

MANOR ROAD PRIMARY SCHOOL



ENGLISH POLICY

September 2024





**Manor Road Primary School
ENGLISH POLICY**

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Manor Road Primary School ENGLISH POLICY

Intent

This policy describes our practice in the teaching of English: reading, writing, phonics, spelling, grammar, punctuation and oracy. It is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement. Our approach to teaching of English is multi-faceted, incorporating oracy, drama, real contexts and high-quality literature. Our priority is to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life. We want all children to leave Manor Road Primary School with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well.

At Manor Road we strive for all children to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- Have an interest in books and read for enjoyment
- Have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms
- Understand a range of text types and genres, and be able to write in a variety of styles and forms appropriate to the situation
- Be developing the powers of imagination, inventiveness and critical awareness
- Have a suitable technical vocabulary to articulate their responses

Subject Organisation

The National Curriculum 2014 forms the basis of teaching and learning from Year 1 to Year 1 and the EYFS curriculum is followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

At Manor Road, the time allocated for English is in line with recommendations for key stages one and two. In addition, it is expected that cross-curricular links will contribute to children's effective learning in Speaking and Listening, Reading and Writing. This is reinforced through our delivery of the curriculum. Children will also benefit from regular story/class novel sessions.

Guided by The Write Stuff units as well as personalised Guided Reading plans, we ensure a range of Fiction, Non-Fiction and Poetry is taught. Teachers have also devised Curriculum Maps for reading and writing which incorporate the genres, skills and writing opportunities for each unit.

Clear objectives are set for each session and are shared with children. Teachers differentiate according to the needs of the children and use intervention for targeted support. Technology is used where it enhances, extends and complements English teaching and learning. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

Approaches to Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all children in order to raise Reading and Writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Children have access to a wide range of Speaking and Listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances and assemblies
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Approaches to Reading

Our aim at Manor Road Primary is to ensure that children develop as effective readers, using the skills they have acquired, in a confident manner and developing a love of reading that they will have throughout their lives. To do this we aim to teach the children to read accurately, fluently and with understanding, encouraging and developing their responses to the texts they read. We have a phonics first approach in infants ensuring children have decodable reading books. We use Bug Club Phonics from EYFS through to Year 2 or if children reach the end of the Phases earlier. From the end of Phase 5, children move onto colour banded books and choose their own books to read into Key Stage 2. All our home readers are levelled and staff are clear about progression and ensuring children only read decodable books linked to the phonic phase they are on.

Our aim is to ensure that all children can read by the end of Key Stage One and to encourage a love of reading in the process.

We provide opportunities in class for:

- Shared reading
- Library visits

- Guided reading
- Independent reading
- Phonics
- Wider reading

Children also hear reading daily in the form of a story or class novel and whole class guided reading sessions.

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In whole class guided reading, texts are chosen to match the ability of the children but still provide an element of challenge. Guided reading provides a forum for children to demonstrate what they have learned about reading; the focus for reading is concerned with extending strategies/objectives taught in shared reading. Texts are selected so that children can access them without support. Reading should provide practise and develop personal response to text. Film and imagery are also used during guided reading sessions in order to break down some of the barriers to reading. These barriers may include lack of confidence, motivation and/or ability.

In Year One and EYFS the children access phonic books in guided reading sessions to consolidate the learning in phonics lessons. Children re-read the same book over a week to build up speed, fluency and understanding.

Many other opportunities are provided for children to practise and extend reading in other subjects. Children select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Children in both Key Stage One and Key Stage Two visit the school library and choose an additional book that they would like to read independently. These books are monitored by teachers in order to encourage children to access a wider variety of book genres.

Children in Key Stage One visit the local library at Clayton Brook every three weeks where they get a reading pass to encourage reading for pleasure.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books. Reading at home is regarded as an important part of reading development.

Parents are encouraged to hear their children read regularly and respond to their child's reading through home-school reading record books. These record books also contain activities for the children to respond to what they have read.

All teachers are responsible for hearing children read regularly depending on need. Teaching Assistants also hear children read regularly.

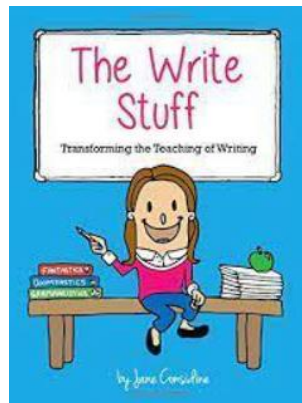
Approaches to Writing

We aim to provide children with the skills they need to independently produce a range of written pieces across both Fiction and Non-Fiction genres. Children will write in four main ways: to inform, entertain, explain and persuade.

Children are supported in the development of writing skills through a number of ways: routine development of vocabulary acquisition and understanding, clear teacher modelling, and scaffolded writing prior to independent writing.

As children progress through school, they will revisit genres, developing further complexity within them. They will develop confidence, writing for different purposes and audiences, and over time, they will develop their own individual writing style.

Principles behind our approach



Experience Days

At Manor Road we follow some elements of The Write Stuff Approach by Jane Considine. At the heart of this approach is the aim to make writing an enjoyable experience for all children. Evidence suggests that pupils who enjoy writing are higher attainers. For this reason, Experience days are integrated into every unit plan as a way to engage children, enhance enjoyment, raise excitement and preparedness for writing.

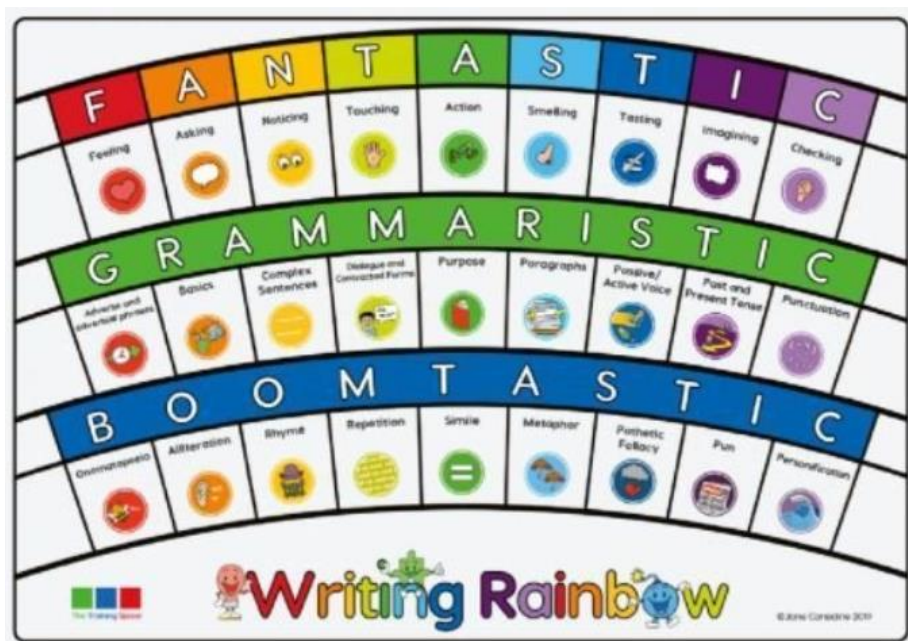
Writing Variety

Children will write fiction and non-fiction pieces in every year group, alternating between these two throughout the year. Time is taken to develop skills in depth within each unit, and in-between these evidence of high quality SPAG work to pre teach what is needed.

Visual Representations

In our writing approach, lenses taken from the Writing Rainbow (below) help children to recognise and plan for specific writing skills.

The Writing Rainbow represents a visual construct which enables children to file knowledge related to ideas (FANTASTICS), grammar (GRAMMARISTICS) and Writing techniques (BOOMTASTICS). This enables pupils to file information and, through worked examples, create a deep understanding of different techniques. Further, there are other schemas, such as The Shade 'O' Meter, that enables pupils to rehearse their 'thesaurus thinking' and understand the intensity of synonyms.



Expert Modelling

Precise teacher modelling also makes clear for the children the expectations on them, no time is wasted on interpreting expectations and children respond with clarity. Staff plan their units backwards and focus on the purpose for writing. What do we want children to write? How are we going to get them there?

Embedded Grammar

Responding again to research into the best ways to teach children grammar, we teach this as an embedded skill within the context of the piece they are writing. Units taught across the age ranges include the National Curriculum requirements for grammar at Key Stage 1 and 2. These are revisited regularly, systematically and through a variety of worked examples in a whole host of different writing circumstances. This enables pupils to understand, for example, what a fronted adverbial would be like in an adventure story and a persuasive letter. Regular revisiting of the grammar elements across the year, as well as pre teaching it for the specific units, ensures that children have the best chance of retaining knowledge on their usage.

Differentiation

Our writing approach is based on whole class direct instruction teaching, however consideration of those pupils who need extra support to complete the writing required is given. Higher attainers are also catered for with the inclusion of 'Deepening the Moment'. 'Deepen the Moment' has been designed to deepen pupils thinking and encourage them to showcase what they know and apply 'without a model' into the current writing.

High expectations

Children are provided with writing targets regularly. These targets are set by the teacher in line with the National Curriculum but discussed and approved with the children. All children are expected to know their targets and evaluate their own writing in sessions to ensure they are meeting them.

Handwriting

On entry, Pre-School and Reception children are involved in a variety of activities to develop essential prewriting skills in line with the Early Learning Goals of the Foundation Stage. Activities to develop gross motor control include: rolling hoops and running with a hoop; ribbon movement; chalking; painting on a large scale; interactive whiteboard activities. Activities to develop fine motor skills include: tracing; colouring within guide lines and pictures; pattern work; using glue spreaders in small pots; painting with the tips of the fingers; plasticine and threading. In addition, children in Reception take part in short handwriting sessions each day. These target individual letters or sounds that they are focusing on that week. By the Summer term, we expect children to be using lead-in strokes and flicks. During phonics sessions, children are taught to join digraphs so that they see them as one unit (see Handwriting Policy). This continues in Year 1 where we begin to encourage the children to join their handwriting. Through the rest of the school, Handwriting is timetabled in short regular sessions and, where possible, is integrated across the curriculum. As the children move through the school, there is an increasing focus on fluency, consistency and speed. It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times, ie when writing on the board or in children's books.

Spelling, Punctuation and Grammar

The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about spelling, grammar and punctuation. We encourage pupils to become confident spellers by teaching them a range of strategies, rules and conventions systematically and explicitly. Spellings are set at an appropriate level for the child and build on what they already know and can apply.

Spelling within Reception and Year 1 is linked to the children's phonic programme, Bug Club Phonics. The primary skills for Reading and Spelling, which 'Bug Club Phonics' highlight, are blending and segmenting. These skills are integral throughout the phases.

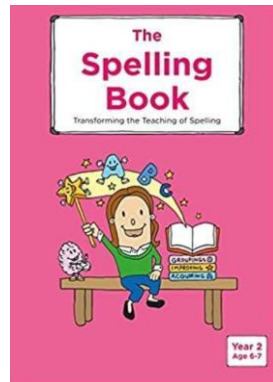
Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct that help give words their sense. The purpose of grammar teaching is to enable children to become conscious of patterns of language that they can apply in their own work to enhance meaning.

The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

In Years 2-6 we have enhanced our teaching of spelling in Year 2, by introducing '**The Spelling Book**' By Jane Considine. The Spelling Book is not a scheme, it's more a way of

teaching spelling that relies on teachers to bring the 'wonder of words' to life. The Spelling Books provide structure and support to teachers whilst allowing enough room for creativity, ensuring that all National Curriculum fundamentals are covered. The Spelling Book system exceeds all expectations around making the teaching of spelling effective, and 'stick-able', for children.

All of the concepts, activities and tasks within the books have been designed to increase 'stickability' and retention of vocabulary. The system is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst 'chunked' revision activities.



Phonics

Daily Phonics sessions take place in the Foundation Stage and Key Stage 1 classrooms and support rooms. For children who are struggling, daily booster sessions are carried out in order to provide additional support. The children are taught in whole class sessions. This is to ensure high quality daily phonics sessions for ALL children and those who require more support have precision teaching, boosters and various interventions. These children are tracked on the Bug Club Phonics tracker. Some SEN children from Years 3 and 4 also have precision teaching to catch up on learning as well as small group guided reading sessions. At the end of Year 1, children have their phonics screening test. For any children who do not meet the expected standard, intervention is put in place in Year 2. The children are retested at the end of Year 2.

The use of computers/technology

Opportunities to use computers and technology to support teaching and learning in English will be planned for and used as appropriate.

Assessment and Target Setting

Work will be assessed in line with the Assessment Policy.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which children or groups of children are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. All children receive quality first

English teaching on a daily basis and activities are differentiated accordingly. In addition, where identified children are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these children. There will be a third wave of support for children who are placed on the Special Educational Needs Register that will be additional and different. Children that are more able are planned for in line with our Able, Gifted and Talented Policy. The needs of children with English as an additional language will be met through planning and support where appropriate. This is supported by our Equal Opportunities Policy.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity of home background.

Role of the Subject Leader

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

Monitoring and evaluating English:

- Pupil progress
- Provision of English, including intervention and support programmes
- The quality of the learning environment
- The deployment and provision of support staff
- 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

POLICY REVIEW DETAILS		
Policy written by	Kellie Foulds	January 2021
Policy reviewed	September 2024	Reviewed and updated as required
Review schedule	As required	