

## ENGLISH SUBJECT POLICY

### Aims and Values

At Silverdale Primary Academy, we believe that the development of language and literacy skills is of the highest priority, as language is the main tool of learning and communication in all aspects of school life and the world beyond.

We aim to enable all children to become literate; to be able to read and write with confidence, fluency, understanding and enjoyment. They should be able to use Standard English to express themselves imaginatively and clearly, and know how to listen attentively to others. Children at Silverdale Primary will use their English skills to communicate and work effectively with others, to develop as independent learners. We hope that through their literacy skills, they will be able to become active participants in society beyond the school community.

This policy aims to clarify the teaching and learning of English at Silverdale Primary, and to provide guidance for teaching staff, parents and governors on agreed practice within the school.

Our aim in the teaching of English is that all children will:

- use the necessary skills to access the English language, i.e. phonics.
- develop the necessary skills to use the English language confidently
- be able to speak clearly, fluently and audibly in ways which take account of their listeners
- be able to listen to the spoken word attentively with understanding, pleasure and empathy in order to identify the main points they have heard
- be able to read a range of texts fluently and with understanding for enjoyment and for information through an appropriate focus on word, sentence and text level knowledge
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently
- be able to reflect and evaluate on their own and others' contributions and the language used
- be able to increase children's ability to use planning, drafting and editing to improve their work

### Equal opportunities

We understand that the children have different backgrounds in terms of knowledge, experience, ability and capability. We therefore aim to ensure that English throughout the school is accessible by all pupils, regardless of ability, gender, race or belief. The teaching and learning is to be made relevant to the pupils' own experience and abilities, including meeting the needs of children with EAL so that they can access the curriculum. We recognise that some children may need some additional support and their work will be

adjusted accordingly. Children who have been identified as being more able or gifted and talented will have their work adjusted to provide suitable challenge.

### **Roles and responsibilities in teaching English**

#### Subject leaders

<u>Reading</u>	<u>Writing</u>
KS1 – Lisa O’Callaghan KS2 – Nicki Duckett	KS1 – Katie Matthews KS2 – Zoe Buss

It is the responsibility of the English subject leaders to:

- Inspire and motivate colleagues to use the most up-to-date quality texts, teach exciting and innovative lessons
- write and update the curriculum policy for English
- produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for English
- monitor and review medium-term plans for English to ensure progression;
- aid colleagues with the planning and delivery of lessons when required;
- plan and deliver professional development for teachers;
- work as part of a development team to improve key areas of English;
- monitor and review standards of English teaching through e.g. lesson observations, team teaching, samples of work, book scrutiny;
- produce an action plan reflecting on the standards of provision for English and to set targets accordingly;
- audit English resources to ensure that they are deployed appropriately and order resources to enable the delivery of the English curriculum;
- attend UoBAT Faculty meetings
- access up-to-date training when possible and disseminate to staff via staff meeting/ INSET day training

#### Class teachers

All class teachers will plan, teach and assess English daily following the National Curriculum programmes of study and a variety of supporting programmes, ensuring that regular opportunities for assessment are built into the short term/medium term planning.

### **Planning for English**

English underpins the whole curriculum as children are both using and reinforcing their skills of speaking and listening, reading and writing in every area of the curriculum. Our approach allows us to teach and apply these skills across all subjects.

The English curriculum at Silverdale Primary follows the programme of study in the National Curriculum for years 1 to 6. In addition to this, Reception follows the Early Years Foundation Stage. English includes speaking & listening, reading and writing.

- The long-term plan for English identifies the main genres and key texts that each year group will focus on each half term throughout the year.

- Medium term planning for literacy identifies the objectives from the National Curriculum that are going to be taught each half term. These are organised into units of work that last a minimum of two weeks, including steps to success and are supported by the use of key questions, tasks and linked to main learning outcomes. Teaching and learning is sequenced to include the cycles of review, teach, practice, apply and evaluate the unit.
- Short term planning will identify how the work is to be adjusted to meet the needs of the children in each class, setting suitable learning challenges and providing adequate support.

### **Marking and Feedback**

All work is to be marked, using the agreed marking code for the school (*see Marking and Feedback Policy*). Teachers are to use the distance marking sheet before the next session so that the children know what they have achieved successfully and be clear about their next steps to improve their work. Children are encouraged to check their own work and/or others work, with a clear focus on the success criteria for the session. At the end of each learning cycle for writing, children will complete a piece of independent writing which allows the teacher to deep mark using steps to success criteria to make informed judgements.

### **Monitoring and assessment procedures**

Teacher assessments in reading and writing are moderated each term. The standards of attainment in reading and writing are discussed within the year group and within the English team. Children who have not been making satisfactory progress are identified and strategies for implementing support for those children are agreed. The progress of children with special needs will be monitored and reviewed regularly by the class teachers, SEN leader and assessed against termly minimum expectations.

### **Reporting progress in English to parents**

Progress in English is reported informally through parent consultation evenings and other contact with parents / guardians. A formal written report is presented to parents annually, indicating areas needing support and giving targets for improvement.

### **Speaking and Listening/Drama**

Speaking and Listening forms a key element of the Teaching Sequence for Writing and is incorporated throughout the teaching phases of the National Curriculum. Drama techniques are often used, such as 'hot seating', 'role play' and 'conscience alley', these are recorded on the short-term planning format, and reviewed alongside the planning by the English Leaders.

At Silverdale School children are actively encouraged to:

- Make the most of sessions where they have the opportunity to talk through their ideas before they write, discussing vocabulary choices and impact of language;
- Listen and respond with constructive comments, questions or answers in a variety of speaking and listening activities across the curriculum, developing wide ranging and suitable vocabulary;
- Join in group discussions and interactions, taking different roles in groups, making a range of contributions and working collaboratively;
- Join in drama activities, improving and working in role, scripting and performing, and responding to performances;
- Listen to and follow instructions and to relay messages accurately;
- Develop social skills and good manners, showing courtesy to each other and visitors;
- Talk partners to encourage development of ideas.

## Reading

Reading is not restricted to the English lesson. Many opportunities are provided for children to practice and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority. Teachers also read a class novel or short story on a regular basis as part of a 'story-time' session.

### Aims and objectives

- All children will become independent readers, able to understand and evaluate a variety of reading material
- All children will be able to read for a variety of purposes and in a variety of forms
- All children will understand the importance of reading as a means of communication
- All children will see reading as a purposeful activity
- All children will find the process of learning to read pleasurable and satisfying

### Daily Supported Reading (DSR)

DSR takes place across the Year 1 classes 4x per week. It is delivered in a small, reading ability-levelled group and assessed on a weekly basis. The children read 2 different texts per week, answering questions about them during each DSR session, then put together and write sentences about the text. Those children who progress on to higher level reading books move on to Accelerated Reader, which is used as a platform to support reading from Year 2.

### Destination Reader (DR)

DR is an approach that we use to teach reading at the end of KS1 and into KS2. It can be applied to all genres of text and promotes the use of key reading strategies. These strategies support children with their comprehension skills as well as enabling them to practice their reading. Alongside this, the children are taught learning behaviours which enable them to have discussions linked to the texts. The weekly DR structure is as follows: 2 x class text sessions, 2 x ability level reading sessions and 1 x big picture (unseen comprehension).

### Accelerated Reader (AR)

Once children have completed DSR they move onto AR. This programme is used to measure a child's reading progress and continue to build their love of reading. AR works by guiding children to books that are the right level of challenge for them, this is given to them in the form of a Zone of Proximal Development (ZPD) score. This enables children to select books that they can comfortably access and read independently, but it also gives them room to grow and progress in their reading ability. Once the children have finished their book, they are then able to take online quizzes. These quizzes help to show their understanding of what they have read.

When using any of the above approaches our teachers aim to use the following teaching strategies:

- Teachers make reading real by putting reading into meaningful contexts
- Teachers model reading and demonstrate how reading is done
- Whole class teaching, reading groups and individual teaching is practiced, the teacher intervenes sensitively and appropriately with specific teaching points to advance the development in every child
- We encourage risk taking in reading and support and praise all attempts which display growing knowledge and understanding of reading
- Opportunities for children to read alone and to share books are provided
- We positively encourage reading at home. All children have access to the school library books which are taken home for reading with parents/carers.

- Parents are expected to make a comment in the child's home/school reading record book. In doing this, the class teacher then awards dojos/smiley faces for the number of times the child has read and this links to the Ultimate Reader award. We believe that this, coupled with our teaching of reading will support the children in building a love of reading.

### Silverdale's reading environments

- Each classroom has a clearly defined reading area which is inviting and provides a range of suitable reading material. Books are arranged according to genre and are clearly labeled.
- The school has a library in both KS1 and KS2, which offer a range of age-appropriate fiction and non-fiction books. Access to the KS2 library is timetabled, allowing teachers the opportunity to use the space for pre-planned lessons, using the available resources in a stimulating environment.

## Writing

We teach writing through the progression of genres, National Curriculum targets and Pearson Bug Club grammar and spelling. Teachers establish the purposes and audiences for writing, promoting the idea of writing for a purpose, and make teaching objectives explicit to children so they know why they are studying a particular text or text type, the kind of writing activities they need to undertake and the intended outcomes.

### Aims and objectives

- All children become independent writers
- All children will be able to write for a variety of purposes and in a variety of genres
- All children will understand the importance of writing as a means of communication
- All children see writing as a purposeful activity
- All children will use spelling, punctuation and syntax accurately and with confidence
- All children will be given the opportunity to compose, transcribe and refine writing
- All children will write with confidence and derive pleasure from their ability to do so

### Shared writing

Shared writing takes place within the English lesson and within other lessons across the curriculum; the teacher models the writing process to the whole class as an expert writer, articulating the process. Teaching objectives are pre-planned and sessions focus on the explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing.

### Teaching strategies

- Teacher plan writing opportunities linked to their genre coverage and following the National Curriculum.
- Teachers familiarise children with the genre/ text, capturing ideas, teacher demonstration, teacher scribing, supported writing, independent writing
- Quality texts are the starting point for writing and teachers relate written work to texts read and discussed in class
- Teachers make writing real by putting it into meaningful contexts throughout the curriculum
- Children's early attempts at writing are encouraged, valued and built upon
- Teachers encourage children to write independently from EYFS
- Teachers encourage organised and accurate writing at all times
- Teachers build drama opportunities into their planning for writing

- Teachers plan and teach a wide range of non-fiction, fiction and poetry genres.

## **Phonics and spelling**

### Aims and objectives

- To develop high standards in spelling skills throughout the school
- To develop all children's sense of responsibility towards the learning/ acquisition of these spelling skills
- To encourage all children to have a positive and confident attitude to spelling
- To teach all children that writing is for a purpose and that correct spelling makes it accessible to all
- All children develop independent strategies for tackling and assessing their own spelling
- All children learn to use dictionaries, word banks and spell checkers.

Phonics and the teaching of spelling will be taught regularly, using both synthetic and analytical approaches where appropriate. In EYFS and KS1 'Bug Club Phonics' is the primary resource used in the teaching and learning of Phonics. In KS1 children are taught phonics daily and spelling rules are revised within the teaching of English. In KS2 children will revisit spelling rules through focused activities which are embedded into daily English teaching. Phonic progression is assessed termly, and spellings are assessed weekly; children are given weekly spellings based upon their phonic / spelling lessons to learn for the following week. Teachers will encourage independent spelling and editing by children when they are producing written work. Teachers will identify misspelled words in written work. Age-appropriate dictionaries, high frequency words and topic words are available in all classrooms.

### Spelling & Vocabulary

We aim to have a consistent approach to the teaching and marking of spelling and subject specific vocabulary. It is important that all teachers teach the vocabulary specific to their subject effectively. We will use the Vocabulary Ninja scheme to expose students to a range of challenging vocabulary. Students should be given strategies to learn subject-specific vocabulary and understand the meanings and usage of the main words for each subject. We will build on and share good practice across the curriculum. We aim to have displays of all key vocabulary in classrooms and for 'learning words' to be visible throughout the school. Initial focus should be on the spelling of subject specific key words and the correct use of capital letters, commas and full stops.

### Grammar

At Silverdale Primary Academy, grammar is taught within the English lesson and is purposeful to the style of writing or genre. All English lessons follow a simple structure of spelling, grammar and writing task. We feel that this allows pupils to understand the spelling rule and grammar focus. Each year group have specific grammar targets which they need to achieve by the end of their year. Bug Club Spelling and Grammar will be used to aid learning and set additional tasks to be completed at home.

## **Handwriting**

The teaching of handwriting skills is to be linked to the Pearson Bug Club scheme and progressing onto the 12-steps handwriting guide. Teachers are to demonstrate how to form and join letters correctly as on the agreed letter formation chart and intervene if children are making mistakes in their own writing. All children are expected to develop a handwriting style that is fluent, fully joined and legible. Writing is to be completed in pencil until the child is able to form and join letters correctly. Pen should be used for work that is to be displayed. All classes are expected to practice handwriting for a minimum of 10 minutes per day, this should be completed during the morning or afternoon register time so as not to impact too greatly on other curriculum time.

## Use of ICT in English

Information Communication Technology will be used in English sessions, wherever possible. The Interactive Whiteboard in each classroom enables teachers to use multi-modal texts and resources from the Internet. ICT helps children learn in English by providing stimuli for their work, allowing time for creativity and thinking.

Children are taught to:

- use ICT to develop their ideas and to record their creative work
- communicate with the wider community using e-mail
- develop their research skills and decide what information is appropriate for their work.
- begin to question the plausibility and quality of information.
- learn how to amend and present their work in different ways

### Policy Status

<b>Written by</b>	Assistant Principal/ English Leads
<b>Owner</b>	Assistant Principal/ English Leads
<b>Status</b>	Draft
<b>Approval date</b>	At the next Local Governing Body (date of next meeting t.b.c.)
<b>Review date</b>	September 2023