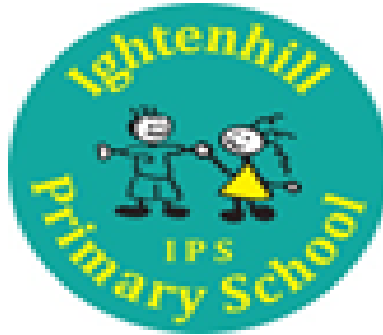


Ightenhill Primary School



English Policy



Intent

English has a pre-eminent place in education and in society. We believe that a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, our pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables our pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

Aims

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. At Ightenhill Primary School, we aim to provide all pupils with the skills to:

- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- tackle unknown words independently and wisely and to discuss texts in depth
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- appreciate our rich and varied literary heritage
- to promote our school values through the choice of texts children study within each year group
- write clearly, accurately and coherently, through a wide range of narrative and non-narrative genres, linked to real experiences, making writing enjoyable and purposeful
- make at least good progress from their baseline starting point to the end of their journey at Ightenhill Primary School.

Implementation

At Ightenhill, our teachers have a secure subject knowledge and understanding of the curriculum. All teachers are exposed to high quality continued professional development to help support their teaching and delivery of the different elements of the English curriculum. To support our teachers with the planning and delivery of high-quality English lessons, we use a range of planning resources including those provided by Focus English and the Lancashire Literacy team.

Teaching and learning

Fundamental to our work at Ightenhill, is the notion that English is a cross-curricular skill. These cross-curricular links are made when planning. Although there are five discrete daily English lessons, skills are also embedded throughout all areas of the curriculum; expectations are high and consistent.

Children are taught in year groups with small group activities and planned interventions provided where necessary to tackle underachievement.

Each classroom has an English working wall to support learning which reflects the current unit of work. Children are actively expected to use and contribute to the wall as part of shared collaborative learning.

A high standard of presentation is insisted upon and children are strongly encouraged to produce their best work at all times.

Planning

Long term planning ensures a balance of text types, authors and writing genres across all year groups and the school as a whole.

Teachers incorporate the following into their medium and short-term planning:

- a clear outcome with an explicit purpose and audience
- a logical sequence in reading and writing to build upon and extend existing skills
- clear differentiation to meet the needs of all learners
- activities which engage children and motivate them to produce their best work.

Pupil's records of their work

Children in Read Write Inc (RWI) groups have a Get Writing book and separate phonics book.

KS1 children, who are working above Green in the RWI scheme, have an English book in which to record their reading responses and written work.

KS2 children have two books: an 'English' book and an 'Independent Writing' book. In the English book, children have the opportunity to practise grammar skills; complete shared, guided and collaborative writing tasks; and engage in the process of drafting and editing their work.

In the Independent Writing book, children complete writing tasks that can be used to assess the children's ability to apply the skills they have been taught previously. There is no support and guidance given in these tasks; however children will still be encouraged to edit and improve their work as a response to feedback and marking.

Assessment and Record Keeping

Assessment for Learning is an on-going process used to monitor children's learning and progress. Regular assessment informs individual pupil targets and next steps learning. Reading and writing is assessed from year 1-6 using the KLIPs materials and a judgement is recorded using year group trackers each term. Alongside this, RWI assessments and NFER reading tests are also used by teachers to make an accurate judgement.

In KS1, RWI reading assessments take place every half term and children are re-grouped according to their progress and attainment. Children who have not made good progress are monitored carefully and provided with one-to-one or small group intervention.

In KS2, formal reading tests are administered termly to support teacher assessment. Data is collated on whole school trackers and analysed by subject leaders and class teachers at their Pupil Progress Meetings.

NFER reading tests are used as an end of year measure for years 3, 4 and 5 in reading and to measure progress and attainment. This acts as an indicator as to which children are working at age related expectations.

Writing progress files are used to give a view of progress over time; showing the child's achievements in writing throughout school. Teacher and pupils select work on a regular basis (half termly) to show the child's attainment at that time.

Monitoring and evaluation

Planning is monitored weekly to ensure high expectations, continuity and progression throughout the school. The English subject leaders are released regularly from class in order to work alongside other teachers. This time is used to monitor and evaluate the quality and standards of English throughout the school and enables the subject leaders to support teachers in their own classrooms. Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings and additional INSET. All assessment data is analysed by the English subject leaders and SLT and reported to governors.

Feedback and Marking

See writing policy and feedback policy.

Homework

Children are expected to read at home frequently in all year groups. Until children are fluent readers, this constitutes their main English homework. Children will be given a reading book from the book band of their attainment until they are fluent; following this, they can choose their own books from a selection in school and the focus becomes that they read for pleasure.

Children are encouraged to learn spellings from their year group (National Curriculum lists for years 3&4 and years 5&6) and complete three spelling activities from their 'No Nonsense' spelling scheme.

The Governing Body

Regular reports are made to the governors on the development of, and standards in English to our English Governor and through Curriculum Committee meetings.

Reading Policy

“Reading feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds.”

RWI Phonics

The systematic teaching of phonics ensures that children have the fundamental skills to decode and encode enabling them to read and write.

At Ightenhill, we use the Read, Write Inc. programme to teach phonics and early reading. Children are assessed at regular intervals to ensure that they progress through the scheme as quickly as possible. Following assessment, children are separated into small RWI phonic groups where they complete their RWI lessons daily.

All lessons follow a set structure including 10 minutes phonics teaching and 20 minutes teaching of reading.

Children who are in Reception, or who are not yet in Green group, also complete a 30 minute RWI writing lesson. The set structure ensures continuity and progression between groups and teachers. In addition to this, daily phonics practise takes place in classes, where children play games and complete different activities relating to phonics and spelling.

In Read Write Inc. phonics pupils:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read common exception words on sight
- understand what they read
- read aloud with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting skills

In addition, children are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils’ poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils according to their progress in reading rather than their writing. This is because it is known that pupils’ progress in writing may lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception and year 1, we emphasise the alphabetic code. Children rapidly learn sounds and the letter or groups of letters that represent the sound. Simple mnemonics (ditties) help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practise in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

RWI Reading

Reading is taught using the Read, Write, Inc. phonics programme. There are nine activities in both reading and writing which are repeated with a range of texts. The nine reading activities are:

1. Speed sounds – Children practise reading sounds at speed so that they can recognise them in words with ease.

2. Reading key words – Children learn how to put sounds together (blend) to read words. Red words are introduced which are not phonetically decodable, i.e. children have to learn them without sounding them out.
3. Listen to the introduction – The teacher reads and discusses the introduction to develop language comprehension.
4. Discuss vocabulary – The teacher explains new vocabulary, again developing children's language comprehension.
5. Read the story – Children apply their decoding skills to read the story.
6. Re-read the story and discuss key questions – Children read more fluently applying decoding skills. They apply comprehension skills to answer the questions.
7. Read the story with fluency and expression – Develops children's decoding and language comprehension.
8. Answer questions to read and answer – consolidates children's understanding of the text.
9. Practise speed words – children read words at speed committing them to memory.

Regular assessment by the Read Write Inc. Manager, monitors children's progress in reading. When children can fluently read and comprehend (grey level), they complete the RWI programme.

English lessons (Y2-6)

At Ightenhill, we provide children with rich, engaging learning experiences planned around quality texts. Our reading objectives emphasise the importance of reading a wide range of texts for enjoyment and for different purposes. We encourage children to respond to and discuss their reading in depth with explicit links here to the spoken language objectives.

Quality texts are chosen to accommodate the needs and interests of the children; whilst also providing cross-curricular links with our Learning Challenge Curriculum. Poetry, stories and non-fiction texts are used specifically to expand vocabulary across the curriculum. We also take great care in choosing books which incorporate our school values; ambition, co-operation, kindness, honesty, resilience, respect and responsibility.

In lessons, teachers model reading e.g. for decoding, fluency, intonation and expression. Key reading skills are taught within the reading phase of a unit and linked to responses in writing e.g. 'to infer character thoughts' may be included when writing a diary in role. Teachers focus on vocabulary during the teaching of reading - specific vocabulary may be identified for pre-teaching or exploring during reading sessions.

Reciprocal Reading

Children complete guided reading using the Reciprocal Reading approach. Children read texts using four skills to improve their reading comprehension. In small groups, teachers model, then help children to participate in group discussions using four skills: summarising, questioning, clarifying, and predicting.

When children have learned the skills, they take turns to lead the group in a dialogue about what has been read using the four skills.

We use Reciprocal Reading because it:

- encourages children to be 'active readers', who engage with the text more efficiently
- teaches children to ask questions and summarise during reading to better comprehend the text
- encourages discussion and cooperation

Writing policy

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires a command of sentence and text structure; grammar and punctuation; and an ability to edit and evaluate both their own writing as well as that of others. Knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres, and competency in spelling and handwriting are also essential.

The Foundation Stage

Children in Reception, take part in daily Read, Write, Inc lessons where they learn new writing skills in structured sessions. (See EYFS policy)

Alongside the daily Read, Write, Inc lessons, specific writing objectives are planned in order to give children the skills they will need as writers. Writing forms a central part of the Literacy and Communication and Language areas of learning and development. We believe the foundation for writing is built on children's oral work and children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop their talk in every lesson. Weekly and medium-term planning clearly demonstrates this focus and includes early Talk for Writing techniques and storytelling.

Key Stage 1 & 2

Once children have reached the Green RWI group, they progress to class English groups. To support our teachers with the planning and delivery of high-quality English lessons, we use a range of planning resources including those provided by Focus English and the Lancashire Professional Development Service. All lessons are planned using 'The Key Skills in Reading and Writing' documents. Staff have received continued professional development according to the age-phase that they teach, and understand the progression of writing skills across the school.

The writing curriculum is underpinned by a reading to writing teaching sequence - using high quality texts as stimuli and vocabulary enrichment. Planning and teaching is developed in phases: a reading and responding phase; reading and analysis phase; gathering content phase; planning phase and writing phase. The writing phase includes both scaffolded and independent outcomes.

Children discuss books, explore the language used and use these 'models' as hooks for their own writing. An importance is placed on oral rehearsal prior to writing at each key stage, which may include a range of speaking, listening, drama and role play approaches.

Spelling, punctuation and grammar skills can be taught discretely; but where possible they are applied in context. Teachers model writing, showing composition, how to use precise and effective vocabulary and how to apply grammar, spelling and punctuation skills. Children are encouraged to re-read aloud writing which has been modelled. Short writing opportunities are planned for within units of work and units work towards a specific outcome e.g. narrative or non-fiction piece of writing, poem, oral or ICT based outcome.

Editing and proof-reading skills are modelled by teachers and children are encouraged to edit and review their writing as they work. To do this, children often write on a double page spread in their English book: children write on the left-hand side and teachers give feedback on the right-hand side. After reading their teacher's advice and feedback, they respond by improving their work.

Independent writing opportunities are then provided based on the genres and skills which have been recently taught. They may be an innovation of a narrative, emerge from topics, experiences or cross-curricular links.

Whilst children learn basic skills (grammar and punctuation), we also make links across the curriculum. Whenever possible, we provide real contexts for writing for real audiences. We recognise that where children see a purpose, they will be motivated; hence, the quality of their writing will be enhanced.

Discrete Grammar, Punctuation and Spelling

In Reception and year one, spelling is taught through RWI phonics and is applied in class and cross-curricular writing activities.

From year 2, spelling is taught using the No Nonsense Spelling scheme; teachers introduce a spelling rule or pattern in the first of a sequence of lessons. Set activities are introduced and explained; children then complete these over the week in lessons. Following RWI principles to make lessons purposeful and engaging, the spelling rules or patterns for the week are practised through games and practical activities. Active learning allows children to work cooperatively, with their peers, to learn spellings. Teachers monitor children's attainment through regular observation and testing. These assessments are reported to the English coordinator on a half-termly basis.

Grammar and punctuation skills are taught as an integral part of daily English lessons. Teachers identify which National Curriculum skills are relevant for the unit of work, for example: to write a non-chronological report, children would need to know how to write in present tense, third person and in a formal style.

Skills are practised through games and activities, when necessary, before being applied to writing. The grammar skills are taken from the 'Key Skills in Writing' document, which outlines the national expectations for each year group.

Handwriting

Children are taught initially using the RWI guidelines to form letters correctly in the reception classes. Flicks and joins are taught when the child is ready to progress - usually from year 1 onwards. Regular discreet handwriting lessons ensure early mastery of this skill throughout KS1. Children are expected to have developed a fluent, joined style by year 3.

See handwriting policy for further guidelines.

Spoken English Policy

At Ightenhill, we recognise that high quality talk is a key to high quality learning. We provide challenging experiences and encourage independent learning by facilitating the approaches of dialogic talk. Discussion and interaction 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.

In each class, Talk Rules are established with the children, in line with our school values. Teaching is informed by Dialogic Talk Essentials:

Do ...	Don't ...
choose questions and topics that are likely to challenge children cognitively	merely ask children to guess what you are thinking or to recall simple and predictable facts
listen carefully to children's answers before you respond and give yourself 'thinking time'	jump in too soon or interrupt children
expect children to provide extended answers	tolerate limited, short answers which are of little value to learning
give children time to formulate their ideas and views	hope for high quality answers without offering preparation or thinking time
provide models of the patterns of language and the subject vocabulary to be used	expect children to formulate well thought out answers without the language to do so
expect children to speak for all to hear	routinely repeat or reformulate what children have said

Talk for Learning activities include:

- paired talk
- group discussions
- talk games
- open ended questions/talk threads each day
- whole class dialogic approaches
- role play/drama
- interviewing
- modelling questions and sentence starters
- weekly whole school talk thread

Talk for Writing (T4W)

In reception and KS1, children learn to orally recite Pie Corbett stories. The texts are rehearsed daily using the T4W actions to support their learning. Each class performs their current story during a KS1 assembly on a rota basis.

NELI (Nuffield Early Language Intervention)

This intervention programme is used in the reception classes to 'catch' children with delayed communication skills early. This catch up work continues into year 1 if necessary.

Floor Book Approach

This approach is used in reception to develop communication and discussion skills.

Word Aware

Word Aware is a structured whole school approach to promote the vocabulary development of all children. At Ighthenhill, we directly teach vocabulary using a process called STAR, which stands for: Select, Teach, Activate and Review. This method ensures the children encounter new words frequently and in many different ways.

The specific vocabulary that teachers select to teach discretely, is split into three different groups:

- Tier 1 – Children should have a good understanding of these words; they are used regularly at home and in school.
- Tier 2 – These words are the focus for the direct teaching of vocabulary. They are useful words, which the children are likely to experience again and across different topics.
- Tier 3 – Words that are subject specific and are less likely to be encountered across different subject areas.

Select

During the STAR process, teachers begin by selecting the appropriate vocabulary that links to the topic being taught from the curriculum.

Teach

A child needs to learn a lot about a word in order to remember how the word sounds and what it means. When introducing a new Tier 2 word, the following features of the word / activities need to be taught:

Symbol: Link the word to a visual representation – a picture or symbol.

Phonology (sound): Children should repeatedly say the word, clap the syllables, say the word to their partner and focus on the initial sound.

Semantics (meanings): The teacher discusses the meaning/definition of the word. They should ensure that they think about the word in different contexts.

Sentence: The word is put into different sentences to enhance the children's understanding.

Action: Act the word out or use gestures/signs to represent the word.

Song: A catchy song or rap may be used to reinforce the word and the meaning/definition.

Word wall: The word and symbol/picture are put into a 'vocabulary box' and onto a word wall for the children to easily access.

Activate

In order to help the children to remember and understand the word, the children should be encouraged to use these words regularly and when appropriate. The teacher should frequently revisit the word wherever possible and ensure that the children have many opportunities to use them independently.

Review

The taught word is then reviewed at the end of the lesson. The children say the word repeatedly using the chosen action and discuss the meaning/definition. Other Tier 2 words are also revisited at the end of each vocabulary lesson to ensure that the children are encountering these words as frequent as possible.

Impact

The impact of the English Curriculum, at Ightenhill, as set out in this policy on our children is clear: progress, sustained learning and transferrable skills. Children make good progress in reading and writing given their starting points and attainment at the end of KS2 is consistently above national average.

Due to the rich reading diet children receive, they are fluent, expressive readers with excellent understanding and a highly developed vocabulary. This along with our staff's passion for reading ensures that children develop a life-long love of reading.

With a carefully mapped reading to writing journey being well established, and taught thoroughly, in both key stages, children are confident writers and by the time they are in upper Key Stage 2. By this time, they are familiar with a wide range of genres and the focus of teaching can then shift to developing creativity, writer's craft, sustained writing and a wider range of manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum; cross curricular writing standards are high and skills taught in the English lesson are transferred into other subjects. Cross curricular writing shows consolidation and application of their writing skills and a deeper understanding of how and when to use specific grammar and punctuation. We hope that as children move on from us - to further their education and learning - their creativity, passion for English and high aspirations travel with them and that they continue to grow and develop as they do.

See Appendix for feedback and marking

L Baron and C Sutcliffe

Alongside margin code marking, it is expected that feedback is given in order to help the writer progress. Comments alongside their work should encourage children to make improvements where possible. To do this, children often write on a double page spread in their English book: children write on the left-hand side and teachers give feedback on the right-hand side. After reading their teacher's advice and feedback, they respond by improving their work. Teachers must acknowledge this.

The purpose of independent writing is for children to demonstrate and apply their writing skills; and for assessment. KLIPS are stuck in the front of books and ticked when a skill is seen. After a minimum of three ticks, a skill can be highlighted at the teacher's discretion. Teachers will record the skills they have seen in the writing at the bottom of the work. Where it is seen appropriate, particularly in upper key stage, children will also be encouraged to edit their work. Edits in pencil, acknowledged by the teacher, ensure that the evidence of independent work remains clear.

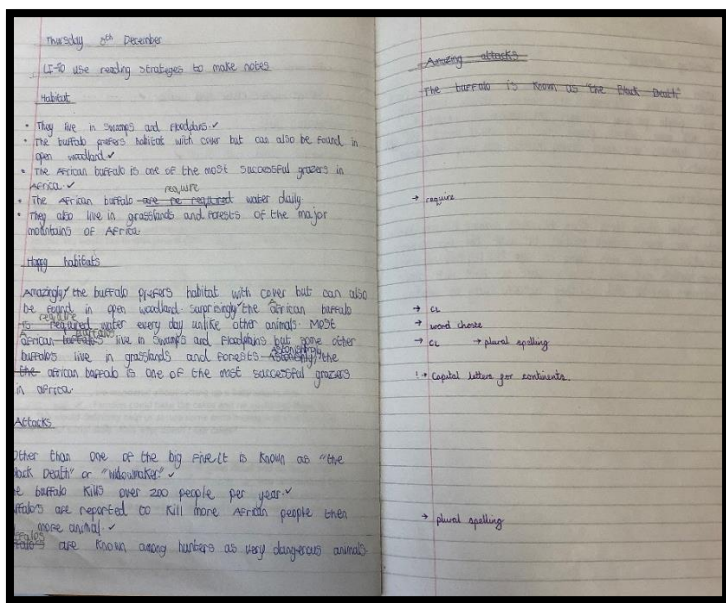
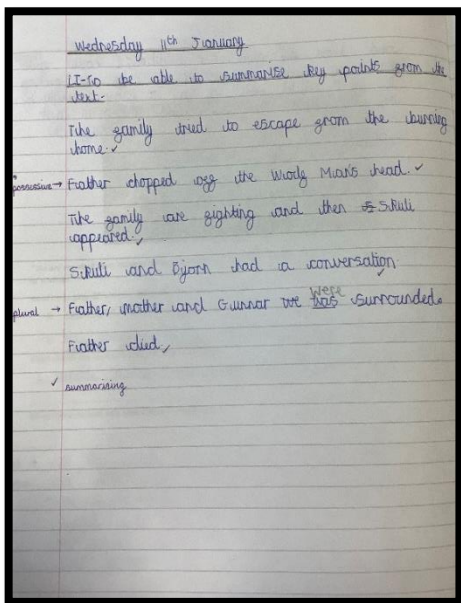
These expectations are in addition to the general feedback and marking policy, which includes:

Margin Marking Codes	
.,?!”;:	Missing/incorrect punctuation
Sp ~~~~~	Spelling mistake – the correct spelling to be provided and where necessary identified with a waved line
Gr	Grammatical mistake
/	New sentence
//	New paragraph
S	Supported work
VF	Verbal feedback given
_____	Straight line – the writing doesn't make sense (gr)
^	missing word

Key words for their year group and RWI red words are non-negotiable for spelling corrections. See appendix.

Spellings will be provided for the children to practise three times before correcting it in their work.

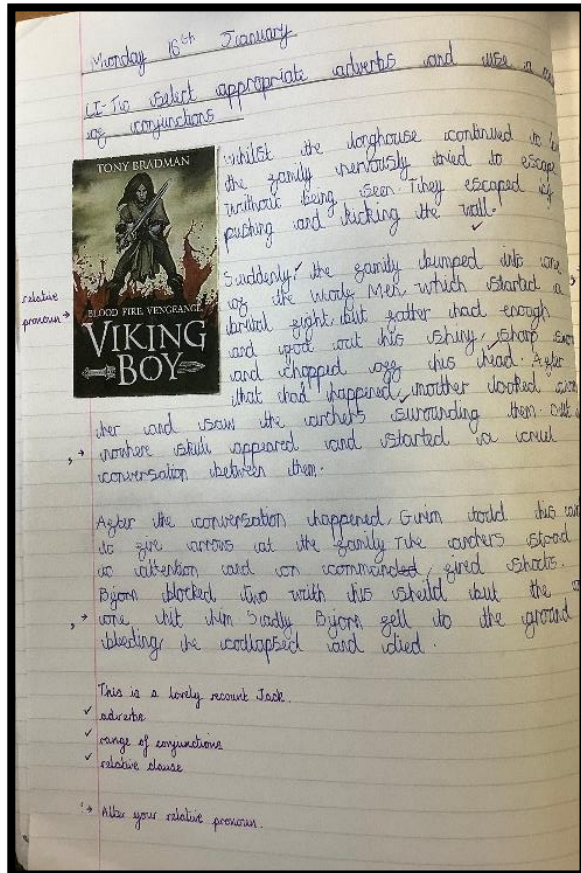
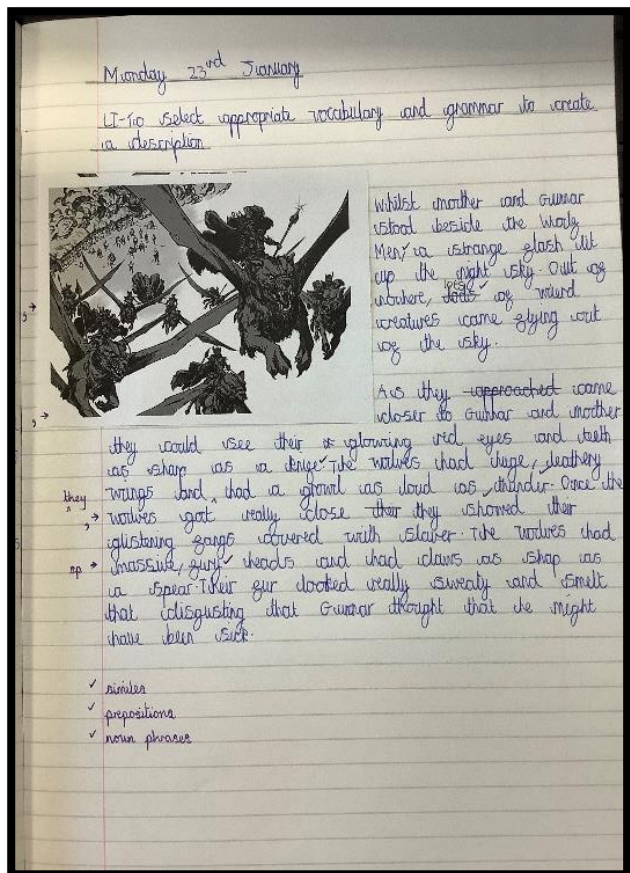
English book



Short, simple responses to reading - margin marked and corrected underneath.

Written responses – double page marked and improvements made.

Independent book



- ✓ Grammar skills identified
- ✓ Margin marking to show children how this piece could be improved
- ✓ Teachers prompts can clearly be seen so remains good evidence of what has been produced independently.

Key word lists: non-negotiable spellings (identified in NC and Key Learning in Writing documents)

Word lists

Year 1 Common Exception Words					
the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			

Year 2 Common Exception Words					
door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	

Word lists

Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

Word lists

Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					