

English Policy

Regent Farm First School



Intent

It is our intent at Regent Farm that the teaching of English is the foundation of our curriculum and taught through an inclusive, inspiring and challenging curriculum.

Through the teaching of English, children develop the essential knowledge and skills to succeed and thrive in life. The skills taught in English ensure that children can access all other areas of the curriculum with growing independence and confidence to equip them for their future.

At RFFS, our vision is for creativity to be at the helm of our English curriculum and for children to learn new skills in a fun and engaging way. Our English lessons develop pupils' spoken language, reading, writing, spelling, punctuation, grammar and vocabulary skills. The teaching of writing is given a high priority ensuring there is a clear purpose to all learning and children are provided with opportunities to practise their skills across the curriculum throughout the day.

We help our children become successful readers who develop a lifelong love of reading through direct teaching of reading, with an emphasis on books, reading and vocabulary in all of our teaching across the curriculum. Children start their reading journey with us in Reception where a systematic phonics approach is at the heart of teaching our children to read. This continues throughout Year 1 and also beyond, for those children who might need extra practice and support.

In Key Stage 1 and 2, we explicitly teach reading during English lessons, individual reading and Guided Reading sessions, these skills are practised and reinforced across the curriculum. We use a variety of reading schemes eg. Big Cat Collins, Oxford Reading Tree and Pearsons Bug Club so that children experience a wide range of texts.

Implementation

At Regent Farm First School we recognise that literacy skills are a key component for all learning and therefore English is always a key priority in our school. We follow the Early Years Statutory Guidance and the National Curriculum 2014 when planning all of our learning opportunities.

The teaching of writing is purposeful, robust and shows clear progression for all children. Writing in English lessons is taught throughout the school using a quality text/ stimulus which exposes the children to a wide range of genres as set out in the NC 2014. The teacher purposefully selects a text/stimulus in order to promote a love of English and high-quality writing from each child.

The English curriculum at Regent Farm First School is delivered within a stimulating environment, where a range of teaching styles are used to promote quality learning and children are motivated to achieve success.

Teachers will:

- plan for well-paced lessons which drive learning forward, using quality texts and videos for teaching.
- consider the opportunities for developing English skills across the curriculum
- be mindful of the literacy needs of the child in all subject areas, and differentiate questions and activities to allow all children access.

EYFS

At Regent Farm First School, we plan from the Early Years Foundation Stage Curriculum (EYFS). On entry judgements are made against the Development Matters bands to identify each child's starting point and ensure teaching and learning meets the needs of all. A mixture of child-initiated planning and accurate AFL ensures an exciting and hands on cross curricular approach which enables children to make good progress.

In EYFS, children receive a daily English lesson which is taught through a 'book of the week'. Teachers use exciting, high quality books as a stimulus to teach new vocabulary and build upon their emerging literacy skills through some focused whole class teaching, group work and individual tasks. The children hear the shared story each day and writing is promoted using both the inside and outside learning environments.

In EYFS we use muscle exercise dough disco and squiggle whilst you wiggle daily to develop children's mark making into writing. This approach uses neurological and physiological movements to create marks. We sandwich this between our phonics sessions so children make links between handwriting and letter formation. Phonics is taught daily in ability groups, based on the needs of children. The children follow a structured phonics programme: Read, Write, Inc which takes place daily (see our phonics policy).

KS1

In Years 1 and 2 children develop their reading, writing speaking and listening skills as they work towards the end of Key Stage 1 standards. Pupils continue to build their knowledge of phonics using the Read, Write, Inc programme in order to develop their reading skills as well as continuing to build upon their recognition of the common exception words. Pupils engage with a wide range of text types and develop their love of reading and begin to develop their vocabulary knowledge and comprehension skills. Daily English lessons build on the children's previous knowledge. The teaching of writing is purposeful, robust and shows clear progression for all children. The teacher purposefully selects a text/stimulus exposing the children to a wide range of genres, in order to promote a love of English and high-quality writing from each child. We have high expectations of our children as writers and we as adults model high standards of writing and vocabulary. Pupils write for a range of purposes and audiences using some increasingly varied grammar. Spelling and handwriting are a daily focus as we aim to embed all the basic skills necessary for children to meet the expected standards in literacy for the end of the key stage. We want our children to

develop and sustain a good pace for writing so that in KS2, children can write confidently at length.

KS2

At Regent Farm First School, we want our children to be confident and enthusiastic writers. They are encouraged to develop resilience throughout the writing process ensuring that editing and redrafting is an integral part of the learning experience.

As a school, we ensure we use rich, high quality texts to support our children's enrichment of their spoken language. We feel our children produce their best writing when audience and purpose are at the heart of the process. Within a sequence, we learn the text to embed language and form for the children. They learn about the structure and organisation of a variety of genres. Shared writing provides an opportunity for teacher to demonstrate writing including the thought processes that are required. We believe the editing and redrafting process which all writers require, are an important part of the sequence. Teachers are explicit when teaching genre features as well as word and sentence work within the context of writing. Pupils contribute to class composition by sharing ideas with partners and working in small groups. Children are given the opportunity to discuss, verbalise and refine ideas. The success criteria is developed through the teaching sequence as the children explore the affect we want our writing to have on the reader. Teachers give the children constructive feedback throughout the process and children edit their writing with support from peers and adults. Cross curricular writing opportunities are planned in every topic to ensure an engaging and purposeful stimulus for children.

Grammar and punctuation knowledge and skills are taught through English lessons. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as standalone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Phonics

As a school we have adopted the Read Write Inc approach to the teaching of phonics and as such the sets of sounds and images are used throughout the school and are displayed in all classrooms throughout the school. This consistent approach gives the children reference points, particularly with their writing.

In Nursery, teachers teach/ provide planned opportunities to teach phase 1 phonics every day through small group work or carpet sessions. This is clearly indicated on planning. Reception begins the Read Write Inc Programme in the Autumn term when most children are confidently blending/ beginning to segment CVC words. Teachers follow the Read Write Inc. Programme teaching two sounds a week, with opportunities to read and write sounds carefully planned. Every Friday, the children have a range of phonics play activities to reinforce their knowledge. After each set is complete 'word time' is taught to recap the sounds, read, write and apply.

See the Phonics Policy for more information.

Spellings

The systematic teaching of phonics in EYFS and KS1 using the Read, Write Inc program ensures that children are given strategies they require to spell. Children are encouraged to 'have a go' and use their phonic knowledge to phonetically attempt unknown words. During phonic sessions children learn to read and spell red words (see phonic policy)

All children are taught and expected to use the correct spelling of words as laid out in the national curriculum for each year group. The children in KS1 and KS2 have weekly spellings which come from the National Curriculum. These are shared each half term with the children and the children are encouraged to learn these at home each week. All children in KS1 and KS2, have a Spelling shed login to access an online spelling program. This is used to practise and apply spellings learnt in school. An assessment takes place weekly so that Teachers can monitor the children's progress. From Reception to Year 4 Teachers and TA's encourage children to use words from word banks and topic specific vocabulary is displayed in classrooms for the children to use independently in their writing.

In KS2 Children are taught how to use dictionaries and thesauruses to support the correct spelling of unfamiliar words.

Handwriting

In EYFS we use muscle exercise dough disco and squiggle whilst you wiggle daily to develop children's mark making into writing. This approach uses neurological and physiological movements to create marks. We sandwich this between our phonics sessions so children make links between handwriting and letter formation.

At Regent Farm First School we follow the Martin Harvey method for teaching Handwriting and have high expectations of work presented. We use a consistent approach of teaching handwriting throughout the school using the guidelines and clear terminology to ensure high standards across the school.

Guided Reading

At Regent Farm First School the children access Guided Reading when they are ready and this builds on the child's prior learning. In Year 1, Guided reading is taught in small groups and this is all done orally. The children are taught

In Year 2, the children have a shared text which they read together. The children are taught to track and follow. Teacher's will pick out particular features, vocabulary or grammar points that they will explore and discuss together. The children are then set comprehension questions which they are to answer and record.

In KS2, Guided Reading is taught through a carousel approach. During this time, teachers use an engaging text which is matched to the child's ability. Teachers work with groups and explicitly teach different comprehension skills. Children engage with a range of genres exploring writer techniques and their impact on the reader. Teacher's will pick out particular features, vocabulary or grammar points that they will explore and discuss together. The children will then read independently to find the answers to questions set by the teacher. These are then marked with the Teaching Assistant who can support the children and discuss any misconceptions.

Individual Reading

All children from Reception to Year 4 have an individual reading session once a week where they are taught to read. A Teacher/Teaching Assistant will hear each child read a book matched to their ability/phonics phase which enables them to develop fluency, their comprehension skills and their ability to read common exception words. Staff will write notes on the child's individual record sheet on how a child has read. Teachers may ask staff hearing readers to concentrate on skills such as reading with expression, taking notice of punctuation and also may work on inference, deduction and prediction skills if these things are hindering progress for children. All children have a reading diary which is completed each week by a member of staff. The children take these books home and are encouraged to read frequently with an adult who will also complete their reading diary.

In Reception and Year 1 we invite parents to phonics/reading workshops and training sessions, which support the parents in listening to their child read and encouraging their child's development of phonics. Home-school readers are also phonics based; ensuring continuity and these are at the level of each individual child. Reading books are changed on a weekly basis.

Reading for pleasure

In EYFS the children have a book a week which includes both fiction and non-fiction texts. This book is shared with the class every day and the children can also listen to this again at home as staff share this weekly on tapestry. In addition to this the children also enjoy hear a different book each day which is read purely for pleasure. In Nursery the children read 4 books and at the end of the week the children vote on their favourite book. The most popular text is then read again with the children. By the end of the week in Reception the children have heard 5 books and they then vote on their favourite book that week.

The children in KS1 and KS2 will read for pleasure every day for 15-20 minutes after lunch which encourages good practise and helps our children gain stamina for reading. The children will read their chosen book of interest which is matched to their ability.

In every class, children will experience a shared text which is read purely for pleasure at the end of the school day. Teachers will read books which have been specially chosen in order to ensure that our children are exposed to texts which are engaging, stimulating and exciting for the children to hear.

At Regent Farm First School all the children have access to the school library and the children are encouraged to choose a book which they can take home and share with their family.

Around our school to celebrate reading and writing, you will see...

Throughout the year the importance of reading is enhanced through World Book Day, author visits and a range of trips/educational visits which enrich and complement children's learning. There are displays around the school and in classrooms which promote a love of reading and writing. Staff display the children's written work for others to see and for the younger children to aspire to. In EYFS early writing is displayed in lockers on the wall to celebrate the children's work. The work is regularly changed to show the children's progress.

At Regent Farm we have a whole school reading incentive "Read Around the World". The children are encouraged to read to an adult a minimum of 3 times a week at home and parents sign their child's home school reading diaries each time they've heard their child read. Teachers stamp the reading diaries with an aeroplane each week when there is evidence they've read on 3 separate occasions. When the children receive 6 aeroplanes they can then move to a different continent. Each time the child gets on a new continent they can collect a badge from their class teacher. The aim is to travel to all of the continents before the end of the Year in order to receive a £5 book token. This incentive is used to encourage our children to read at home to an adult and for them to develop a love of reading at home and in school.

A love of reading is promoted through the use of our school library and the children are encouraged to visit weekly to borrow a book which they can take home and read. Staff direct children to books which are suitable for them or which are linked to their current topics or interests. We have a 'Regent Farm Book Swap' in our school hall once a month whereby children can swap an old book from home with their peers. We have termly Scholastic book fairs which come into school and these are well supported by parents.

Assessment

At Regent Farm First School we assess the children's work in English by making continual formative judgements through questioning, observations of the children during lessons and from their English work. Staff give children regular feedback to develop their work in accordance with our Marking Policy.

In Reception, the staff gather with their group to review the children's work at the end of each English lesson. The children are given developmental feedback and the children's work is displayed in their locker to show progress.

At Regent Farm First School we use PIRA (Progress In Reading Assessments) from Reception (Spring Term) up to Year 4. These termly assessments enable teachers to reliably benchmark children's performance and track their progress against national averages in reading. The assessments support Teacher's judgements and are used to identify a child's strengths and weakness. The data is used to tailor future planning and class interventions which are delivered by TA's.

In addition to this, teacher assessment of pupil attainment is also carried out. Teachers highlight the National Curriculum statements (target sheets) to determine whether a pupil is working towards, meeting or exceeding the expected standard in Reading and Writing.

Children in Reception and Year 1 complete a phonics assessment in Autumn, Spring and Summer. This is tracked by class teachers and the subject lead, using Phonics Tracker. These scores and sheets enable the children to be supported based on their attainment. When putting children into intervention group their scores, but also areas of phonics they struggled with (such as split digraphs) is taken into account when grouping them to make sure they can be supported well. Children in key stage 2 who are having regular phonic intervention are also tracked using the Phonics Tracker.

Interventions

Teachers use the assessment data to target specific interventions for children who have not made the expected progress or who are working below their expected age. These Interventions are collated on the Intervention document and include additional reading, Nessy, Lexia, NELI and also tailored SPAG interventions for individual children. These interventions are reviewed each term using the assessment data.

Spiritual, Moral, Social and Cultural links in our Curriculum

At Regent Farm First School English contributes to our children's SMSC development through developing confidence and expertise in language, which is an important aspect of individual and social identity. English supports spiritual development by engaging children with poetry, fiction and drama. Through English children can explore and engage with the feelings and values found in a wide range of genre. At Regent Farm First School we develop children's awareness of moral and social issues in a wide range of genre including newspapers, fiction, television and other media. Children are encouraged to express opinions and acknowledge those of others. Children are also reflective learners often reviewing their own and others learning and structuring feedback. English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language. English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.

Monitoring and Evaluation

The Senior Leadership Team (SLT) including the English link governor will monitor pupils' progress in English. Having identified priorities, the SLT and Subject Leaders construct an action plan that form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny and book scrutiny.

Impact

Regular and ongoing formative assessment informs planning and teaching. Adult support in class and targeted interventions, support and enable the success of each child. The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, sustained writing and manipulation of grammar and punctuation skills.

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