work is taught through the main literacy session and at other times where required.

### **Reading**

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We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms, a school library, and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. High priority is given to reading in KS1. Children's reading skills are assessed through Read Write Inc and teacher assessment in KS1 and by using the REN star reader tools and teacher assessment in KS2; they are provided with an appropriately matched wide range of reading books, as well as opportunities to explore areas of interest with a 'free choice' book. This method of guided reading ensures children are taught a range of reading skills which they practise at school and home. They are given on-going learning targets which are taught using literature reflecting the assessment foci for reading and which they can then apply when reading independently. Children are able to take home a levelled reading book to read to their parent/carer regularly each week as well as a 'free choice' book from either the main or class library. Parents make a comment in their child's home-school reading record on how their child read.

Reading is taught through:

1. Whole class reading that develops listening skills, a love of story and reading for pleasure. This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children. In all year groups this happens on a daily basis.
2. Shared reading that immerses children in the pattern of story and features of text types. This happens in literacy sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.
3. Guided whole class reading that targets children's reading skills. Guided reading takes place in each morning with teacher input using a class text from the literacy spine. Sets of guided reading books are book banded and stored together in the Library and in classrooms. We use VIPERS to teach children key comprehension skills. VIPERS stands for: Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise and we teach the children to use all of these aspects when reading for understanding and we target our comprehension questions in class specifically around these aspects. These sessions are recorded in literacy books where appropriate.
4. Independent reading in school and at home. Appropriately levelled books are sent home with a reading record or log for communication with parents. In Foundation Stage and KS1 children take home a Read Write Inc reading book and a 'Free choice' book chosen from the reading area to read or look at with their parents. Books are changed on a weekly basis by teaching assistants or teachers. The Read Write Inc scheme books have a controlled vocabulary and therefore children are moved through the stages as they are able to read the key words. In KS2 children begin to use the REN Reading Programme (Accelerated Reading Programme) For REN reading; children choose REN levelled high-quality books from the Junior Library to read at home. Books are changed when children finish them and have completed the REN quiz. All reading books in the Junior Library have a Quiz code inside the front cover. Once the children have completed a reading book, they then take a computer comprehension quiz and receive a report on their level of success. Children should aim for 80% success on their quizzes. Children's word totals are also tallied and they work towards becoming 'Word Millionaires'. Every half term, the children also take a Star Reading test on the computer, which is self-levelling, and gives a reading comprehension level, which teachers use when

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working with children to choose books suitable for their comprehension ability. There is a comprehension band which children work within e.g. 2.7-3.2 and children may choose books across this range. Following their success with quizzes and dependent upon their next Star Reading Test, children will move up through the reading bands as they develop in reading comprehension confidence and complexity. Reading is not a race and teachers will use their professional judgement when making final assessments in reading, based on a wide range of assessment data and observations.

### 5. The reading environment.

A print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom the reading area is attractive and inviting, books are clearly accessible within labelled categories, by author or by genre. Themed displays are encouraged along with opportunities to write book reviews and show homemade books. Books are also displayed and promoted around the classroom and the whole learning environment of the school. Book and audio tapes along with story props and puppets enhance the reading environment and process.

6. The school library provides reference and reading materials for children and teachers. Children are able to choose and return books to read at home or to support their study in class.

## **Writing**

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing is taught through:

1. Shared writing that is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught within Foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process. We advocate the use of the Talk for Writing approach, when teachers use high quality text examples to plan and scaffold texts for the children to write, so that they build up a bank of text types that can be composed using well researched and rehearsed features.
2. Guided writing that targets children at their point of writing.

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Guided writing takes place in small groups during literacy lessons, with a teaching focus using targets and writing already modelled. The main part of the session is spent by the child writing with the adult intervening as appropriate. In Foundation stage the child receives more individualised support from the teacher at the point of writing.

### 3. Opportunities for developmental writing.

In Foundation stage children should experience writing in a range of settings and opportunities for developmental writing should be available through all areas of learning and throughout the learning environment.

Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development.

In Foundation stage and KS1, children's writing that needs interpretation must be scribed by a teacher or adult working with the group. Ideally this is during the literacy session.

### 4. Independent writing.

Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, word banks, writing frames or plans and alphabet cards.

### 5. Writing environment.

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access through a writing area or table. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

## **Handwriting**

Handwriting and letter formation is explicitly taught throughout the school. The correct way of forming letters is modelled by the teacher and patterns of letters and joins are taught from Year 1 onwards. Children have a separate handwriting book and there is at least one session a week dedicated to demonstrating and practising handwriting. Children need to have adult interventions when handwriting to ensure incorrect formation is not practised. Good presentation is emphasised at all times and through all forms of writing. In Foundation Stage children are taught to write their name through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils and pencil grips. Left-handed writers should be sat on the left hand side of the table. In KS2 writing is on lined paper or with line guides and pens are introduced in Year Three, when appropriate.

### **Speaking and listening**

In line with the National Curriculum, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of literacy.

The four strands to speaking and listening are:

1. speaking;
2. listening and responding;
3. group discussion and interaction
4. drama.

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a weekly basis. We follow the guidance from the National Curriculum to support the teaching and learning of speaking and listening. There is progression in the skills taught and assessment of significant achievements in speaking and listening. Digital videos, tapes and photos are a means of capturing progress and keeping records.

### **The Subject Leader**

The role of the subject leader involves:

- modelling good practice;
- being responsible for the upgrading and ordering of resources and arranging for their storage;
- keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed;
- auditing needs and organising staff training;
- training staff in teaching and learning of literacy;
- monitoring planning on a termly basis with the head teacher; scrutiny of books and lesson observations with constructive feedback;
- supporting teachers in planning and using resources;
- organising an annual school themed week in collaboration with other staff;
- updating the school policy when necessary.

### **Assessment**

At Ingrave Johnstone Primary School, we use the National Curriculum age related expectation descriptors to assess children's writing.



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For reading, progress and attainment in reading are assessed through the use of REN and teacher assessment as well as formal assessment three times a year. These assessments are used to inform planning and to target teaching to the needs of the children as well as to track progress. Formal assessments across the school are monitored regularly by the Assessment Leader to check assessment is happening and to record results for tracking. The Literacy Subject Leader monitors this data as literacy assessments, to check they are meaningful, relevant, show progress, to match to the policy and planning and for evaluation of learning and teaching.

Regular marking of children's writing is also completed by the teacher as per the school marking policy. Children's writing is assessed at the end of each teaching sequence and at the end of each term children are assessed against the age-related expectation using Target tracker, our data a management system. On-going assessment informs teacher's planning and setting appropriate targets and learning intentions for children.

In years 2 and 6 children take their SATs in May and are tested on reading, writing, spelling, grammar and punctuation. They are also given teacher-assessment against age related expectations from the National Curriculum. Children are expected to reach the Year 2 age related expectation in each subject at the end of key stage 1 and the Year 6 age related expectation in each subject at the end of key Stage 2. Most children take the test with the exception of those children falling far below their expected standard.

### **ICT**

Information and Communication Technology is used to enhance the learning experience and support effective teaching. All classes have an interactive whiteboard and computer and there are a set of Chromebooks available with at least one computer per pair of children in a class. There are a range of writing and teaching programs on all computers to support the teaching and acquisition of literacy skills and for presentation of work. A flipchart or whiteboard needs to be used for teacher modelling of writing for handwriting and some Shared Writing sessions.

### **Book Day/Week**

Book Day takes place in the spring term when we organise events to promote reading and writing. Children write book reviews, stories, poetry and other artistic activities. A book swap is also held which is very popular with children, parents and staff. Book day includes a character assembly where children and staff dress up as a book character. It is a very popular school events and helps to further raise the profile of reading and books in the school community.

### **Cross Curricular Learning Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

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### **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. Gifted children will be identified and suitable learning challenges provided.

### **Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.