



Edleston Primary School

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English

Policy

Intent

When teaching the English curriculum at Edleston, it is our intention that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners. We aim to develop in our pupils the ability to communicate effectively, not only in their speech and writing, but by helping our pupils to actively listen too. It is our intention to ensure that early readers acquire phonics knowledge and develop language comprehension and to immerse all pupils in the wonders of quality texts to instill a love for reading, a passion for discovery and a confidence to explore their imagination. We feel strongly that a love of books can be the key to unlock a successful future for our pupils, as Elizabeth Hardwick stated:

‘The greatest gift is a passion for reading’.

As a result, our whole curriculum is driven by a book-led approach. We strive to introduce our pupils to a wide variety of high-quality texts which will hook their imagination and interest whilst helping our pupils’ gain cultural understanding and through that gain cultural capital.

To develop our pupils as Speakers and Listeners we:

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of Standard English whenever appropriate.

To develop our pupils as Readers we:

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Encourage them to read a wide range of fiction and non-fiction books.
- Encourage them to read independently and with enjoyment.
- Teach them how to seek information and learn from the written word.

To develop our pupils as Writers we:

- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit in order to improve their own writing.
- Show them how to use punctuation to make meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance in our school and therefore the teaching of all aspects English is given a high priority within school. Confidence in basic language skills enables children to communicate effectively and use their creativity and imagination, preparing them for the future.

- We value the importance of English as an essential tool for life.
- Our aim is to ensure that every child is a reader, a writer and confident speaker and that the majority read at an age appropriate level so that they have the fluency to access the school curriculum.
- We promote high standards of language and literacy by firstly equipping pupils with a strong command of the spoken and written word and we develop their love of literature through widespread reading for enjoyment.
- We seek to ensure that all children achieve their full potential in all aspects of English.

Implementation

Our curriculum is designed to build on what pupils already know and can already do. The order in which knowledge and skills are taught is therefore crucial. Our curriculum ensures that pupils are taught concepts and skills in an order that enables them to make useful connections that are not misapprehensions.

Implementation of Reading

Reading is a high-priority at Edleston Primary. Reading is a fundamental skill. It stimulates children's imaginations and gives them the opportunity to acquire a love for books:

'It feeds pupils' imaginations and opens up a treasure-house of wonder and joy for curious young minds'
National Curriculum, 2014.

On entry to school all children are given a picture book to enable book language to be taught and encourage children to develop their vocabulary. Once the first 12 words are learned, children move onto books with words. This applies to all our learners. Those with English as an additional language, or those with little language, will receive extra support. Children are supported in their learning at home with books that supplement the RWI scheme books and give the children the opportunity to read a different type of book. Jelly and Bean books are used and have a structured approach to phonics that builds up from CVC words, moving onto digraphs and beyond. They also include the first tricky words. Also, each week the RWI book used in class that week is sent home for the children to read and consolidate their learning. Once the children have a good grasp of phonic knowledge and need more of a challenge, the books are changed to Oxford Reading Tree Songbirds. These books provide children with focused phonemes and further opportunities to develop their comprehension skills. Children are sent home with five initial sound cards from RWI words and once the first five sounds have been learned, they are then given word time sets from RWI and red tricky words to practise at home. Words are checked weekly and new words given along with a small prize. Once word time 7 words have been learned, children move on to words containing set 2 sounds ay, ee igh etc.

Reading is taught at Edleston through a combination of Read Write Inc. sessions (daily in FS and KS1) Read to write sessions (4x per week throughout school) and guided reading sessions (2hrs per week in Y1,2 and Y3 and 3hrs x per week in Y4,5 and 6). Early readers are provided with reading books closely matched to their developing phonic knowledge. At later stages, books are matched to ability and age, if appropriate. A large number of children arrive at our school with little or no English. In these instances, teachers will make a judgement and choose texts for that child, based on the child's ability to read and comprehend English. Those individuals will continue to

have access to our whole school curriculum also. Our whole school teaching is led by a rigorous and sequential range of high quality age- appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop vocabulary, grammar and punctuation knowledge and understanding in context to use and apply across the wider curriculum; explore the writing structure and features of different genres; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting. Throughout the process, we build in opportunities to use drama and book talk to ensure the continual development of pupils' confidence and competence in spoken language and listening skills because these underpin the development of reading and writing.

Reading influences the thoughts, feelings and emotions of all our learners. Guided Reading sessions are held 3hrs per week in Y4,5 and 6 and 2hr per week in Y1,2 and 3 with children working independently or taught by a teacher or teaching assistant over the course of the week. During these sessions, there is a strong emphasis on vocabulary - developing and deepening their understanding of words and extending their range of words. We strive to immerse our children in language-rich environment and narrow the 'language gap'.

We monitor the children's reading at home and encourage parents to be fully active and engaged with us in this in order to support their child's ongoing development. In KS1, we use traditional reading diaries for parents to record when their child has read at home and communicate with staff. Children are encouraged to read at least 3 times per week. In KS2, we use 'bookmarks' to record their reading for themselves. Each time it has been dated 10 times, it can be entered into our monthly raffle in our KS2 assembly – all winners are celebrated and added to our school website.

If children are working below age-related expectation in reading, each term we assess their reading ages. If their reading age is more than 12 months below their chronological age, targeted 1:1 interventions and additional support are put in place.

Across all year groups, pupils still have access to regular timetabled 'story' time and have a class book shared for a sustained period: this ensures that reading is correctly modelled to children as well as giving them the opportunity to enjoy listening to a story!

Implementation of phonics

At Edleston Primary, it is important for us to ensure children become successful, fluent readers by the end of Key Stage 1. Through a combination of high-quality phonics teaching, combined with whole language approach that promotes a reading for pleasure culture. We use Read Write Inc phonics planning in Early Years and Key Stage One to ensure a consistent approach to the teaching of phonics. Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. See the appendix 3 for further information on RWI progression.

Implementation of writing

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Particular attention is paid throughout the school to the formal structures of English: grammatical details, punctuation and spelling. Our approach at Edleston Primary when teaching writing covers the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) requirements of the National Curriculum. Throughout Early Years, Key Stage 1 and Key Stage 2, our writing follows the Book-Led curriculum based on Literacy Counts 'Read to Write'. It is

an evidence-based approach to the teaching of writing. The high-quality literature which centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum, allow a rich curriculum to be built with meaningful cross-curricular and wider enrichments to be made. The units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group and we have designed and personalised the rest of the curriculum around these vehicle texts for our school's context.

Writing opportunities are sourced and developed based on the class texts – each half term each year group has a new book as a driver for the unit's curriculum. This allows children to have the opportunity to explore high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of writing including four key stages: immersion, analysing, plan and writing. There is flexibility within how these are taught to ensure class teachers are able to apply their own creativity and adapt to suit the needs of the children to cover the objectives. Teachers clearly model reading and writing skills during each unit and document the learning journey through working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length as part of each unit.

As pupils progress through the school, they are taught a progression of editing skills to help them self-regulate their writing with growing accuracy, confidence and independence.

A minimum of 2 pieces of writing [different genres] will be produced by children over the process of a half term unit

Implementation of spelling

At Edleston Primary, spelling is taught regularly in focused sessions within each class. Class teachers use the Assertive Mentoring Spelling Programme to structure the teaching of spelling. From Year 2 up, spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests. Y1 will follow this from January each year.

Please see our English Appendix 1: Spelling for our spelling overview linked to the National Curriculum English Appendix 1.

Implementation of grammar

As stipulated in the National Curriculum, the grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language.

Grammar lessons are taught in context as part of our book-led curriculum and sequence of discrete grammar lessons. Context-based grammar holds an important place for effective learning. It is more motivating for learners if grammar is taught in context as they have an opportunity to perceive how the new grammar structures work. Grammar rules are made easier if they are given in a context and teaching grammar in context provides accuracy in the target language.

Pupils are also taught discrete grammar skills in our Friday 'Super SPAG' lessons using Assertive Mentoring Grammar Hammer skill checks. This allows opportunities to identify, practice and consolidate grammatical understanding and the regular skills checks are used for teachers to teach weaknesses based on the data analysis.

Please see our English Appendix 2: Vocabulary, grammar and punctuation for our progression of skills overview, linked to the National Curriculum English Appendix 2.

Impact

We strive to ensure that our children's attainment is in line or exceeds their potential considering the varied starting points of all our children. We measure and track progress termly using a range of materials, whilst always considering the national age-related expectations for each year group. At all stages and on an ongoing basis, we address gaps for all pupils. We do this by choosing appropriate texts and activities in guided reading sessions and through group or individual targeted interventions. For those children not reading at an age appropriate level of fluency, we ensure that they receive regular interventions, such as phonics catch up, BRP, Switch On or more regular 1:1 reading. We ensure that all children listen regularly to quality texts.

We ensure our pupils are academically achieving their full potential and prepared for life beyond primary school.

Monitoring

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits,
- meetings with our pupils,
- sharing children's work,
- feedback from staff.

Learning is monitored by the Leadership team and subject leaders across a variety of methods including:

- work scrutinies,
- learning walks,
- pupil interviews,
- analysing data.

In EYFS, evidence from all of Literacy, Communication and Language, Expressive arts and design strands are considered.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also

take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects; deepening and broadening their knowledge and understanding of concepts.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.