**English Policy**



**Intent:**

**Our rationale for teaching English:**

**Reading:**

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of marks on the page, but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Reading opens doorways into fantasy worlds, expanding horizons and firing children's latent imaginations. Competence in reading is the key to independent learning.

**Speaking and Listening:**

The ability to speak and listen is fundamental to pupils’ language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils are provided with many and varied contexts for talk at school, and they also have direct teaching in the skills of speaking and listening.

**Writing:**

Writing is a universal method of communication and has a wide range of purposes, such as to entertain, inform and persuade. Writing is integral to children’s whole language experience and to communicating effectively.

***Success in reading, writing and speaking and listening has a direct effect upon progress in all areas of the curriculum and upon life-long opportunity. It is crucial in developing children’s self esteem, confidence and motivation. Therefore, the teaching of English is given a high priority by all staff.***

**Excellence statements:**

**Excellence in English is our goal for all of our pupils.**

**Excellence in English is typified by:**

* enthusiastic and confident readers who can understand and enjoy a wide range of challenging texts including fiction, non-fiction and poetry.
* children who independently read for interest, information and enjoyment.
* children who read aloud fluently and with expression.
* children who are aware of the link between reading and writing. They ‘read as writers’ and ‘write as readers’.
* enthusiastic and confident writers who understand the features of a range of different writing types/styles.
* children who write for purpose. Their writing reflects an awareness of audience.
* children who reflect critically on their own and others’ writing, editing and redrafting their own and others’ work
* children who demonstrate control over their writing, including handwriting, punctuation and grammar.
* children who have enthusiasm to initiate and to engage in purposeful and lively dialogue.
* children who are be able to speak confidently in a range of situations and for different purposes.
* children who actively listen to peers and adults alike, questioning and responding appropriately.

**Implementation:**

The key elements to be taught in each year group are outlined in the ***FPS core learning document.*** This covers the teaching of reading, writing and speaking and listening.

**Reading:**

Reading skills are taught in many ways:

1. ERIC time. (See ERIC protocol **Appendix A**/ EYFS reading protocol **Appendix B**)
2. English lessons. (predominantly through use of class texts, including T4W texts). Itis expected that children undertake a comprehension activity (with a specific skills focus) at least every other week in KS2 and every 2-3 weeks in KS1 during English lessons.
3. Phonics sessions \*\* in EYFS/ KS1/ KS2 interventions.
4. Continuous provision (EYFS/ Y1) (See EYFS reading protocol)
5. Library time. Roughly weekly R+.
6. Reading at home. Specific books sent home from school R-Y2. Pupil choice Y3+. (Reading racetrack)

Skills to be taught are outlined in the FPS core learning document for each year group. The core learning document also includes text types (beyond set texts) to be encountered, including a break-down of poetry types to be taught. There is a reading display in each classroom (KS1+2) that highlights some of the key comprehension skills.

\*\* In phonics sessions, 4 sounds a week are taught in Phases 2, 3 and 5. Each phases lesson follows the Letters and Sounds structure which is:

introduction/revisit and review/teach/practise/apply/assess.

In phase 5, teachers refer to Appendix 1 of the National Curriculum (or Core Learning Document) to ensure all required spellings are covered.

**Writing:**

Children practise writing at (age appropriate) length regularly. (Children have opportunities to write at length within English lessons every week. In KS2 they write at length in other subjects approximately every 2-3 weeks. In KS1, teachers plan opportunities for extended writing where appropriate in other subjects.) This includes a balance of fiction and non-fiction writing.

Non-fiction writing uses the FPS writing frames as a framework so elements of each genre are discussed using consistent language from one class to the next. The frames represent a broad range of features that should be discussed regularly and used flexibly.

|  |  |
| --- | --- |
| Year group | **Non-fiction text type taught.** |
| R | *either instructions or a report (simple writing frame)* |
| 1 | *instructions*  *non-chronological report*  *recount OR revisit one of above two text types. (modified writing frame for Y1)* |
| 2 | *instructions*  *non-chronological report*  *recount (modified writing frame for Y2)* |
| 3 | *instructions*  *non-chronological report*  *recount*  *newspaper report*  *persuasion* |
| 4-6 | *instructions*  *non-chronological report*  *recount*  *newspaper report*  *persuasion*  *discussion* |

In Nursery, Reception and Year 1, a lot of writing is taught through Talk 4 Writing. In Nursery and Reception, children cover at least 6 fiction units per year. These 3 week units include all 3 stages of the Talk 4 Writing process: *imitation, innovation and invention*. In Y1, Talk For Writing continues, but is used more flexibly (although at least 6 fiction books are still covered each year). In each year, at least one of the fiction units is a traditional tale. Reception and Y1 also cover at least 2 non-fiction units a year, some of which are linked to T4W. In Year 2 and in KS2, much of the extended writing is inspired by the set text.

Writing journals are used from Y3 for children to make notes in independently.

Spelling and grammar:

Spelling is taught through ‘Phonics Shed’ work in N, R, Y1 and at the beginning of Y2. From Y1, the Spelling Shed scheme is used (in addition to Phonics Shed lessons in Y1). All EYFS and Y1 classes have a daily discrete phonics lesson. From Y1, the Spelling Shed scheme is used flexibly. Children record spelling work in ‘spelling journals’ (from Y2) that, although not ‘marked’, are checked by teachers.

Grammar elements may be taught/ revised in ‘starter’ sessions or these may be the learning focus for an entire lesson. ‘Colourful Semantics’ is used in EYFS to introduce different word types. These colours are then used throughout KS1 as more formal, grammar terminology is aplied.

Opportunities to use spelling and grammar elements taught are included in subsequent extended writing sessions. Teacher feedback ensures children apply spelling / grammar learning in all subsequent writing.

Handwriting:

The cursive style is introduced at the end of start of Y1 (see curriculum map for handwriting). Handwriting is taught regularly throughout the school, predominantly in short ‘starter’ sessions.

Writing Assessment:

From Year 1, one of the main ways writing is assessed is through ‘Cold’ pieces in writing assessment books. These pieces of writing should be independent (Appendix C) with no success criteria stuck in. (Old writing assessment success criteria could still be used as a guide.)

Writing in assessment books should reflect chosen genre but there is no need for all ‘parts’ (from the FPS writing frames), as long as writing is effective for the chosen genre. Teachers may choose to teach a unit of work on a chosen genre and then give pupils a different stimulus for the same genre for their writing assessment.

Any redrafting or editing is also done in writing assessment books.

A record of evidence (stuck into writing assessment books) is used to identify attainment and next steps.

**Speaking and Listening:**

Discrete skills are taught through English lessons. Speaking and listening opportunities also occur through other curriculum areas.

**Impact:**

The impact of this policy on outcomes for children is measured against our Excellence Statements for English.

The English subject leader monitors the impact of this policy through:

* Book scrutiny
* Pupil interview / survey
* Data analysis
* Teacher interview / survey

Leadership team monitoring is also fed to the English lead.

**Appendix A - ERIC Protocol.**

ERIC occurs each day after lunch in every KS1 and KS2 class and lasts around twenty minutes. It is a crucial element of the school’s development of confident, able readers who will read for pleasure throughout their lives.

It is important that the sessions are not dropped / done at a different time unless there is a specific reason (e.g. external coach / event).

During each ERIC session, children work in groups through a range of activities. These activities all relate to reading and no other activity takes place during this time (eg – spelling practice). Each group undertakes each activity at least once each week.

**The activities are as follows:**

*Pre-reading*: From Y2 onwards, each group undertakes the pre-reading task in the session directly before their guided reading session. During the pre-reading task children read the text that will be used in their next guided reading session and answer some warm-up questions to demonstrate their comprehension of the text, which may be from the published scheme or teacher choice, directed at a particular assessment focus. Older children could also devise their own questions to ask to other children. Pre-reading is an extremely important part of children’s reading development and as such it is imperative that all children are engaged with the task to derive maximum benefit. This means that the teacher needs to exercise professional judgement as to how the task is completed by the group – for some groups independent work may be required to ensure each child completes the task and is able to contribute effectively to the guided reading session that follows the task. If the pre-reading task is to be completed as a group, teachers need to be aware of the contributions of individuals to prevent ‘hogs’ and ‘logs’ within the group. If teachers cannot be aware of these contributions, the work should be completed independently.

The children should write down the answers to bring to the guided reading session the following day. (It is usual that the higher attaining readers have their pre-read scheduled for a Friday and guided on Monday).

In year 2, this activity is adapted according to child / group need. For example, lower attainers may not have questions associated with their pre read. In Y1, children may undertake pre-reading tasks or may do another reading activity such as phonics work.

*Guided reading* (teacher-lead session): Guided reading sessions immediately follow the pre-reading task session. Children interrogate and discuss a shared text, focusing on literal, deductive and inferential comprehension in turn. The sessions broadly follow the 'Reading Explorers' program (except in year 1), but the class teacher will select/ compose questions dependent upon group need (Reading Explorers provides differentiated texts on the same subject/ text type). This session aims to develop deeper thinking about a text. During some sessions, it is necessary for the teacher to adapt the published questions to fit the assessment focus. Assessments are regularly recorded to ensure that progress is measured and recorded for reporting and accountability reasons. Images are used once a half term (and more frequently in KS1, especially Y1) instead of texts. In Y2 onwards, the children look at the image during pre read and answer prompt questions, which are discussed during guided reading.

At times, in KS1, the teacher may opt to use book band guided reading books in place of the scheme text in order to support the development of whole book understanding. At these times, the teacher is still clear about the learning focus of the session which will fall into one of the three broad learning foci – literal, deductive, inferential.

Audio books: Children use an iPad to listen to an audio book. This session provides children with the opportunity of being read to, and hearing a text read well. It also aims to foster a love of books and reading.

*SRA* (independent activity): Children work on an SRA card (at appropriate level). This activity includes a variety of reading skills practice activities, including literal comprehension; deduction of word meaning from grammar/context, vocabulary and grammar understanding. The class teacher monitors SRA records to ensure appropriate challenge and to identify particular weaknesses that might need addressing.

Y1/2 Box 1A

Y3 Box 1B

Y4 Box 1C

Y5 Box 2B

Y6 Box 2C

SRA is introduced gradually in Y2. In Y1, pupils are asked to undertake an independent reading activity (such as a phonics task).

*Independent reading* (independent activity): Children select their own book from the class reading area to read. Teachers provide opportunities for children to share recommendations of books and to choose books linked to class topics. This session is aimed at encouraging a love of reading and independent choice. However, the class teacher informally monitors children's book choices to ensure children aren't regularly choosing books beyond or below their reading ability. In earlier year groups, the teacher may direct pupils to specific book bands, according to their reading ability.

Hearing Children Read

In reception and KS1, children are heard read books by an adult (teacher or LA) at least once a week. Where possible, children are involved in at least 2 adult lead reading activities each week.

In KS2, once a half term, the guided reading session will be used specifically to hear individual children read, to enable teachers to assess reading fluency and intonation and expression. Notes on individuals’ reading should be kept and updated on a half termly basis. This means that every child will be heard read individually every half term and their progress noted.

**Use of the Reading Explorers Scheme to support pre-read and guided reading:**

Children are grouped roughly according to reading attainment.

Children pre read in the session before their guided session. During the pre read, in Y2 onwards, children are given questions to consider to enhance their understanding of the text. Some of these questions will have a vocabulary focus.

During the guided session, the teacher will discuss the pre read questions as well as any other orientation questions (s)he deems appropriate.

Each guided session will have a specific focus. The three broad foci are:

Literal

Deductive

Inferential

Within these three foci, there may be a more specific focus. For example:

Literal

Vocabulary, explanation, retrieval, summary (gist), sequencing

Deductive

Vocabulary, authorial intent, summary (gist), prediction, explanation

Inferential

Authorial intent, summary (gist), prediction, explanation

Each year group works through the foci in order (literal, deductive , then inferential), moving on from one focus to the next when they deem it most appropriate. The order is important as the skills of key word identification and skimming support deductive skills, as the skills of identifying clues, proof and evidence support inferential understanding.

**Appedix B - EYFS Reading Protocol.**

**Nursery:**

- Daily phase 1 activities delivered in continuous provision areas, small groups and short large group carpet.

- Books on display in the reading area - adults encourage reading through work in continuous provision.

- Children take a class library book each week.

- Stories/rhymes are read to the children daily.

- Audio/video stories and rhymes played via the boards.

- Discussion of images used regularly to encourage careful looking.

**Reception:**

- Books on display in the reading area - adults encourage reading through work in continuous provision.

- Reading activities put into other areas of continuous provision as appropriate.

- Daily phases sessions first thing in the morning which have a focus on reading and spelling.

- Daily reading slot after phases lesson. This is where an adult will work with children individually or in a small group on a reading task. This could be recognition of sounds, blending, reading tricky words or sharing a book.

- All children are heard read (or work on an appropriate reading task) at least once a week.

- Children take home a purple reading book from the beginning of Reception. These have no words. As children become secure at blending and have a number of sight words, they are benchmarked for Pink A.

- Children take home a class library book roughly once a week.

- Talk 4 Writing texts - 6 a year.

- Other texts are used outside of T4W.

- T4W text, story maps, puppets and other resources are available in the reading area and writing area to encourage verbal retelling.

- Audio/video stories and rhymes played via the boards.

- Discussion of images used regularly to encourage careful looking.

**Appendix C – What is Independent writing?**

Writing is likely to be independent if it:

• emerges from a text, topic, visit, or curriculum experience in which pupils have had

opportunities to discuss and rehearse what is to be written about

• enables pupils to use their own ideas and provides them with an element of choice, for

example writing from the perspective of a character they have chosen themselves

• has been edited, if required, by the pupil without the support of the teacher, although this

may be in response to self, peer, or group evaluation

• is produced by pupils who have, if required, sought out classroom resources, such as

dictionaries or thesauruses, without prompting to do so by the teacher

Writing is not independent if it has been:

• modelled or heavily scaffolded

• copied or paraphrased

• edited as a result of direct intervention by a teacher or other adult, for example when the

pupil has been directed to change specific words for greater impact, where incorrect or

omitted punctuation has been indicated, or when incorrectly spelt words have been

identified by an adult for the pupil to correct

• produced with the support of electronic aids that automatically provide correct spelling,

synonyms, punctuation, or predictive text

• supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary,

grammatical features, or punctuation