



# Inmans Primary School

## English Policy

Date	Written By	Approved by	Review Date	Approved by Governors
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### **Introduction**

The purpose of this policy is to communicate our school's vision for the English curriculum. It is based on a set of aims which reflect our education philosophy and support the overall aims of the school. At Inmans we believe that the development of language and literacy skills underpins the whole of the curriculum, since they provide the main tool of learning and communication. We aim for all our children to have the confidence to:

- express themselves clearly and confidently
- listen to and consider the views of others
- read for information and enjoyment
- write confidently and clearly for a range of purposes

English has a pre-eminent place in education and in society. 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. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy 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.

We aim to develop pupils' abilities with an integrated programme of Speaking & Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements in English within a broad and balanced approach to teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. The overarching aim for English in the national curriculum is to promote high standards of language and literacy 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. 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

## **Foundation Stage**

In the Foundation Stage we follow the Statutory Framework from the DFE foundation stage framework alongside the development matters document, which gives statements for the ages of children. We aim to enable children to develop the Communication, Language and Literacy area of learning. These include listening and attention, understanding and speaking and of course reading and writing, which relates directly to provision in Reception classes, although aspects of speaking and listening, reading and writing span all seven areas of learning. On-going formative assessment is at the heart of effective early years practice. Children are given opportunities to speak and listen and represent ideas in their activities; use communication, language and literacy in every part of the curriculum; and become immersed in an environment rich in print and opportunities to communicate.

## **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 and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their

understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of role play and drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualized within the reading and writing domains which follow.

## **Reading**

The programmes of study for reading at key stages 1 and 2 consist of 2 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.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasized in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher in guided reading lessons, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## **APPROACHES TO READING**

*Approaches to reading at Inmans Primary School include:*

- Shared reading
- Guided reading
- Independent reading
- Phonics through the teaching of letters and sounds
- Links to parents – including homework, home-school liaison / communication books
- Wider reading (including Library; class novel etc)
- Home Reading including Oxford Reading tree Buddy

## **Writing**

The programmes of study for writing at key stages 1 and 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 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## **APPROACHES TO WRITING**

*Approaches to reading at Inmans Primary School include:*

- *Phonics and spelling using the Primary Framework Letters and Sounds, Spelling Bank and Support for Spelling materials*
- *Talk 4 Writing*
- *Shared Writing*
- *Modeled Writing*
- *Guided Writing*
- *Independent Writing*
- *Extended writing*
- *Handwriting*

## **Spelling, vocabulary, grammar, and punctuation.**

The 2 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.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. References to developing pupils' vocabulary are also included in the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory [glossary](#) is provided for teachers.

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.

## **Developing skills to access the curriculum**

At Inmans we use the National curriculum to meet the needs of our children and use the development matters and the Programme of study to support our planning and teaching. We use a thematic approach to provide an engaging and effective literacy teaching and learning experiences. The skills which children develop in speaking and listening, reading and writing are linked to and applied across the curriculum in our school.

### **Mathematics**

- The youngest children develop their understanding of number, pattern and shape by talking about these areas with adults.
- Children in KS1 meet stories and rhymes that rely on counting and sequencing.
- Children in KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

### **Science**

- The youngest children are encouraged to discuss with adults what they observe.

- Children in KS1 begin to use a more scientific vocabulary and to access simple texts for information.
- KS2 pupils are encouraged to use more precise scientific terms when they provide explanations for observations, put forward their own ideas or make predictions.

## **ICT**

- Children use the Internet as a research tool
- A publishing program may be used to present completed work effectively.
- Proofing tools are used by pupils to check first drafts of their work.
- Access to Smart boards in each classroom provides opportunities for interactive manipulation of text.

## **The wider curriculum**

The use of speaking and listening skills across the wider curriculum supports our pupils in their development as creative thinkers and effective learners. Pupils use reading skills to access information texts selectively. Cross-curricular links across a thematic topic provide opportunities for children to experience and produce a range of non-fiction texts including recount, instructions, non-chronological report, explanation and persuasion.

## **Cross-Curricular literacy opportunities**

Since adopting a thematic approach to the curriculum, teachers will seek to take advantage of opportunities to make cross curricular links with the phases thematic topic. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other curricular areas.

## **Planning**

### ***Long-term planning***

We use the thematic approach to the teaching of English, based on the attainment targets set out in the National Curriculum for English 2016 and using the Programmes of study to support long-term planning, in order to provide coverage, continuity and progression throughout each Key Stage.

### ***Medium-term planning***

Medium-term planning is a termly breakdown of the objectives to be covered and key skills. Planning provides objectives which fit best with pupils' needs and current curriculum topics.

### ***Short-term planning***

Weekly planning shows how the objectives are to be covered, how they will be delivered, the balance between reading and writing, speaking and listening opportunities, the use of ICT and links with homework. Extended writing opportunities delivered identified in other areas of the curriculum will allow pupils to practise and develop skills which they have acquired during Literacy sessions.

## **Inclusion / 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.

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 who are under-achieving or in vulnerable groups, and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

We want every child to experience success and to achieve the best learning outcomes they can through a more personalised curriculum that provides clarity of progression, with links to intervention and other support programmes. Through our provision we aim to:

- Teach the knowledge, skills and understanding in ways that suit pupils' abilities at the same time as challenging them.
- Be flexible in choosing lesson content at a suitable level.
- Set high expectations and provide opportunities for all pupils to achieve regardless of gender, social, cultural and linguistic background or SEN profile.
- Set appropriate and challenging targets for all children, including children with special needs and the more able.
- Use a range of organizational approaches, such as setting (in year groups), grouping (inside /outside the classroom, ECaR, FFT, ECaW, ALS, FLS, booster classes for Year 6), 1-1 tuition where appropriate, or individual work to ensure learning needs are properly addressed.
- Plan work that builds on interests and experiences of pupils and allows a variety of interpretations and outcomes.
- Use materials that are free from discrimination or stereotyping.

Teachers provide support for communication and literacy through:

- Using texts that children can access readily.
- Using visual and written materials in different formats.
- Using ICT and media technology.

### **The English Environment**

At Inmans we aim to provide a supportive, yet challenging literacy environment, which enables our pupils to develop as independent learners by using visual prompts to support learning. Pupils are encouraged to celebrate not only their own achievements but those of others by displays of their work in the classroom and other areas of the school, by drama and poetry performances, by entering local and national competitions and writing letters to visitors and local bodies.

## **Intervention Programmes To Support Literacy**

### **Fischer Family Trust Reading Intervention Programme**

This is a Wave 3 reading and writing intervention supporting children in Years 1 and 2 who are working at upper 'P' or 1C. Children receive daily one to one support for 15-20 minutes, which is delivered by a trained Teaching Assistant. Teachers and Teaching assistants participate in an intensive three-day training that enhances their understanding of the needs of these children and provides a structure for individual support.

### **One –To One Tuition**

The One to One Tuition Programme is a Government-funded initiative to help children gain more confidence and understanding in English and Maths. Designed for the pupils who would benefit the most, it complements classroom teaching by addressing barriers to learning that are personal and particular to each child. Key stage 2, 3 and 4 pupils will benefit from the programme.

### **Boosters Coaching Groups**

Year 6 booster groups have proved particularly helpful to children who need intensive targeted support to reach their targeted level in the Key Stage 2 national tests. They are designed to ensure that children currently operating just under level their targeted level in reading and writing in Year 6 can make the progress required to catch up, and that booster classes can help you to provide the necessary help and support, to ensure children reach the expected standard before entering secondary school to enable them to fulfil their potential in this subject.

### **Early Literacy Support (ELS) & Further Literacy Support Programme (FLS)**

Are highly effective Wave 2 literacy programmes for use in key stage one (ELS) and the upper half of Key Stage 2 (FLS). The programme is designed to “close the gaps” for children assessed as falling below national expectations in writing. The programme is designed to motivate children and build their confidence

### **Daily Intervention Programmes**

Children undertake a range of literacy intervention programmes daily in line with their IEP or Statement for SEN, under the supervision of the SENCO, Class teacher and Teaching Assistants. Programs such as green and blue box reading, quest ,rapid writing and rapid phonics, as well as Word Wasp and Toe by Toe are all used to support individual needs.

### **Year 6/7 Transition Unit**

Effective transition from the KS2 literacy curriculum into Year 7 is achieved through two thematic units of work developed collaboratively by the Holderness Academy, which provide a purposeful and enjoyable link for our Year 6 pupils between primary and secondary school.

### **Stakeholder Involvement**

Parents are encouraged to be active partners in their child's education. At pre-school parents' evenings, they are encouraged to read regularly with their children and to support the nurturing of key listening and speaking skills. Older children may be set homework which requires a certain level of parental involvement. Parents are informed regularly of progress made by pupils. They also play a key role in target-setting at termly Consultation Evenings. The role of the literacy governor is to liaise with the co-ordinator and to have an overview of literacy teaching and learning throughout the school. Links with the wider community provide opportunities for pupils to develop oracy through drama and performing to an audience.

### **Assessment, Recording and Reporting**

Teachers employ a range of assessment techniques, both formal and informal, to monitor pupil progress. These include ongoing teacher assessment (AfL), half termly writing assessments, statutory end of Key Stage tests for Years 2 and 6, optional NFER end of year tests for Years 3, 4 and 5 and Foundation Stage profiles.

Information about pupils' progress is recorded and is used to measure progress, identify strengths and weaknesses and determine where pupils need support or extension. Teachers also use these sources of information when setting targets with pupils and their parents.

Progress in English is reported informally through Flic, Consultation Evenings and other contact with parents. A formal report is presented to parents annually, detailing progress made, highlighting areas where support is needed and setting targets for improvement.

### **Marking**

When marking literacy work, teachers aim to provide positive and constructive feedback about pupils' work, in line with the schools Marking and Assessment Policy. This may be a combination of oral and written feedback and will both inform pupils of the progress they have made and provide targets for further development. Focused marking allows for more specific and detailed development opportunities. Regular and thorough marking reflects its importance as a tool for improving the standard of pupils' work.

Assessment for Learning is an essential assessment tool and an integral part of effective teaching and learning in literacy. It is a continual process whereby teachers gather evidence about children's understanding and progress towards learning objectives and targets. In English AfL enables teachers and children to review progress and achievement together, throughout and at the end of a teaching sequence, evidence gathered informs future planning and target setting. An important element in AfL in literacy involves developing children's ability to continually reflect on how their learning is

progressing, see where improvements can be made and identify the next steps they need to take. Within literacy lessons, teachers encourage self evaluation, by using understandable success criteria (Learning Objectives) to help children judge the quality of their own work, through whole-class, group and paired discussions, as well as teacher feedback, encouraging children to identify for themselves when they have met the success criteria.

### **Assessment**

Assessing Pupil Progress is used to periodically review pupils' work. It enables the teachers within school to make judgments about pupils' attainment in line with national standards. It helps to develop teachers' understanding of progression in literacy and provides diagnostic information about strengths and weaknesses of individual pupils and groups of pupils, and therefore informs curriculum planning. Regular teacher assessment facilitates the setting of meaningful curricular targets that can be shared with children and parents. It promotes teaching that is matched to pupils' needs. Evidence for teachers to make level judgments using Flic is gathered daily with recording of evidence from class teaching, children's spoken contributions in class, children's responses, and recording evidence from guided group work. Work that is already in pupils' exercise books and work built up for assessment in a portfolio.

### **Monitoring and Evaluation**

Continuity and progression in literacy is ensured by regular monitoring of the standards of the children's work and the quality of the teaching of literacy. Lesson observations, work sampling and the monitoring of weekly planning allow the SLT and coordinator to identify areas for whole-school improvement through the school development plan, where progress made against targets is evaluated annually.

### **The Role of the Co-ordinator**

The English coordinator reports to the headteacher.

The co-ordinator has the responsibility to take a lead in developing the teaching of English across the school as set out in the school's development plan and provided for in the budget allocation, monitoring both the effectiveness of teaching and learning and the use of resources. A team of English leads across the school work collaboratively across all key stages to ensure the school operates systematically. They

Monitoring and evaluate English through:

- pupil progress
- provision of English (working alongside the SENCo for intervention and support programmes)
- the quality of the Learning Environment

- working with other members of SLT in leading policy development
- supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments

### **Resources**

The English co-ordinator is responsible for ensuring that there are adequate resources to support the teaching of literacy. All classrooms are equipped with a range of dictionaries, guided reading stimuli and fiction and non-fiction texts. Access to the internet is provided in each classroom. Year-specific resources are stored in individual classrooms, whereas those required for planning by unit teams are kept centrally, so as to be accessible.

### **Library**

The library stocks a wide range of fiction, non-fiction and reference texts. In addition to its specific use to support literacy and other curriculum areas, each class is timetabled to allow pupils to browse and borrow books. A team of pupil librarians are responsible for returns and other library procedures. We also have a wide selection of reading materials available on our reading bus. Children can access this during playtimes and lunchtimes.