

English Policy



At Churchwood Everyone Can

Intent

We aim to develop pupils' abilities within an integrated programme of Spoken Language, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills throughout our Broad and Balanced Everyone Can Curriculum.

Aims

Pupils at Churchwood Primary Academy will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses

Statutory Requirements

Statutory requirements for the teaching and learning of English were laid out in the New Curriculum (applied in 2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

The new English programme of study (2014) is based on 4 areas:

- Spoken Language
- Reading
- Writing
- Spelling, Grammar, Punctuation

The new National Curriculum is divided into 3 Key stages: - Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National Curriculum 2014 gives detailed guidance of what should be taught at each Key stage under the following headings:

- Spoken Language
- Reading - word reading, comprehension
- Writing – composition and transcription
- Grammar, Spelling and Punctuation

In the Early Years Foundation Stage (Nursery and Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

Within the Middle Academy (Years 1, 2 and 3) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

Within the Upper Academy (Years 4, 5 and 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.

Implementation

Early Years Foundation Stage – EYFS Academy

In the Early Years Foundation stage children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. This is implemented using EYFS core texts and rhymes and using Talk for Writing strategies.

Middle Academy (Years 1, 2 and 3)

In the Middle Academy, daily discrete phonics lessons (Letters and Sounds/Cued articulation) continue and are taught in small groups and children have daily mixed ability English lessons. Children take part in Daily Supported Reader sessions in which they are developing the necessary reading skills alongside an adult in class. In addition to this, they have regular story times to develop a love of reading. English skills are developed across the Everyone Can Curriculum.

Provision is made for children who require extra support through intervention programmes including Bullseye, Lexia, differentiated class teaching and differentiated Letters and Sounds sessions.

Upper Academy (Years 4, 5 and 6)

In the Upper Academy, children have daily English lessons including grammar for writing. Additional English sessions include Destination Reader taught sessions, handwriting, and spelling from the 2014 Guidance and these skills are developed across the curriculum.

Provision is made for children who require extra support through the intervention programme Lexia and differentiated class teaching. Refer to the Phonics policy for further information.

Approaches to Spoken Language

The strands within Spoken Language: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum.

Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, presentations, talk partners, drama and performances including our Christmas Nativity and events which allow opportunity for spoken language.

Children who require extra support in speaking and listening benefit from the expertise of our in-house Speech and Language Therapist. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. We use the Word Aware approach across the whole school which is a structured framework to support the learning of vocabulary, knowledge and skills to develop independent word learning skills.

Word Aware is an evidence-based practice that encourages children become active vocabulary learners and be able to use and apply vocabulary in their speaking and writing. Children are supported to broaden their use of vocabulary through this approach and actively seek to become 'word detectives' that have the skills to not only learn new words but problem-solve when encountering new or unfamiliar vocabulary. Teachers select vocabulary that is functionally useful across contexts and learning so that their speaking and listening skills as well as writing skills can be enriched across the curriculum. We ensure that the vocabulary taught is 'activated' by actively planning multiple opportunities for use and exposure of the taught words in context within the learning to support deep learning.

Finally, we establish a system of reviewing words learned in English lessons so that children can learn more and remember more over time, ensuring we are building on previous words that have been learned; developing strong and robust lexicons in our students.

It is our academy policy to model our own language to the children which encourages Standard English both in speaking and writing.

Approaches to Reading

Phonics

At Churchwood we follow the Letters and Sounds teaching sequence and teach phonics incorporating cued articulation, songs and other multi-sensory approaches. This is taught from Nursery through to Year 2. The children learn to recognise phonemes and graphemes and how to segment and blend them (sound out words). Detailed information regarding phonics teaching, approaches and sound progression can be found within our discrete Phonics Policy.

Daily Supported Reader

We teach Daily Supported Reading in Year 1 and Year 2. Daily Supported Reading helps children make accelerated progress with their reading as pupils work with trained adults in small groups matched to their independent reading levels. Children are benchmarked prior to the project to level according to reading fluency and understanding. Daily Supported Reader uses scripts to support and ensure consistency and high quality questioning. Children at Churchwood read over 70 books per year using this scheme.

Destination Reader

At Churchwood we teach Destination Reader in Years 3, 4, 5 and 6. Destination Reader blends a range of learning behaviours and reading strategies, which brought together, allow children to explore and understand texts independently, at a deeper level.

Firstly, the children are introduced to the three key learning behaviours:

1. Support and actively listen to others
2. Discuss and explain ideas
3. Take responsibility for their own / their group's learning

Once these learning behaviours are embedded, the children learn 7 key reading strategies in turn which help them deepen their understanding of texts:

- Predicting
- Summarising
- Questioning
- Making connections
- Evaluating
- Inferring
- Clarifying

Throughout Destination Reader sessions, pupils develop these Core-Reading strategies through exposure to a variety of different text types including fiction, non-fiction and poetry. The high quality texts used by teachers within Destination Reader sessions link to class topics and sessions are taught daily in addition to our English sessions.

Accelerated Reader

The Accelerated Reader approach is used when pupils are identified as free readers and have completed our banded reading books. This approach is research- proven in reading practice to guide children, while engaging quizzes and activities hone the childrens' reading skills with authentic practice and encourages growth. Firstly, children have a benchmark assessment to identify their ZPD reading level and reading age. This then allows them to choose appropriate banded books to read at home and in the classroom during independent reading time. Once they have finished their book they can then complete a quiz in which they are working towards set individualised targets.

Reading for enjoyment

Teachers model reading strategies during shared reading sessions within lessons, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during Daily Supported Reader and Destination Reader sessions.

Independent reading provides time for both assessment and 1-1 teaching. Daily discrete phonics lessons in EYFS and Middle Academy allow children to decode efficiently. This is continued into Upper Academy where necessary. A range of book banded reading schemes are used to support early readers. Daily Supported Reader books are selected to provide appropriate challenge and to be instructional, and will generally be a higher book band than those books that pupils share at home.

Teaching assistants may support reading activities to ensure that children have more frequent opportunities to read with adults. Children in the Foundation Stage classes take home a book (phonetically decodable) from the academy to read with parents. Parents are encouraged to record what book they have read and how they have got on. We encourage regular teacher – parent communication.

Book corners are of great importance within our school as they are inviting areas in which children can enjoy while reading. They are ‘author themed’ for each class in which an author is celebrated and also studied at the beginning of each academic year. The classes range from Anthony Browne to Phillip Pullman.

We have also compiled a booklet of the ‘100 books’ which are recommended for all children to read before they leave Churchwood. As they move up the school, they take their booklets with them and earn an Ada Ambition stamp every time they have finished one of those books. In addition to this, we are lucky to have a vending machine full of high quality texts from the ‘100 book’ collection. Children who have read 5 times in a week are put in a draw for the chance to choose a book to take home and keep. Reading is further celebrated on each year group’s class dojo pages in which teachers will share current reads in class and make recommendations. Teachers also reward reading at home with dojos and reading medals.

Pupils move on to Destination Reader sessions in Year 3 as soon as they are at an appropriate level. In KS1 (Middle Academy) children take home a levelled book according to their ability. These books develop fluency and enjoyment of a variety of texts (e.g. stories, poetry, non-fiction texts). In addition to this children have the opportunity to choose a free choice book for the class book corner. Each child has a home-academy reading record that teachers and parents can use to share information about a child’s reading. Parents are encouraged to read with their child daily. Classrooms have a Reading Corner with a selection of high quality texts available for the children to enjoy.

In Key Stage 2 (Upper Academy) children choose books to take home and read. They are encouraged to record their own thoughts and opinions about the books in their Reading Record. Throughout the Key Stage, children become more independent in recording what they have read in their reading journals. We also have a selection of books in each Year 3 to Year 6 Reading Corners from to support appropriate text choices. Accelerated quizzes have also been introduced in which a child can take a quiz once they have completed their book. This promotes a love of reading and the children are thoroughly engaged with these and have targets to work towards when completing these.

Those children who still require a more structured approach to reading have access to the Book Banded books to help them to continue to grow in confidence as readers with a text that is appropriate for their age group.

Assessments completed throughout the year provide us with the levels which the children are reading at. Children are then encouraged to select books which interest them to read at home. We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in academy and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Approaches to Writing

We aim to develop the children’s ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the academy to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs

of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the beginning, during and at the end of each unit.

Children are given frequent opportunities in the academy to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama, role play, hot seating and film clips. They may be asked to produce their writing on their own or as part of group.

Narrative Therapy

Narrative can be described as an account of events or the way we tell a story. Narrative can either be in written or in verbal form, but pupils who have narrative difficulties will often have difficulty with both written and verbal narrative. Narrative skills helps us to understand events that have just occurred so we can think logically about what has happened before the event and to allow us to predict what may happen after the event. This can guide us to shape the actions we take. Therefore, narrative acts as a social skill to interact with others, a defence skill as we can explain ourselves and logically think about the actions we are taking and it is a skill that educates us and others.

Narrative skills begin to develop at around the age of 3 as other language skills develop. A child begins to develop narrative skills as they start to understand other people's stories and show awareness of how events link with one another.

Narrative Therapy is used as a whole school approach at Churchwood which is integrated into our English lessons as well as cross-curricular. It is a resource which all pupils can access to support them in their verbal and written composition development

English opportunities within the Everyone Can Curriculum

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English to other areas of the curriculum, with a particular focus in our academy of writing through all subject areas where the same standard of writing is expected as seen in our English books.

The use of Computing

We recognise the important role computing has to play in our academy in the development of English skills. ICT is used to enhance the teaching of English and to give all children the opportunity to experience, read and write texts and develop visual literacy. The use of computing is cross – curricular.

Assessment and Target Setting

Work is assessed in line with the Assessment Policy using the National Curriculum statements. are completed by children in Years 1 – 6 termly; scores within these tests are used as layer of evidence towards the National Curriculum statements and act as a gap analysis tool for teachers to use to inform future planning. These assessments are recorded on Target Tracker on a termly basis. In addition to this, Star Reading assessments take place four times across the year for Years 3-6 to assess their reading level, reading and spelling age and it produces data to allow teachers to set up interventions for those children in need.

Pupils have an opportunity to reflect back and assess their own learning. Pupil's English work is marked in accordance with the Marking and Feedback policy. Extended pieces of writing are marked in detail and include 'DIT' comments. Peer and self-assessment strategies are also used frequently within English sessions.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. Our curriculum is ambitious for all and teachers plan for differentiated tailored provision to enable all to access the learning.

Teachers and support staff work with varying ability groups to ensure all pupils make progress in English sessions. In addition to this, there are planned challenges to allow opportunity to stretch those pupils identified as more able within English sessions.

Role of Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English:
 - pupil progress
 - provision of English
 - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent English developments.

Parental involvement

We aim to involve parents in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. Every child has a yellow reading record which goes home everyday and should come back into school each day. These are a fantastic resource to record the books read at home and comments from parents about their child's reading. It further supports teachers/TA's to ensure the children are reading appropriate texts and it supports their progression in reading.

There are opportunities each term when parents can discuss their children's progress with their teacher and Clasdojo is a fantastic platform used by Churchwood as a way to communicate with parents and share learning. Termly Class Letters provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are strongly encouraged to read both with and to their children at home in order to promote reading.

Phonics Assessments (Year 1) and SATs results (Year 2 and Year 6) are published in accordance with Government legislation.

This policy will be reviewed according to the emerging needs of our academy and not less than every three years.

Policy status and review

Written by:	Fiona Eastes (English Lead)
Owner:	Ros Collett (Principal)
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