



DOLPHINHOLME CE PRIMARY SCHOOL

ENGLISH POLICY

October 2022

Mission Statement:

With God at the heart of everything we do, we educate by encouraging a sense of wonder, praise and mutual respect. We offer every child opportunities for success, making them confidently equipped for life's journey.

Intent

Aims and Objectives

To inspire children to develop a passion of reading, unlocking the door to all future learning. This will enable our children to fluently communicate ideas and emotions both verbally and in writing. At Dolphinholme we seek to develop and embed our Christian values and vision through our English lessons.

Our aims in teaching English are that children will:

- 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. (NC 2014)

Implementation

Teaching and learning:

English is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the National Curriculum 2014.

The skills are categorised into three attainment targets:

1. Spoken language
2. Reading-word reading and comprehension
3. Writing- transcription and composition.

Statutory requirements (NC 2014)

Throughout the Early Foundation Stage English is taught daily with an emphasis on early phonics, writing and reading. Communication and language skills are integral to continuous play provision.

Medium term plans will be drawn up from the long term curriculum map which is based on a two year rolling programme, key learning is from the National Curriculum 2014 Programme of Study. Short term plans will be monitored, by literacy subject leader and head teacher, termly.

An hour's English lesson is taught each day throughout KS1 and KS2. During these lessons, Teaching Assistants support a variety of groups and individual children. Pupils experience daily phonic teaching in KS1 and phonic teaching continues for as long as deemed necessary in KS2, with other strategies in place. Pupil provision is related to age group expectations and the individual needs of each child.

We seek to take advantage of opportunities to make cross-curricular links. We plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Opportunities to use ICT to support teaching and learning are planned for and used as appropriate.

Each child will develop a 'Portfolio' of writing, begun in Reception and followed throughout each year group until Y6. At least one piece of independent work will be collected every half term and stored as a record of progress.

The Early Years Foundation Stage:

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy.

Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes.

To give all children the best opportunities for effective development and learning in communication, language and literacy, our staff give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other;
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences;
- Planning an environment that reflects the importance of language through signs, notices and books ;
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script;
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to- one and in small groups, with particular

awareness of, and sensitivity to, the needs of children for whom English is an additional language.

At Key Stage One (Years 1 and 2):

Children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6):

Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Teaching and Learning of Speaking and Listening

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 therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate. All pupils are enabled to participate in and gain skills and understanding associated with the artistic practice of drama.

Our teaching involves the explicit creation and facilitation of opportunities for conversation, discussion and talk around learning and the sharing of ideas for writing; therefore we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

Activities to encourage full and active participation by all children include:

- talk for learning
- collaborative working and reporting back
- re-telling and role play
- listening to and participating in stories, poems, rhymes and songs;
- sharing learning in class
- sharing Acts of Worship
- celebration of individual pieces of work
- plays, productions, talent show, readings
- giving visitors tours of the school
- talking with school volunteers and visitors
- class debates
- school council
- PSHE and circle time

Children with specific speech and language and auditory problems are identified and specialist advice sought where appropriate.

The Teaching and Learning of Reading

Reading is a skill essential for life and we want our children to leave school with a love of reading. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

Phonics

At Dolphinholme phonics is taught daily to all children in Reception and Key Stage One. We follow the Red Rose Letters and Sounds systematic, synthetic phonics planning programme (Lancashire Professional Development Service). It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Regular assessment ensures children who are not working at an appropriate level access intervention groups for regular pre and post teaching of the expected phase. Our youngest children in Little Dolphins take part in a variety of Phase 1 activities which supports speaking and listening and develops children's discrimination of sounds, including letter sounds.

Comprehension Across the School:

Children develop further skills for reading using key texts for learning, whereby children study a book that is often linked to their topic work, and shorter guided reading texts. In this way they encounter and access challenging texts that they might not be able to read independently, and also books that they may not usually choose. The class novel, particularly in Key Stage 2, is good for speculative study and language development with opportunities to further develop character studies and inference. These texts are used as a basis for reading, writing, drama and speaking and listening tasks. Reading widely for pleasure is actively encouraged through our use of differing class texts, the books in classrooms and the value we place on reading books. Quiet reading, shared reading and listening to adults read are other ways that reading is promoted in school.

As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills such as:

- Looking up and locating information
- Skimming
- Scanning
- Making notes

ICT will be used to support reading through the use of online books, information and phonic resource programmes. Contrast, font size and spacing in e-books can be adjusted to enable access to texts for those who find reading challenging.

Every day, each child takes home their reading book to share with an adult at home, along with a reading record to record any reading accomplished that evening. The reading record also serves as a communication tool between the class teacher and home.

The children share their books with an appropriate adult in school. The adult asks questions relevant to the interest of the child and encourages them to make predictions based on their understanding of the text. The children are encouraged to decode unknown words using appropriate strategies. The graded reading scheme is continued at Key Stage 2. A full range of reading genres is offered. Extra reading provision is provided for those who require additional support. In guided reading children are grouped according to ability; each group has at least one guided session per week with either the teacher or teaching assistant. A class book is also used to encourage children's enjoyment of literature. Reading Comprehension activities that are implemented weekly within the English lesson and/or Guided Skills sessions.

Reading for comprehension involves work based on the ability to recognise and recall:

Literal

- Facts
- Main ideas
- Sequence of events
- Comparisons and contrasts
- Character statements and reasons

Organisational

- Analyse, synthesise and organise ideas and information explicitly stated in the text
- Explain why a writer has chosen to organise a text in a particular way

Inferential

- Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis.
- It demands thinking and imagination that go beyond the printed page.

Evaluate

- Make an evaluative judgement.
- Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader

Appreciative

- Be emotionally and aesthetically sensitive to the text.
- To relate the text to its social, cultural and historical traditions

Activities to encourage full and active participation by all children include:

- expose the children to a stimulating range of books and texts from a range of genres, styles and cultures
- provide a range of reading experiences including individual reading, shared reading, guided reading, class reading, class stories and poetry and the use of the class and mobile library
- promote parental engagement
- ensure reading is structured and enjoyable
- use record keeping and assessment to monitor progress
- provide support for children with Special Educational Needs as appropriate

- provide stimulating texts which are age related with appropriate graduated vocabulary
- encourage independence through the development of a variety of skills
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Teaching and Learning of Writing Across the School

The National Curriculum states that pupils should:

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct
- write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two strands:

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

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

We understand that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

We develop the child's growing ability to construct and convey meaning in written language through carefully implemented activities and opportunities.

At Key Stage 1 children's writing can be factual, imaginative or based on their own experiences, whilst at Key Stage 2 the children extend their experiences in writing to write in various ways for different purposes and audiences. Appropriate feedback is given following the school's marking policy, which takes into account the child's age and understanding. This is used to draw attention to purpose, style, presentation, grammar, punctuation and spelling.

Writing activities that are implemented weekly within the English lesson and/or Guided Skills sessions.

Writing involves work based on the ability to use different genre:

Fiction:

- Stories
- Diaries
- Play scripts
- Letters

Non-fiction:

- Reports
- Recounts
- Explanations
- Instructions / Lists
- Arguments / Persuasive

- Letters

Through different types of writing, we enable children to:

- derive an interest and pleasure from writing
- express their feelings in writing
- show logical thought in planning and editing
- be able to direct and instruct through writing
- write for a clear purpose
- write for a variety of audiences
- transmit information
- write coherently
- write imaginatively

Activities to encourage full and active participation by all children include:

- provide a variety of stimuli to engage all learners
- model a range of examples of different types of writing
- give feedback, support and encouragement
- provide a variety of materials
- ensure that necessary skills are in place
- use record keeping and assessment to monitor progress and set targets
- encourage independence and confidence through the development of skills and by providing enriching opportunities
- celebrate children's written work by displaying it throughout the school

Teaching and Learning of Spelling, Punctuation and Grammar Across the School:

The planning, teaching and learning of spelling, punctuation and grammar begins in EYFS and Key Stage 1 using Letters and Sounds / Jolly Phonics and continues in Key Stage 2 with the National Curriculum document and associated guidance documents. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which Key Stage and year group. In addition to this, Key Stage 1 focuses on common exception words. The National Curriculum makes it clear that learning vocabulary is the key to 'learning and progress across the curriculum,' since it allows our children to access a wider range of words when writing and to understand and comprehend texts efficiently.

Vocabulary teaching is:

- explicit
- progressive / systematic
- linked with known words
- contextualised
- subject specific – technical language from across curriculum and topic areas

Activities to encourage full and active participation by all children include:

- use spelling lists and key words which are taken home
- use learning walls and displays to promote keywords linked to topics and subjects
- model correct vocabulary orally and when writing
- include in-depth word-based lessons looking at spelling patterns

- use appropriate level dictionaries and thesauruses
- have relevant word banks
- use key texts to explore vocabulary choices and the effect they have
- teach grammar in context and as a separate lesson where necessary
- correct grammatical errors, verbal and written (where appropriate)
- have a systematic approach; we revisit key learning and build upon it in all areas from phonics through to grammar and spelling
- use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- provide writing frames to support writing structure
- provide time for planning, editing and revising
- use checklists for pupils to self-assess or peer-assess when appropriate, so they can evaluate effectively
- encourage joined handwriting to support spelling and efficiency
- provide support for pupils with learning and motor difficulties

Handwriting

Handwriting has taken a more important focus in the new curriculum, and we take particular care in teaching a joined, cursive style. In alignment with our phonics scheme we use the Red Rose letter formation 'patter'. The children begin to include a precursive flick in Reception and Key Stage 1, preparing children to begin joining letters in our cursive style when appropriate in Year 2. In Lower Key Stage 2 the children continue to practise cursive writing, developing fluency and readiness for Upper Key Stage 2. Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative thinking. Please see the Handwriting Policy for more details.

Cross-Curricular Writing

Teachers seek to take advantage of opportunities to make cross-curricular links. We plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Teachers ensure that there are opportunities for cross-curricular writing and that standards are consistent throughout subjects and year groups.

The use of ICT to enhance teaching and learning in English will be planned for, as appropriate.

Assessment for Learning

Reading, Writing and SPAG will be assessed in line with the Assessment Policy. Formative assessment will be used during lessons. This assessment informs teachers' planning to ensure the children are taught and challenged accordingly.

Children's assessment will be based on the Non-negotiables from the Key Learning Indicators of Performance for Reading, Writing and SPAG. This summative assessment takes place termly and is used to track each child's progress. Targets for each class are based on

children progressing in accordance with age-related expectations. In the Early Years Foundation Stage, there are planned assessments so that the children can be assessed in phonics acquisition on a half termly basis.

During termly pupil progress meetings with the Headteacher and SENCo, appropriate interventions are planned for those children who do not meet these expectations.

Formative Assessments

Work produced in lessons will be assessed in line with the school's marking policy and teachers provide instant 'working' feedback during the lesson in most cases.

Reading is assessed through Guided Reading sessions using the Non-negotiables from the Key Learning Indicators of Performance.

Writing is assessed termly following the agreed assessment procedures using the Non-negotiables from the Key Learning Indicators of Performance.

Writing assessments are not completed as a one off test, but across mixed genres, which builds a clear picture of a child's ability. In this way a child is not hindered if they struggle with a particular genre. Grammar and punctuation is demonstrated in each writing genre. Sample pieces of assessed writing are kept to build a portfolio of each pupil's writing to inform end of year judgements.

Formal Summative Assessment will include:

Non-statutory optional SATs tests

Rising Stars assessments for SPAG

End of key stage SATs tests

Year 1 Phonics Test

Inclusion

At our school, we will teach English to all children, whatever their ability and individual needs. Through our teaching, we will provide learning opportunities which will enable all pupils to make good progress. We will strive hard to meet the needs of those pupils with special educational needs, those with disadvantages, those with special gifts and talents, and those learning English as an additional language, and we will take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process will look at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum will allow us to consider each child's attainment and progress against expected levels. This will ensure that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual learning plan for children with special educational needs.

We will enable all pupils to have access to the full range of activities involved in English. Where children are to participate in activities outside the classroom, we will carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Monitoring and Evaluation

The coordination and planning of the English curriculum will be the responsibility of the subject leader. This will be addressed through a series of planned staff meetings where progression will be the focus and book scrutinies will be done as a whole staff in order to develop an understanding of the skills progression through all the phases.

English will be monitored and evaluated in the following ways:

- The monitoring of teaching and learning by the SLT and English Leader through observations, learning walks, monitoring of planning, monitoring of displays, pupil progress etc
- Sampling of pupil work and assessments by the English Leader/SLT
- In school and local cluster moderation sessions
- Analysis of data
- Children's voice - English ambassadors
- Parent and pupil questionnaires - subject leader to talk to children
- Curriculum Governors to join in some lessons, talk to the children.

Having identified priorities, the English subject Leader will construct an action plan. This will form the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, curriculum coverage, work sampling etc.

Staff Development

Supported by the subject Leader, teachers will be expected to keep up to date with subject knowledge and use current materials that are available in school. Training needs will be identified as a result of whole school monitoring and evaluation, appraisal and through induction programmes. These will be reflected in the School Development Plan. Additional adults who are involved with support programmes will receive appropriate training as required.

Impact

The impact of Dolphinholme's enriched English curriculum, has realised a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children are confident to take risks in their reading and writing, and love to discuss and share their ideas.

Outcomes of work in both literacy and topic books evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

Subject Leader: Colette Dunne

Reviewed: October 2022

Policy to be reviewed at least every two years, unless changes in National Curriculum.