



Subject : English

Person Responsible: Jessica Brosnan

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1. Curriculum Aims

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.

Early Years

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.

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

KS1

Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.

During year 1 children will be taught to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Year 2

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can

read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

KS2

Year 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.

Year 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

2. Curriculum content and planning

The teaching of English in EYFS will include:

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 adult directed and child-initiated 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;
- focus activities that teach children early communication language and literacy skills.

The teaching of English 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 and drama in order to prepare pupils for the writing process. These lessons will also have a written outcome.
- daily guided reading lessons where every child has the opportunity to work with the class teacher once a week
- word level work with explicit teaching of phonics and spelling;
- 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 by the class teacher
- a range of text types which should be modelled to promote high quality composition
- immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

The teaching of English in KS2 will include:

- explicitly taught and planned sessions following the guidance and objectives of the National Curriculum
- daily Guided Reading sessions where every child has the opportunity to work with the class teacher once a week.
- speaking and listening activities, e.g. role play, pair talk and drama in order to prepare pupils for the writing process. These lessons will also have a written outcome.
- word level work with explicit teaching of spelling strategies, 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 by the class teacher
- immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

Reading

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 displays and promoting the written word at all times. High priority is given to reading across the school.

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 children. In all year groups this happens on a daily basis. The book should be a challenging text which engages the children.

2. **Shared reading** that immerses children in the pattern of story and features of text types.

This happens in English sessions when introducing text. The teacher models as an expert reader and draws out the key elements of the content. The text should be pitched at 80-89% accuracy.

3. **Guided reading** that targets children's reading skills. Guided reading takes place on a daily basis in EYFS, KS1 and KS2. Children are organised into small groups based on attainment. Each session should last approximately 20 minutes. Each Guided Reading session must follow the teaching sequence (**See Appendix 1**). The text should be pitched so the children are able to achieve 90% accuracy. Guided Reading is recorded in individual reading records using a Guided Reading stamp.

All children take part in the reading carousel on a weekly basis. This is outlined below:

- Pre Reading- When children are working at B4 or above, they should read the text the day before with a question in mind.
- Guided Reading with teacher- Teachers hear every group read each week. Teachers identify a reading focus before taking the session and this is made explicit to the children. Teachers allow children to read the text at their own pace and provide children varied opportunities to answer questions verbally and written on whiteboards.
- Follow up activity – Teachers plan a follow up activity relating to the reading focus from the guided reading session.
- Spelling activity- Children complete a spelling activity which is linked to the phonics objectives or spelling objectives which are being focused on the previous week. This activity could also provide children with an opportunity to develop their handwriting.
- Comprehension activity- Teachers provide children with a comprehension activity which is appropriate to their age and ability.
- Additional reading activity (For children working below B4) – Children to complete a free reading activity, topic box or listening post activity.

4. **Independent reading** Books are sent home on a daily basis with a reading record to log any reading at home. Children begin on the reading stage in Nursery on the final half term of the academic year. Children work through the reading stages until they reach stage 11. The Oxford Reading scheme books and Rigby Star Scheme have a controlled vocabulary and therefore children are moved through the stages as they are able to read the key words. Once they are secure in reading a stage 11 book they become a free choice reader. When changing a free choice reading book, children complete a short book review in the class free choice reading file (**See Appendix 2**) Children can change their books on a daily basis if a comment is recorded in the reading record by the parent or a comment is written by the child and signed for by the parent.

Some children may also follow the Rapid Reading Programme to offer further support, and this would replace their normal reading book.

Children who have been identified as not reading at home will become focus readers and will be heard daily by either class teacher or teaching assistant. This should be recorded in reading records. Teachers ensure that children are on the correct reading stage and check that free choice readers are choosing books which are appropriate for their age and ability during guided reading sessions. Teachers use the reading tracker to check that pupils are on the appropriate reading stage (**See Appendix 3**).

5 **The reading environment**. The 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 and age appropriate. Books are also displayed and promoted around the classroom and the whole learning environment of the school. Where appropriate story props and puppets should be used to enhance the reading environment and process.

6 **The school library** provides reference and reading materials for children and teachers. Each class in KS1 and KS2 is timetabled to visit the library on a fortnightly basis for 30 minutes. Children in EYFS are able to change their library books with their parents on a daily basis. All children are encouraged to join and use their local library.

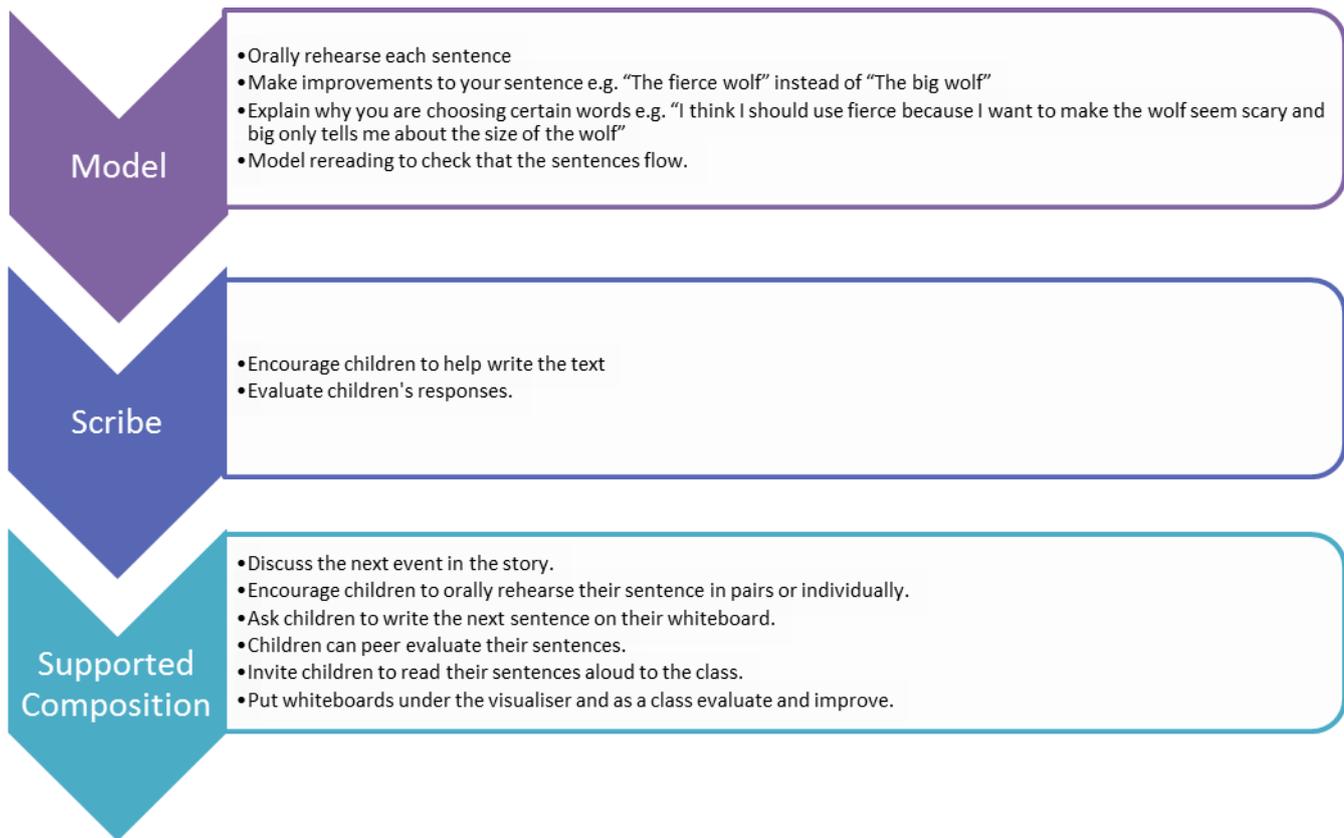
7 **Book Trust packs** are provided to all EYFS children to promote reading at home and use of the library.

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 English sessions and should 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. Teachers should follow the teaching sequence as set out below:



2. **Guided writing** that targets children at their point of writing. Guided writing takes place in small groups with a teaching focus which may be different from the learning intention.

3. **Opportunities for developmental writing.** In EYFS children experience writing in a range of contexts and opportunities for developmental writing are available through all areas of learning and throughout the learning environment, both inside and out. 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 EYFS, KS1 and KS2, children's writing that needs interpretation must be scribed by a teacher or adult working with the group during child initiated learning and adult directed activities.

4. **Independent writing.** Throughout the school children need opportunities to develop their confidence and practise their writing skills. Writing is modelled and supported from immersion to quality writing and 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.

6. **Greater opportunities for extended writing in topic.** Teachers in KS1 and KS2 plan weekly opportunities for extended writing which links to a current topic in the afternoon. In KS1 children record this in their topic books and in KS2, children record this in separate writing books.

Speaking and listening

Speaking and listening is taught 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 English. By the end of year 6 pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

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 regular basis. Digital videos, recordings and photos are a means of capturing progress and keeping records.

Planning English

Teachers follow the Hertfordshire's long term plans for English (**See Appendix 4**). This outlines the topics that are taught over the year for each year group. Each term teachers ensure that the children complete a poetry, narrative and non-fiction unit. The term in which these are taught can be manipulated to support the children's' needs.

Teachers are responsible for planning the unit of work on the Lodge Farm English planning format (**See Appendix 5**). Objectives are taken from the Hertfordshire Planning Menus (**See Appendix 6**) and teachers use the progression documents (**See Appendix 7**) to ensure the correct pitch is adopted throughout the unit. All lessons are pitched at age related expectations and lessons are differentiated to meet the needs of all learners. Key texts are outlined in Hertfordshire's text recommendations (**See Appendix 8**) and are selected by the class teacher and children. Teachers ensure that these books are age appropriate and pitched appropriately to provide enough challenge.

Teachers should plan for a minimum of three short grammar starters each week. Teachers should also ensure that grammar is taught discreetly throughout the unit. Teachers clearly identify grammar objectives for each English unit.

Planning Guided Reading

Teachers complete a timetable of the reading carousel to outline the activities for each group (**See Appendix 9**). Teachers should plan each session by completing the planning format for each group. Teachers record the name of the text, the learning focus, key vocabulary and a key question to discuss (**See Appendix 10**).

3. The role of the subject leader

The English Leader works in conjunction with the S.L.T. The role of the subject leader involves:

- data analysis to ensure pupil progress across school and to identify areas for improvement or monitoring;
- Reports to the senior leadership team and full governing body;
- modelling good practice;
- ensuring the National Curriculum is being adhered to
- monitor standards and achievements in English - monitoring planning; scrutiny of books and lesson observations with constructive (individual and group) feedback;
- keeping informed about developments and new initiatives to support the teaching of language and English and ensure staff are informed;
- auditing needs and organise staff training;
- training staff in teaching and learning of English;
- supporting teachers in planning and using resources;
- updating the school policy when necessary.
- being responsible for the upgrading and ordering of resources and arranging for their storage;

4. Assessment and recording

Assessment of Writing

At Lodge Farm School we use the Hertfordshire's Assessment Criteria for Writing (**See Appendix 11**) Teachers highlight when objectives have been met and input levels into SIMS on a termly basis.

Opportunities to moderate writing are arranged throughout the year to check the accuracy of teacher's assessments.

Regular marking of children's writing is also completed by the teacher. Marking and feedback is relevant to both the child's age and ability. Further details can be found in our Marking Policy.

At the end of each unit class teachers complete an end of unit assessment which is updated onto a long term tracker. This is then used formatively to influence planning, interventions, target teaching and also to support the highlighting of objectives on the Hertfordshire's Assessment Criteria for Writing (**See Appendix 13**).

Assessment of Reading

At Lodge Farm teachers use the Hertfordshire's Assessment Criteria for Reading which should be updated whilst working with a guided group (**See Appendix 12**). Teachers are required to enter their teacher assessment of reading onto SIMS on a termly basis.

Teachers are also required to track the levels of children's independent reading stages on a half termly basis using.

5. Special needs and equal opportunities

In English lessons differentiated activities or resources will be given to support lower attaining and extend more able pupils. Children with learning difficulties will be identified and have provision made for their particular needs. Where necessary outside agencies will be involved. Provision for pupils with special needs and any other access issues related to this subject are detailed in the SEND policy. Their needs will be met through differentiated planning and resources, including Intervention programs, target-setting and Individual Learning Plans. At Lodge Farm we have high expectations of all SEND learners.

6. SMSC and British Values

At Lodge Farm we uphold and teach pupils about British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

This is achieved through the effective spiritual, moral and cultural developments of our students as part of a broad and balanced curriculum and extra-curricular activities, through links with both the local community and the wider world. In promoting our students' social, spiritual moral and cultural developments (SMSC) we demonstrate our commitment to actively promoting fundamental British values in ways which are appropriate to our students' age and ability. During English we promote our students' social, spiritual moral and cultural developments in the following ways;

Spiritual

The study of English requires students to consider the world outside themselves. Furthermore the study of literary texts encourages a sense of awe and wonder. Questions arise naturally from a study of texts which create time for reflection and contemplation. Open discussion is at the heart of English teaching and this facilitates questions about existence and purpose.

Moral

Issues concerning morality and human behaviour are intrinsic to the study of texts. In addition English lessons provide the opportunity to hold and voice a range of opinions in safety and with the confidence that these will be listened to and considered.

Social

Inevitably social issues are central to English texts and questions arise which encourage students to consider the position of others and the wider world as well as themselves. Teachers are sensitive to the social mix of classes and their organisation of lessons and management of students actively tackles potential issues such as isolation, prejudice and differences

Cultural

Texts studied allow students to consider their own culture and other cultures. This cultivates curiosity about the wider world and fosters empathy and tolerance. Discussing a text can reveal contrasts within our own culture and useful debate can often arise from this.

Teachers of English can build on knowledge and opinions from other cultures when studying texts. We work hard to create an atmosphere where everyone feels valued and respected and that we can all learn from each other. A rich diversity is a positive asset.

Culture also involves the approach of creativity and artistic expression. This is fostered through theatre visits, visiting authors, the study of poetry prose and drama. Students are given opportunities within and beyond lessons to express themselves creativity.

7. Resources

It is the English coordinators responsibility to ensure that required new resources are purchased and stored accordingly. Currently, we have the following resources;

- A wide range of home reading books including both fiction and non-fiction to cater for all age groups and attainment.
- A library containing a wide range of fiction and non-fiction books for all age groups and attainment.
- A wide range of guided reading texts from a variety of publishers covering all text types and attainment.
- Age appropriate texts for class book corners.
- A range of resources to support the teaching of phonics across all phases.
- The Pie Corbett reading spine for all year groups from nursery to Year 6.
- Pie Corbett Jumpstart books to support planning.
- Pie Corbett exemplar models for all Ks2 classes.
- Access to a range of computing resources including Ipads, netbooks, laptops and talking tins.
- Penpals resources to support the teaching of handwriting.
- Rapid reading to accelerate reading progress.
- Online dyslexia screener.
- Access to HfL resources to support planning and assessment of English.

8. Health and Safety

Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them. It is important that children learn to understand and manage the risks that are a normal part of life. Common sense should be used in assessing and managing the risks of any activity. Health and safety procedures should always be proportionate to the risks of an activity.

If an activity involves higher levels of risk, a specific assessment of significant risks must be carried out.

9. Review procedures

It is the responsibility of the subject lead to review the policy as necessary or by September 2019.