



PENPOL SCHOOL

English Policy

Signed by:

_____ **Head Teacher** **Date:** _____

_____ **Chair of Governors** **Date:** _____

Designed: July 2020
Review Date: July 2021

Statement of Intent:

At Penpol Primary School we recognise that secure English skills are the foundations to a successful learning journey and help equip children to succeed in later life.

All teachers have a responsibility to develop the children's skills in reading, writing, speaking and listening and through developing a growth mindset can help them to become resilient learners so they can access the curriculum effectively and achieve their full potential.

Penpol Primary School will:

- Provide a broad curriculum and balanced curriculum which will provide opportunities to write for a range of purposes, styles and audiences.
- Support all children in acquiring a wide vocabulary.
- Enable children to speak clearly and confidently and take into account the listeners need.
- Instil a love of reading which will help children develop positive attitudes towards reading for pleasure and information through regular contact with challenging texts.
- Help children become fluent and independent readers with a secure understanding of texts and their structure.
- Provide opportunities for children to plan, practice and evaluate their work.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.

Signed by:

Headteacher:

Chair of Governors:

Legal Framework:

This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

Roles and Responsibilities:

English Lead:

In addition to the responsibilities of class teacher as set out in the appropriate job description and the school teachers' pay and conditions document the Subject Leader will also undertake the following duties and responsibilities.

Responsible to: The Headteacher

Responsible for: Leading Teaching and Learning in English

Core purpose of the Subject Leader:

To provide professional leadership and management for English in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all learners.

Teaching Learning and Standards

- To provide leadership in English across the school.
- To innovate and share best practice with colleagues.
- To evaluate the effectiveness of teaching and learning in English and progress towards meeting agreed targets across the school.
- To carry out planning and book scrutinies and lesson observations.
- To secure, in collaboration with the Headteacher and senior colleagues, high standards of teaching and learning in English.

Leadership and Co-ordination

- To assume the role of English 'consultant' for colleagues in the school.
- To demonstrate, by practical example if appropriate, effective ways of organising the planning of teaching within English.
- To inform parents/Governors if/when required regarding current thought and practice in English.
- To assist the Headteacher in ensuring the highest possible standards and quality of learning in English using the school's Teaching and Learning Policy as one means to achieve this.

Supporting, Guiding and Motivating

- To take an active lead in the professional learning of teachers and support staff.
- To take on responsibility for informing colleagues of wider development opportunities.

Policy and Direction

- To keep abreast of developments in English.
- To lead colleagues in formulation, review and evaluation of policy, in consultation with the Headteacher and Senior Leadership Team.
- To ensure that policy reflects current national and local initiatives.
- To establish/maintain a Subject Leader's file.

Resourcing

- To identify needs and to resource, in consultation with colleagues and the headteacher, English within the limits of given budget.
- To be responsible for checking, storing and ensuring appropriate use of related resources.

Liaison

- To liaise, as/when necessary and reasonable, with other colleagues
- To liaise, as/when necessary and reasonable, with local primary schools.

Classroom teachers are responsible for:

- Acting in accordance with this policy
- Ensuring progressions of pupils' English skills, with due regard to the national curriculum.
- Plan lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual children.
- Monitoring the progress of children in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of SLT.
- Undertake any training that is necessary in order to effectively teach English.

English in Foundation Stage

In EYFS English is split into two areas of learning:

- Communication and Language (a prime area) which covers 3 strands: listening, understanding and speaking
- Literacy (a specific area) which covers two strands: Reading and Writing

At Penpol Primary School we encourage our children to develop their English skills through a continuous provision that allows children the opportunity to develop their basic English skills.

In accordance with English are the Early Learning Goals outlined in the "Statutory framework for the early years foundation stage" (2017), children will be taught to:

- Listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions.

- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.
- Be confident with speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- Work as part of a group or class, and understand and follow the rules.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

In EYFS the children are taught English through Read Write Inc phonics programme.

From this, children will be able to:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.

Children are continually assessed through observations and assessments are made using the online platform Tapestry. In accordance to Read Write Inc, children are assessed on entry and to be placed in the appropriate sets. This is reviewed on a half termly basis along with the Phonics lead and the sets will then be adjusted accordingly.

Teaching and Learning

Read Write Inc.

- Within KS1, Read Write Inc is used to ensure that every child becomes a confident and fluent reader. As with EYFS, children are assessed on entry and again on a half termly basis. Read Write Inc is taught on a daily basis.

English lessons

- Both Key Stage 1 and Key Stage 2 teach English five times a week. The English curriculum is often delivered with cross curricular links. Teachers provide children with opportunities for writing across the whole curriculum.
- English sequences of learning at Penpol Primary School incorporate 12 steps and the order in which they occur and what they look like in class will vary.
- The 12 steps are:
 - Immersion – anchor to a quality text and/ or meaningful experience (Power of Reading and Literacy Shed can support this)

- Explore – analyse features of the text type and determine success criteria
- Build – collect and organise appropriate vocabulary
- Plan – map out initial ideas
- Toolkit – teach targeted SPAG and Vocabulary
- Model – teacher models writing with the class
- Draft – complete initial working draft
- Collaborate – peer assessment to support a growth mindset
- Teach/ Model – fill the gaps identified through assessment
- Practise – individual to pupils' needs. Could include 'editing stations'
- Edit – independently up level learning (teacher modelled)
- Final draft – bringing the learning process together
- Throughout each sequence, the following elements should occur:
 - Planned opportunities to write at length throughout the English teaching sequence and across the curriculum
 - Grammar introduced and revisited
 - Explicit teaching of Tier 2 vocabulary (see appendix 1)
 - Talk for writing, drama and oracy throughout the sequence
 - Learning wall and classroom environment reflects the ongoing learning journey
- Please see Appendix 2 – English Teaching Sequence to see the poster that's displayed in every classroom to help support teachers with the teaching and learning of English.

Handwriting

- At Penpol Primary School we recognise the importance of teaching our children to develop a neat, legible, speedy handwriting style using cursive letters.
- Despite the increased use of computers for writing, we believe that the skill of handwriting remains important in education, employment and everyday life.
- We see handwriting as a basic skill that influences the quality of children's learning across the curriculum and we aim to make handwriting an automatic process that doesn't hinder children's creativity.
- Daily practice is necessary until letter formation is accurate. In EYFS and KS1, this will be part of the Read Write Inc daily sessions as well as stand-alone handwriting lessons outside of English lessons. Specific handwriting books to practice in are used in Year 1 and Year 2.
- Handwriting sessions in KS2 will take place outside English lessons at least twice a week for 20 minutes per session. For those children who need extra practice, interventions will be put in place and parental involvement encouraged.
- Please look at the Handwriting Policy for more information.

Spelling

- At Penpol Primary School we recognise the importance of teaching our children to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our children to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing.
- Daily practice of spelling is necessary in EYFS and KS1, this will be part of the Read Write Inc daily sessions. In Year 2, children will also participate in five spelling sessions linked to 'No-Nonsense Spelling' programme per week.
- In KS2, children will participate in five spelling sessions across two weeks. Children are also given daily spelling practice opportunities during registration, through access to displays of weekly spellings, cross curricular word banks and discussions during guided reading, shared writing and English lessons.
- Please look at the Spelling Policy for more information.

Reading for Pleasure

- Reading for pleasure is an important part of the reading curriculum here at Penpol Primary School and the children are given the time to read and most importantly discuss the books they like. The teachers and other staff members will model this process and encourage the children to reflect on their own reading and share their opinions as much as possible.
- Class teachers read a book for pleasure to their class during whole class shared reading on a daily basis. The book the class are currently reading during whole class shared reading is displayed on the front of each classroom door.
- Children have regular opportunities to choose a book for pleasure from the school library.
- Each classroom will have a reading corner to allow children to read for pleasure throughout their school day.
- The School Book Fair comes into school twice a year and children are given the opportunity to look at the books during the school day.

Guided Reading

- In Key Stage 2, guided reading is taught daily as a whole class as this allows all children (regardless of their personal word recognition and phonics skills) to access, experience and discuss high-quality texts and to be taught the key comprehension skills therefore preventing them from being held back by the mechanical skills of reading.
- Teachers provide children with a high-quality text that provides appropriate level of challenge

- Throughout guided reading sessions, teachers will model specific objectives, strategies and reading
- Children will be given the opportunity to read the text for understanding during guided reading. A variety of reading approaches will be used, with a primary focus upon **independent reading of the text**.
- Children will be asked **VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Summaries)** questions to answer during guided reading sessions.
- Children can verbally discuss questions, work in partners, work in groups, class discussions or record their answers independently in their notepad books. Mappix needs to be updated regularly to monitor the children's reading progress.
- Please see Appendix 3 – Whole Class Guided Reading Sequence for more information about the teaching of Whole Class Guided Reading.

Accelerated Reader

- Accelerated Reader is introduced at Year 2 and used across KS2.
- A child reads a book, takes an online quiz, and gets immediate feedback. Children respond to regular feedback and are motivated to make progress with their reading skills.
- A comprehensive set of reports reveals how much a student has been reading, at what level of complexity, and how well they have understood what they have read.
- Every half term, children take the Star Reading test which generates a ZPD range. From this, teachers are able to set children reading targets and once children have completed their book, they take a comprehension quiz.
- The Zone of Proximal Development (ZPD) defines the readability range within which pupils should read to best develop their reading, while avoiding frustration. The ZPD is especially useful for pupils using Renaissance Accelerated Reader, which lists readability levels for all quizzed books.
- Children are encouraged to read a wide breadth of texts from fiction to non-fiction.

Reading Buddies

- Reading Buddies is a programme in our school. During Reading Buddies, each child is partnered with a child from a different year group. Children will spend time with their reading partner and they will listen to each other read a book or their own writing.
- The younger children benefit from Reading Buddies as they:
 - Enjoy hearing stories read aloud to them

- Have the opportunity to have conversations about topics that interest them
- Have regular opportunities to practice familiar reading with 1:1 assistance
- Enjoy a fun, positive reading experience in a relaxed environment
- The older children benefit from Reading Buddies as they:
 - Further develop their own reading skills
 - Foster leadership and problem-solving skills
 - Improve self-confidence that comes from being looked up to
 - Feel a sense of importance by helping someone in their community

Planning

- At Penpol Primary School we plan our English lessons on our curriculum planner. On the curriculum planner, there is:
 - A yearly planning overview of what will be taught in English throughout the year to ensure cross curricular links are made and high-quality texts are used.
 - A termly planning overview that breaks down the weekly sequence of teaching. There is also a SPAG section on the termly planning overview.
 - A section with all of the English skills that need to be taught throughout the year. Teachers need to highlight them throughout the term in the correct colour (Autumn = blue, Spring = green and Summer = yellow) to ensure the curriculum is covered.
- If teachers wish to create a detailed breakdown of what will be taught each day, they can if they wish.
- Teachers are responsible for lessons are adapted to meet the needs of the children within their class.
- Guided Reading sessions will be planned on the Guided Reading planning proforma.
- Spelling lessons will be planned through the No-Nonsense Spelling scheme
- Handwriting lessons will be planned by linking it to the handwriting policy and RWI in KS1 and No-Nonsense Spelling scheme in KS2

Assessment

- Children will be assessed and their progress monitored in line with the schools Assessment Policy.
- Formative assessments will be carried out throughout the year and used to inform teachers planning.
- Summative assessments are carried out at the end of unit using Mappix.
- Teachers are also required to make summative assessments each term using tracking ladders. This informs progress review meetings with a member of SLT.

Equal opportunities

- All children will have equal access to the English curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.
- If English is an additional language (EAL), a TA will be allocated to the child to provide extra help where needed. Additionally, outside support can be offered to the child.
- Where it is inappropriate for a child to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the child's needs and alternative arrangements involving extra support will be provided where necessary.
- Cultural and gender differences are positively reflected in lessons and teaching materials used.

Monitoring and review

- This policy will be reviewed annually by the subject leader and headteacher
- The subject leader and members of SLT will monitor teaching and learning in English at name of school, ensuring that the content of the national curriculum is covered across all phases of children's education.
- Any changes made to this policy will be communicated to all teaching staff.

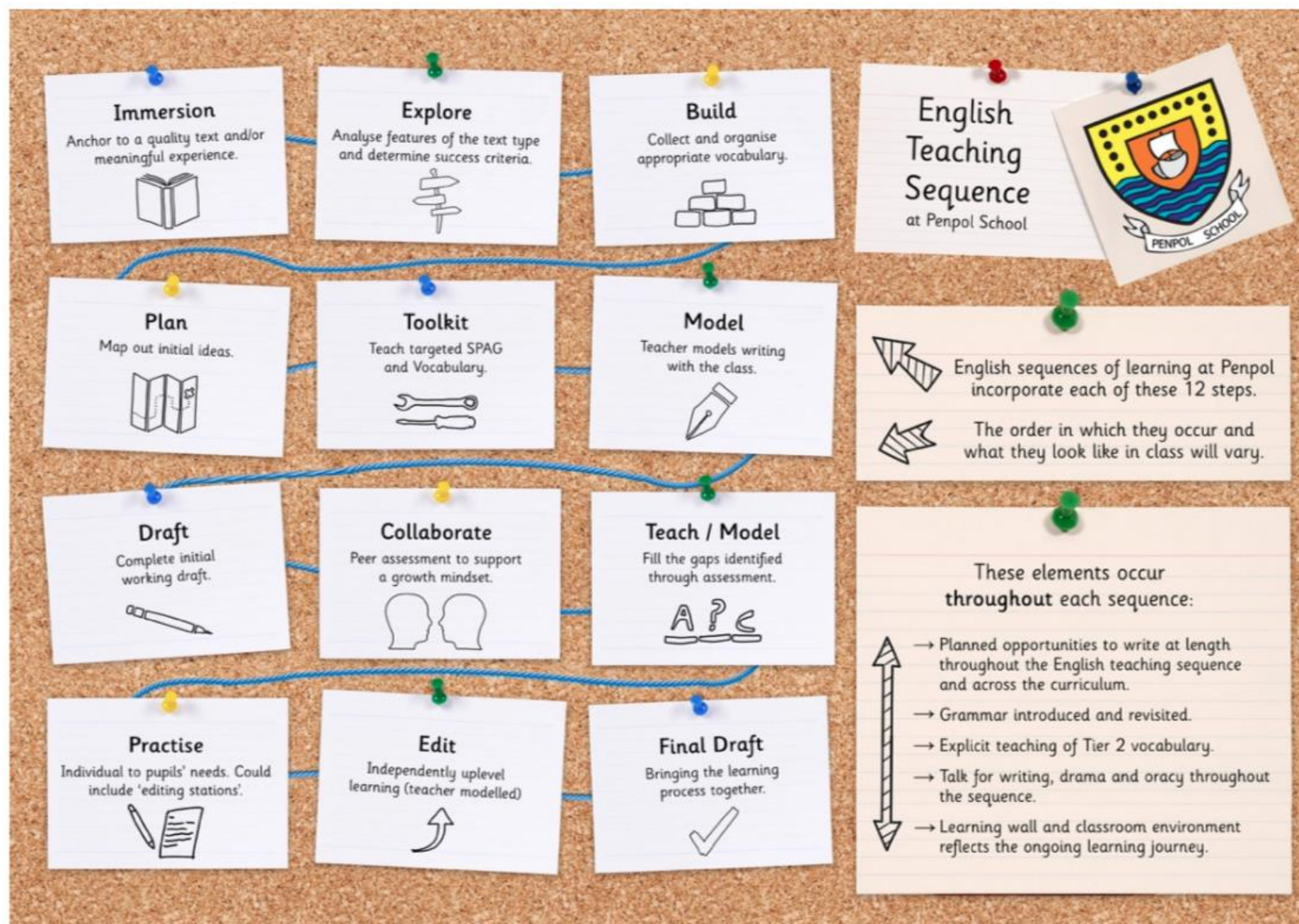
Appendix 1 – Tier 2 Vocabulary

**Tiered
Vocabulary**

Tier 3

**Domain-specific
academic vocabulary**

Appendix 2 – English Teaching Sequence



Whole Class Guided Reading Sequence - KS2

Engage/ Planning – choose a high-quality text that provides appropriate level of challenge. Can you choose a book from the 50 recommended reads? Can you choose a book linked to your topic? Can you choose a range of fiction or non-fiction book throughout the year? It's important the class teacher reads the text prior to the learning and to plan the sequence of lessons on the guided reading proforma. Whilst planning, please use VIPERS and Mappix to ensure key reading skills are taught.

Model – Specific objectives/ strategies/ reading needs to be explained and modelled throughout the sequence of learning.

Reading – Reading the text for understanding. A variety of approaches used: guided oral instruction where fluent reading is modelled then children repeats. Children read out loud to an adult and decoding skills are supported. Partner reading where support is given and opportunities to learn alongside a peer. Silent independent reading. Whole group reading.

VIPERS – are the 6 key areas which children need to know and understand in order to improve their comprehension of texts. Here are some examples of questions for the 6 key areas:

Vocabulary

Underline any unknown vocabulary.
Underline a phrase in paragraph 2 which shows that darkness came quickly.
Can you think of one word that will best describe how ___ is feeling?
Find out what the following words mean.
Can you think of synonyms for the words?
Underline unknown vocabulary.
How can we describe the weather using similes?
Could you think of an expanded noun phrase to describe ___?
Can you think of an alliteration to describe ___?

Infer

How is ___ feeling at this point? Use evidence from previous pages to explain why they may be feeling like this.
What rhetorical questions might Alma ask herself at this point?
Think of questions you could ask to gain a better understanding of Chapter 3 so far.
What do you think will happen to ___ now?
Please give reasons for your opinion.
Which character would you most like to meet?
Explain why.
Why did ___ behave like this?

Predict

Look at the front cover of the book. Predict what you think will happen in this story.
What do you think will happen next?
Predict what is going to happen next.
Do you think the character will change their behaviour in the future?
What do you think the character will do next?

Explain

Explain the difference between her Father in this scene and when we see him in the first two pages of the book.
How does this make the viewer feel?
Who is this little boy?
What do you think of this ending?

Retrieve

Where are the characters when the girl's father finds them?
What does the window look like?
What makes Alma turn around?
Retrieve any direct speech from the paragraph.
Where is the story set?

Summarise

The Father will want to know what has been happening. Imagine you are the girl, summarise the events in the story so far to tell to her Father.
How would you feel if you saw a doll in s shop window that looked exactly like you?
What advice would you give Alma?
What do you think would be a good title for this book? Explain why.
Summarise the events in the opening paragraph.
Write a book review.

Evidence – Children can verbally discuss questions, work in partners, work in groups, class discussions or record their answers independently in their notepad books. Mappix needs to be updated regularly to monitor the children's reading progress.