

# WOOD FOLD PRIMARY SCHOOL

## ENGLISH POLICY

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<b>Policy published (including on website) (date):</b>	September 2023
<b>Next review (date):</b>	Ongoing to reflect practice.

### RATIONALE

Competence in English enables children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. The skills of listening, speaking, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. These skills, together with confidence in the use of ICT, are increasingly necessary in today's world. In addition to this, the ability to respond to literature at a personal and aesthetic level enriches our children's lives.

The national curriculum for English aims to ensure that all pupils:

- 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.

### READING

#### AIMS

We aim to enable our children:

1. To read independently, fluently and expressively, with understanding and enjoyment
2. To read a wide range of texts, including text on screen both for pleasure and for information
3. To engage with and respond to what they read
4. To comprehend what they have read, being able to infer and deduce information, understand the meaning of words in context.

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

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

## APPROACHES

Our complete English teaching curriculum has been written specifically for each year group at Wood Fold. Across the planned units of work, we provide a breadth of reading analysis activities which build to allow children to write with detail and fluency.

We encourage a love of books and of reading by providing a rich reading environment in our classrooms and in our school library.

'Author in the Spotlight' is a feature within all of our classrooms to showcase the profile of a specific author and introduce the children to other books this author has written.

Throughout the school, teachers read aloud to children on a regular basis. This is part of our daily practice to encourage reading for pleasure. We read a wide range of high-quality fiction, non-fiction and poetry. We also use high-quality books to develop the curriculum context around. Weekly, both the teacher and children are given the opportunity to share a reading recommendation with the rest of the class. Teachers are encouraged to read new releases to introduce to the children. In addition, often the school newsletter will feature recommended reads by both children and staff members.

Each year group has their own individual class library, which has a vast range of age-appropriate texts. These books have been carefully selected to spark the children's interests and encourage reading for pleasure. The children will choose a book that they would like to read and will sign it out of the class library. When they have finished reading the book, they will return it and swap it for another book. The children are expected to bring their reading for pleasure book and reading record into school **every day**. We actively encourage parents and children to document their reading journey. The class teacher will check the reading records on a regular basis.

Each class from Year 2 –Year 6 has a 'Reading Sketchbook'. Children are given the opportunity to take the reading sketchbook home and create a double page spread on their reading for pleasure book'. With the reading sketchbook, children are given a pack, which contains, sketching pencils, a rubber and sharpener, colouring pencils and a glue stick. We ask that the children be creative and imaginative with their double page spread to try and persuade others to read their book. Children have a week to complete their double page spread in the reading sketchbook and then it must be returned into school for another child to take home.

Year 2 – Year 6 follow the 'Just Read' project where each class has a context free reading book to read with their class on a daily basis. This is for 30 minutes a day and ensures that children can listen to fluent reading aloud regularly. 5 minutes is used for informal book talk, which may include discussion around vocabulary development, summary or prediction and the remaining 25 minutes is used to read aloud to the children. Each year group taking part in the 'Just Read' project will read 2 books, one per half term, for one term.

In line with the Simple View of Reading (see Appendix 1), we teach the word recognition skills needed to decode text and the language comprehension skills needed to understand what they read.

Word recognition skills, including Key words, are developed systematically in the Early Years through the teaching of synthetic phonics. We use the Sounds Write materials and teach phonics daily in Early Years Foundation Stage (EYFS) and Year 1. (See Early Reading and Sounds Write Policy)

Across school, comprehension skills are developed and taught through the teaching of English. Activities are carefully planned to immerse the children in the text and teach them to analyse the book, characters, plot etc with depth. This ensures that we provide children with frequent opportunities to practice and apply comprehension skills which will be recorded in the English book.

When teaching comprehension through the reading and analysis of texts, we focus on the following areas:

- Fact Retrieval – Retrieve and record information
- Language – Give / explain the meaning of words in context; Identify / explain how meaning is enhanced through choice of words / phrases; Explain how language contributes to meaning.
- Inference – Make inferences from the text/ explain and justify inferences with evidence from the text
- Summary/sequence – Summarise/sequence the main ideas from one or more paragraphs.
- Prediction – Predict what might happen on the basis of what has been read.


## **ASSESSMENT OF READING**

In Early Years and Year 1, children are listened to read weekly by the class teacher and the Teaching Assistant. These 1:1 sessions allow teachers to assess how well the child is reading using taught strategies, and how well they are reading the taught phoneme/ grapheme correspondences from the Sounds Write Programme. In Early Years and Key Stage 1, teachers also assess children using the Dandelion Reader assessments (See Early Reading Policy).


In Year 2, the class teacher listens to the children read x1 per week, as well as by the Teaching Assistant should they need further support.

In Key Stage 2, we assess children's reading using a range of evidence of work completed, including written reading responses in their English books, to plan appropriate next steps for children. Teachers are able to assess the children's work against the reading target cards for each year group. Teachers will identify which reading targets have been met at the bottom of the work completed, children will then write the date next to the target(s) they have achieved on their target cards. This is a really effective way for children to visually track their own progress in reading.

1) I can give the meaning of words in context and infer the meaning of unfamiliar words by re-reading the surrounding text (2a)	4) I can draw inferences and justify these with evidence from the text (2d)
2) I can identify the key details that support main ideas within a text (2b)	5) I can make plausible predictions about what might happen, referring directly to the points that are explicit and implied within the text. (2e)
3) I can summarise ideas from more than one paragraph. (2c)	6) I can identify and comment on writers' use of words, phrases and language features, including figurative language. (2f)



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Progress in Reading Assessments (PIRA) are used termly to inform Teacher Assessments.

**RESOURCES**

The teaching of reading is incorporated through the teaching of English. Throughout the teaching and learning sequence, there are numerous activities planned which draw upon reading skills and application. For example, children are asked to complete character analysis questions using Role on the Wall and Emotions Graphs; vocabulary grids to analyse language; evidence grids to link a point with evidence from the text.

We also have a range of resources that we adapt to suit our curriculum, including: Rising Stars, Comprehension Ninja, Reading Between the Lines, ‘The Teaching Booth’ and Literacy Shed ‘Vipers’ in relation to the class texts that are being studied. Teachers can also plan reading activities and questions using their own knowledge of the texts, sometimes supported by Focus English resources.

**WORK IN ENGLISH BOOKS**

- The long date needs to be recorded at the top of the page
- Each lesson starts with a grammar/ vocabulary task for the children to complete.

**FEEDBACK IN ENGLISH BOOKS (READING)**

1. After the input and during independent practice, teachers will circulate the classroom, live marking and checking children’s understanding, looking for errors and providing real time feedback to individuals as required.
2. Any reading activities will be marked against the teacher’s expectations and in line with the learning objective. A ‘Target Stamp’ will be issued and the corresponding target

number written. If the work needs further development, the teacher will address this in the lesson or in the next piece of work.

3. If the teacher identifies a common misconception amongst the class, they will deliver whole class feedback and allow for a ‘rehearse or revisit’ activity to take place.
4. Target cards need to be dated once objectives have been achieved.

## WRITING

### AIMS

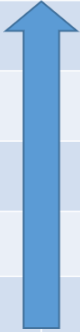
We aim to enable our children:

1. To write clearly, accurately and confidently for a variety of purposes and audiences, including word processing with ICT
2. To develop a consistent, clear, fluent and joined handwriting style and to be aware of the importance of the presentation in order to communicate meaning effectively
3. To understand the conventions of writing, including grammar, punctuation and spelling
4. To plan, draft and edit their writing
5. To feel valued as writers and to appreciate the writing of others

### APPROACHES

We provide a wide variety of reasons and purposes for writing and in the Early Years we provide many opportunities for child initiated and role-play writing.

Spring 1: Character Description		
The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils' books so that they can keep their own checks.		
To write a character description of <u>Rhodopis</u> .	Me	My Teacher
Plan a character description.		
Identify language that shows information about the character.		
Infer information about <u>Rhodopis</u> based on what she says and does.		
Analyse character actions and feelings.		
Find information from the text about a character.		



A ‘Marking Ladder’ will be created by the teacher to show the learning that needs to take place to immerse the children in the text and gain the knowledge needed to write effectively. These will be shared with the children at the start of each lesson, so that they can clearly see where they are in their learning journey.

Our writing process involves the following steps:

- 1) Gathering content – children are exposed to the information about the character / event etc. that they are going to write about. This will include reading, explicit, SPaG activities, drama etc.

- 2) As the children are analysing and developing their understanding of the texts, the teacher or TA will use the ‘English Working Wall’ to record the learning sequence.
- 3) Plan – children will create a plan for each part of their writing. Within their planning, the children will write examples of words / sentences etc. that they are going to apply in their own writing.
- 4) Write and edit
- 5) Redraft – children will redraft either all or parts of their writing, based on feedback given by the teacher.

‘Talk for Writing’ principles for both fiction and non-fiction are incorporated into planning for Early Years and Year 1.

Teachers regularly model writing through ‘Set the Standards’ which is a WALKTHRU strategy (See Teaching & Learning Handbook). This enables children to see high quality examples that can support their own writing styles. We provide regular opportunities for children’s writing to be shared, displayed, published and celebrated.

Children have their own writing targets which address sentence structures, writing techniques and year group specific SPaG. These targets are based on year group expectations and allow the children to understand their next steps in their learning. Children are expected to write the date next to the target(s) they have achieved on their target cards. This is a really effective way for children to visually track their own progress in writing.

1) I can include ambitious vocabulary and figurative language.	4) I can use punctuation accurately for clarity and emphasis.
2) I can use subordinate clauses in different positions, in the beginning, middle and end of sentences.	5) I can use expanded noun phrases to convey complicated information concisely.
3) I can develop sentence starters using adverbial phrases, (e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> )	6) I can use semi-colons, colons and dashes to separate clauses.

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## VOCABULARY

We acknowledge that learning vocabulary is more complex than simply knowing or being given definitions of words. It involves seeing, hearing, and using words in meaningful contexts.

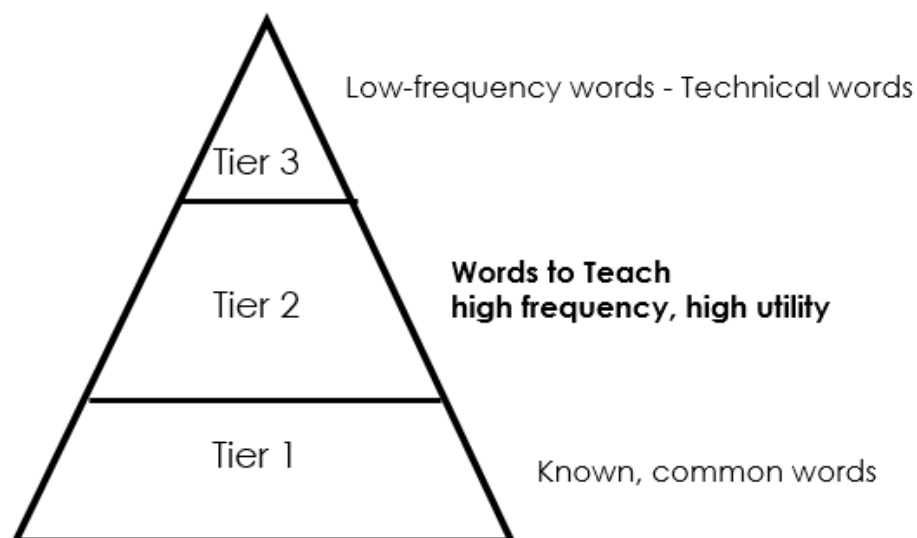
We ensure that vocabulary learning is a continual process of encountering new words in significant and comprehensible contexts.

We use strategies that focus on word recognition and word use in meaningful settings to positively stimulate vocabulary growth.

Vocabulary is planned and taught explicitly and robustly focusing on the following key areas:

- Exposure to appropriate vocabulary to aid understanding prior to contextual reading
- Definitions are combined with contextualised examples
- Opportunities are provided to play and explore with words
- Planned opportunities for revisiting

Teachers use the '3 Tier Model' when choosing vocabulary words.



When teaching vocabulary, teachers will select a limited number of Tier 2 words for robust, explicit vocabulary instruction. They will select words which are crucial to understanding the text, not a part of children's prior knowledge (not Tier 1 words), unlikely to be learned independently through the use of context, are likely to be encountered in the future and are generally useful or could be used in discussion, writing or other curriculum areas. Vocabulary work, which is linked to the class context, should be recorded in English books.

Teachers make active use of 'Word Walls' to introduce new, effective and subject specific vocabulary to the children. Teachers will discuss the meaning and spellings of words that are added to the 'Word Walls' and children will be encouraged to refer to new vocabulary when writing independently.

## **PUNCTUATION AND GRAMMAR**

Punctuation and Grammar activities are taught to fit in with the texts and genres being studied and addressed and are woven into the overall English unit.

Punctuation and Grammar skills are taught and addressed linked to the text being studied. At this stage, the aim is to teach the children about the skills and practice using them.

A SPaG focus will appear as an individual rung on the Marking Ladder to emphasise its significance in the learning sequence. We introduce SPaG at the beginning of each English lesson or a specific skill may be taught as a standalone lesson within the learning sequence. These activities can be a practical based or recorded in books. These specific writing behaviours and skills are revisited recurrently throughout the year. Teachers may use resources such as 'Grammar Hammer', 'Pie Corbett Grammar Games' or other reliable material to teach SPaG.

## **FEEDBACK ON SPAG**

All work will be marked to show whether the Learning Objective has been met.

Directed Improvement and Reflection Time (D.I.R.T) will be used for the children to address any areas for development.





Where there are misconceptions the teacher can work with the identified children during this time to address these.

Before completing an independent write, the children will stick in a success criteria, (see below). The success criteria is explicitly devised by the teacher and is linked to the writing techniques and area(s) of SPaG encompassed in the learning sequence.

The children use the success criteria (see below) as a reference point to ensure they include the relevant features in their writing. They can tick off a feature as and when it's used in the 'Self/Peer Assessment' box. When they revisit their write, the children will re-evaluate their work and colour code writing features outlined in the success criteria. This gives them a clear view of their next steps and what to include in their redraft. As a final assessment, the teacher will then cross reference the write against the success criteria and tick off the features that have been used correctly.

## FEEDBACK ON WRITING

Feedback is an essential tool to help children move forward as writers; teachers will provide a 'Set the Standard' for the children, talking through what makes it a good piece of writing before allowing the children to begin their write. Live- marking and AFL will inform next steps for the children and the

<u>Diary Marking ladder</u>			
<u>Feature</u>	<u>Self / Peer Assessed</u>	<u>Redraft - Assessed</u>	<u>Teacher Assessed</u>
Effective vocabulary. 			
Use of adverbial openers. 			
Includes some description of the setting. 			
Shows how Lila feels. 			

basis of the next day's lesson.

Within the editing process, children are also encouraged to evaluate their own work and develop peer assessment by working as 'Editor Pairs' with a partner using the 'Purple pen of power' strategy in which children will work together to edit and up level their writing, making any improvement with a purple pen. The Success Criteria is colour-coded; children use the appropriate colours to identify in their writing where they have included the intended features. This allows for children to self- assess as they write.

When marking the amended piece:

- Ticks will be placed as identifiers against great sentences, word use etc.
- Ticks will be placed in the 3<sup>rd</sup> column of the marking ladder if the particular element has been met. (Teacher Assessed)
- Target Met stamps will be put at the end of the child's work, if they have met Targets from their Target card.
- A reference will be put next to the stamp of the number(s) of the Targets they have met (1 – 6)
- The Target card will be dated by the child.

## SPELLING



In Early Years and Key Stage 1, a daily session of Sounds Write for 30 minutes will take place (see separate policy)






## **SOUNDS & SYLLABLES**

In Key Stage 2, a daily session of up to 30 minutes for Sounds & Syllables will take place. The concept behind Sounds & Syllables is the understanding that every word in the English language, from the simplest to the most complex is constructed in exactly the same way. Each word is a collection of spellings, each of which represents a speech sound. And these sound-spelling matches are clustered into syllables.

The Sounds & Syllables approach is designed to work for all children of all abilities to spell any word; it's an approach that only needs to be learned once and pays back in improved spelling for years to come. There are no complex spelling rules to learn, just one simple five-step spelling sequence. The children complete this work in their spelling books.

At the heart of Sounds & Syllables is a simple but powerful spelling sequence that can be used with all children to spell any word. This sequence is simple to learn and is used when teaching and practising spelling, but also when attempting spellings while writing.

The Sounds & Syllables sequence consists of five simple steps:

-  **say it** in a spelling voice
-  **snip it** into syllables
-  **sound it** out as you **spell it**
-  **target it** to spot tricky parts
-  **lock it** in with practice

The children are also encouraged to use this sequence across all their learning when they are attempting to spell an unfamiliar word. As a school, we believe it is important to give the children the tools to spell words independently using their phonetical knowledge as apposed to learning them rote.

The Sounds & Syllables lesson guide can be used flexibly to support the needs of the children and does not need to be followed rigidly. A typical lesson should provide an introduction, the main lesson focus and a plenary.

### **Introduction**

Introduce the list or core words within the unit.

Check that the children understand the meaning of the words

Explore the pattern or 'rule'

### **Main Lesson Focus**

Refer to phonemic study sequence

Activity

### **Plenary**

Address misconceptions

Recap the pattern or 'rule'

The children have a weekly spelling quiz that concentrates on the spelling focus of that week.

## **SPEAKING, LISTENING, GROUP DISCUSSION AND DRAMA**

### **AIMS**

We aim to enable our children:

1. To communicate effectively
2. To speak confidently and to express themselves clearly in a variety of situations
3. To listen attentively and respond to others, having respect for the different opinions of others
4. To develop the skills needed for group discussion
5. To participate in and respond to drama

## **APPROACHES:**

Speaking, listening and group discussion activities are integrated into our teaching across the curriculum and are seen as fundamental to teaching and learning.

In English we place a strong emphasis on speaking, listening, discussion and drama.

We use 'Talk for Writing' strategies, based on the work of Pie Corbett.

We refer to Rosenshine's Principles in Actions to aid Teaching and Learning in the classroom environment. Rosenshine's methods support teaching practice and promote inclusion. (See Teaching and Learning Policy)

Teachers are encouraged to use WALKTHRU strategies to inform their planning and develop children's learning. All WALKTHRU's are designed to be generative, cross-curricular and adaptable to suit the needs of a particular group of children (See Teaching and Learning Policy)

## **TIME ALLOCATION**

With a minimum of 5 hours across the week, each class in school decides on the amount of time given to English lessons each day dependent upon need. It has been agreed that additional time is given to *Phonics and Spelling, Reading, Handwriting (KS1), Independent Reading and Reading Aloud*. The exact time allocation for this may vary.

In Key Stage 1 a daily session of 30 minutes for Sounds Write will take place, 30 minutes of Reading and 15 minutes for handwriting.

In the EYFS Communication and Language and Literacy is carefully planned so that it permeates all aspects of the child's day.

## **INCLUSION AND INTERVENTION**

The needs of children requiring additional support for their English will be discussed by the English Team and the Special Educational Needs and Disability leader. All children are required to 'keep up' not 'catch up', in which case catch up sessions are used in the afternoon to support any child who has struggled that morning.

### **WAVE 2**

Intervention strategies such as additional Phonics, FFT, are used when and if they are considered appropriate for particular groups of children.

## WAVE 3

Where children need a higher level of intervention support is available through in line with the Special Educational Needs and Disability SEND policy.

## EQUAL OPPORTUNITIES

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

Children whose second language is English receive appropriate support as necessary.

## DIVERSITY

At Wood Fold we are committed to equality and valuing diversity within our school community. We aim to reflect these commitments and values in our planning, lessons and day-to-day interactions with pupils, staff and parents. The same applies through the teaching and learning of English; learners are exposed to multiple texts from diverse authors and backgrounds and a range of genres from a variety of cultures, including English writing from across the world, are used. (See Curriculum Diversity Audit).

## MONITORING AND EVALUATION

In order to monitor standards and progress the following systems are in place:

1. M&E of planning
2. M&E of children books
3. Lesson observations
4. Moderation
5. Learning walks determine the effective use of English Working Walls and their impact on the children's learning.
6. The progress of pupils with Special Educational Needs and Disabilities (SEND) is reviewed with the Special Needs Co-ordinator (SENDCO) each half term
7. The school's English Action Plan is part of the School Improvement Plan – this is reviewed and updated regularly by the English Subject Leader and Head teacher.
8. SLT/MLT Meetings regularly focus on the growth and development of English, where insight and innovative ideas are encouraged.

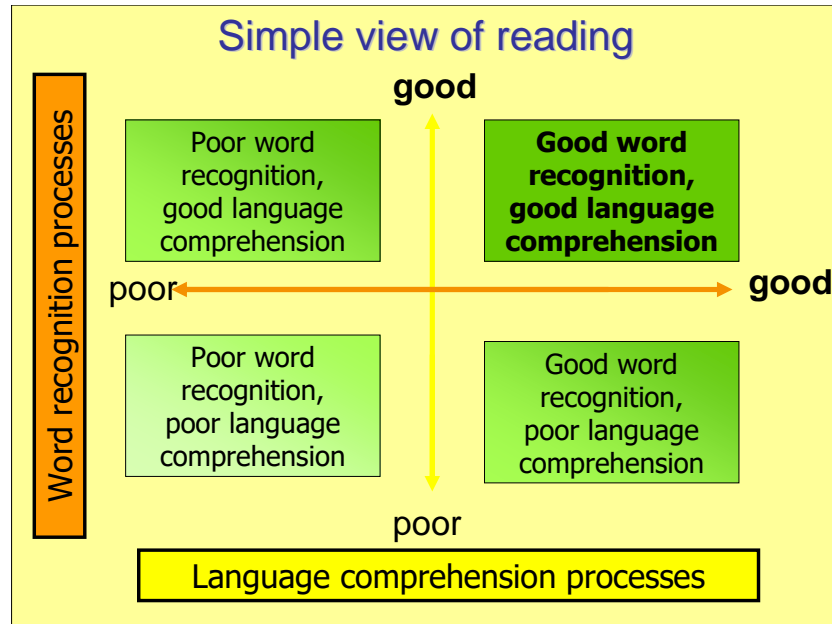
## RESOURCING

The English Subject Leader is responsible for the ordering, costing and allocation of resources to support the teaching of English. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

## REVIEW

This policy will be reviewed every year and in line with practice.

## APPENDIX 1



**Reading comprehension is the product of two inter-related, but very distinct, dimensions;** word recognition and language comprehension. This is known as the simple view of reading. The four elements of the searchlights model have been subsumed into the 2 dimensions this **simple view of reading**:

1. **Word recognition** – encompasses phonic knowledge, word recognition and graphic knowledge. **Recognising the words!**

Learning includes:

Phonic knowledge (sound and spelling)

Fast and automatic phonic decoding

Recognition of whole words and morphemes (smallest unit of meaning – ed, ing, un)

1. **Language comprehension** – is language awareness, vocabulary, knowledge of grammar - whether the words are *heard* or *seen*. **Understanding the meaning!**

Reading comprehension involves:

Grammatical knowledge

Predictions from knowledge of syntax to make sense of strings of words, identifying sense-making syntactic boundaries in sentences, and reading with fluency and expression appropriate to the text

Using knowledge of context

Making predictions from context to aid comprehension