



# **Naunton Park Primary School**

## **English Policy**

**(Incorporating Writing, Spelling, Grammar, Punctuation,  
Handwriting, Oracy & Reading)**

Last review date: June 2020

Next review date: September 2022

## **Intent**

At Naunton Park Primary School we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and develop their love of literature through widespread reading and sharing of books for enjoyment.

We believe that English has a pre-eminent place in education and in society. 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, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables 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; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

*(Taken and adapted from the National Curriculum in England, English Programmes of Study, 2013)*

We believe that literacy and communication are key life skills. Through the teaching of English, we will help children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners; and to enjoy and appreciate literature and its rich variety.

English skills are at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English is central to children's academic, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

### **By the end of Key Stage 2, pupils will be able to:**

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information, building a pupil's intrinsic motivation to read in an engaged and sustainable way;
- 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 and dialogue in order to learn;
- elaborate and explain clearly their understanding and ideas;
- be competent in the arts of speaking and listening; making formal presentations; demonstrating to others; articulating their own opinions; and participating in debate.

*(Taken and adapted from the National Curriculum in England, English Programmes of Study, 2013)*

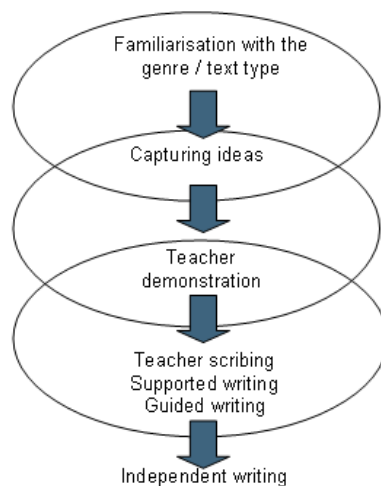
### **WRITING: Implementation**

The National Curriculum forms the basis of our teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning and employ a range of teaching strategies to suit their year group and cohort.

Teachers use the National Curriculum as a starting point for creating their medium-term English plans. All children, from Year 1 to Year 6, experience a daily English lesson of approximately one hour. This can take the form of discrete lessons in Writing (fiction, non-fiction, poetry), Spelling, Grammar, Punctuation, Drama or a mixture of each discipline. Reception follows its own EYFS curriculum which includes daily discrete and embedded English elements.

Most lessons are delivered as part of a teaching sequence based on a high-quality texts or cross-curriculum themes. Units of work/medium-term plans are based around Pie Corbett's 'Talk for Writing' structure and follow the former National Strategy's teaching sequence.

The units/plans follow the five key aspects of teaching writing to create a teaching sequence: familiarisation with the genre/text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing; and finally, independent writing. This is then used as a basis for short-term planning and adapted according to the needs of the cohort of children.



The length of a teaching unit may vary. Teachers plan closely with year-group colleagues to ensure consistency of opportunity for all children.

Clear objectives are set for each section of the sequence and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Writing is developed across our curriculum and links are made where appropriate.

The writing process breaks down into a number of steps that will need to be taught and practised regularly. These steps are not applied in every lesson but are part of a whole writing unit.

1. Planning
2. Drafting
3. Writing
4. Editing/Proof-Reading and evaluating

This writing process is not necessarily linear, a point which the children learn to appreciate, as there is scope to move back and forth between these steps. Children are given opportunities to write, to evaluate, and then to try writing again after new learning or focused mini-lessons on areas that need to be targeted, are taught. These skills of editing and evaluating are key to producing a final finished piece.

Children are also provided with plenty of opportunities to share ideas and work-in-progress, sharing feedback as a class and with each other as they draft and evaluate. Motivation and joy in self-expression are at the heart of each unit of English; the ultimate aim is to help children to be writers and to find their authorial voice rather than just to 'do writing'.

ICT is used where it enhances, extends and complements English teaching and learning.

Teaching Partners are used to support the teaching of English. They support whole-class learning and also work under the guidance of the SENDCo and teacher on specific interventions with small groups of children or individuals.

Cross-curricular writing is encouraged across all subjects wherever possible. Teachers plan 'writing' lessons to support and enhance children's subject knowledge and learning in subjects such as History, Science, Geography etc. The same expectations of content, grammar, punctuation, handwriting and spelling exist as would apply in a typical English lesson. Research skills, note-taking and précising are also taught alongside other subjects and in Computing.

Writing Journey books were implemented in 2018 from Reception to Year 6 to provide writing progress at a glance. Three examples of unaided writing are added to these books

throughout each academic year. The books are passed up to the next teacher at the end of the academic year.

Children are given a variety of 'real' opportunities for writing their ideas and views for various purposes, including being encouraged to write mini-reviews of trips and experiences to be published in 'Park Life'; to writing sports reports of major games which are read out by themselves in assemblies; and to writing thank you letters to a school visitor. They are also encouraged to write reviews for books they have loved so these can be shared school-wide on displays and in class books for sharing. Higher-attainers in Year 5 and 6 are often invited to local secondary schools to take part in Writing Days with other local primary schools.

### **Assessment**

Formative assessment takes place on an on-going basis to ensure progress and attainment against the National Curriculum objectives for each year group. This data is then input against each child's NC objectives on Insight at the end of terms 2, 4 and 6.

A formal Teacher Assessment (TA) is made twice a year coinciding with mid-year and end-of-year reports. This TA should mirror the pupil's standard on Insight. Pupils are assessed against the NC objectives according to whether they are Working Below, 0; Working Towards, 1; Working At the Expected Standard, 2; or are working at Greater Depth, 3.

Formative assessment is managed independently by class teachers. However, the expectation is that some form of evidence gathering (eg ticks against NC objectives) takes place during lessons and while marking independent work. This record keeping may be requested by SLT and Subject Leaders when doing a work scrutiny.

Marking is carried out in line with the school's Feedback & Marking Policy; and Assessment is carried out in line with the school's Teaching, Learning and Assessment Policy.

Teachers use formative assessment to ensure planning is based on prior understanding and attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly.

Children are given written English targets for learning in their mid- and end-of-year reports and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. Staff and pupils may use Success Criteria lists to assess work and set future targets.

Teachers keep records that enable them to plan and deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

### **SPELLING: Implementation**

Spelling rules are taught discretely in each year group according to NC English Programmes of Study. Children are also given differentiated, weekly spellings lists to learn (usually about 10 words a week). These words are sent home in a Home/School spelling book, usually on a termly/weekly basis. Words are tested on a weekly basis via dictations or lists. It is essential that the children understand the definitions of these words before they are expected to learn their spelling.

Ideas about how to learn spellings are sent home to parents and are available on our Website. In class, children (from Year 2) are given daily Look, Say, Cover, Write, Check sheets of their weekly spelling words to help them learn their spellings. These may also be sent home, where appropriate. Year 2 to Year 6 use the Purple Mash spelling scheme. Year 1's weekly spelling lists work through Phase 3, Phase 4 and Phase 5 phonic sounds. They also have Common Exception Words to learn each week.

Pupils in KS2 each have a copy of the Year 3/4 and Year 5/6 statutory spelling words in a bound set. Pupils are tested on these lists throughout the year and, as the words are learnt, they are ticked off. These class sets are sent up to the receiving new teacher at the end of each academic year. It is the responsibility of Year 3 teachers to begin these books with spare pages to accommodate new pupils.

Spelling objectives are teacher assessed on a continual, formative basis. Teacher Assessment data is input into the school's assessment programme, Insight, and are found within the English objectives. Pupils are assessed according to whether they are Working Below, 0; Working Towards, 1; Working At the Expected Standard, 2; or are working at Greater Depth, 3.

### **GRAMMAR & PUNCTUATION: Implementation**

Grammar and punctuation rules are taught discretely and within writing lessons in each year group according to NC English Programmes of Study. Year groups have their own set of NC age-appropriate Learning Objectives which are used as starting points to plan lessons. They are taught using a wide variety of resources including games to consolidate learning and mini tests to assess understanding.

These objectives are teacher assessed on a continual, formative basis. TA data is input into the school's assessment programme, Insight, and are found within the English objectives. Pupils are assessed according to whether they are Working Below, 0; Working Towards, 1; Working At the Expected Standard, 2; or are working at Greater Depth, 3.

## **HANDWRITING: Implementation**

Children are taught a joined, cursive handwriting script from Reception. Handwriting and mark making is taught daily in EYFS and Key Stage 1, both as a discrete lesson and through other lessons eg phonics. In Key Stage 2 it is taught depending on the needs of the child and class. Special, lined books are used where appropriate.

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing; hold a pencil in the correct tripod grip; and develop a legible and joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered depending upon the needs of the cohort.

It is expected that all members of staff, class teachers and teaching partners, model the school handwriting style at all times i.e. when writing on the board or in children's books. By the end of Key Stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective for recording their ideas.

## **ORACY/SPOKEN LANGUAGE: Intent**

Children should be able to:

- communicate effectively, speaking with increasing confidence, clarity and fluency;
- participate in discussions and debate in a variety of contexts;
- listen to the views, opinions and ideas of others with increased interest;
- articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience;
- respond to questions and opinions appropriately, learning to offer reasons for their views or ideas;
- retell stories and poems which are known by heart;
- ask questions with increasing relevance and insight;
- feel their ideas and opinions are valued;
- listen to verbal instructions which are clear;
- offer ideas and opinions which may differ from others;
- verbalise ideas in a variety of situations;
- ask and answer questions appropriately;
- think before they speak – plan out what they want to say in their heads;
- appreciate opinions of others;
- speak aloud with confidence for the appropriate audience;
- communicate collaboratively in small and larger groups.

### **Implementation**

Pupils 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;
- responding to different kinds of texts;
- Buddy Reading;
- talking to visitors in school;
- listening to ideas and opinions of adults and peers;
- role-play and other drama activities across the curriculum to explore ideas and texts.
- experiencing Booktalk (aka Aiden Chambers).

Teachers provide a wide range of contexts for spoken language throughout the school day. Discussion and purposeful dialogue are at the heart of every lesson so that the children's views are shared and valued and allowing learning to move forward.

Teachers and other adults in school model speaking. This includes using: clear diction; repetition of ideas in different or more precise way; reasoned argument; use of different sentence structures; using imaginative and challenging language; and the use of 'standard' English – language that we all understand.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of reluctant speakers.

Spoken Language, oracy, is planned for in all areas of the curriculum. For example, Reciprocal Reading is encouraged during pre-reading sessions in Guided Reading whereby roles are shared amongst pupils. Sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading a sports report in assembly; working collaboratively on an investigation; reporting findings as a newscaster; interviewing people as part of a research project; acting as a guide for a visitor to school; taking part in a debate; or responding to a text in shared or guided reading.



## **READING: Intent**

*“We don’t teach comprehension, it is an outcome; rather we teach strategies to support comprehension.”*

Tenant, W; Reedy, D; Hobsbaum, A; & Gamble, N (2016) *Guided Reading – Layers of meaning*

The assumption of this Reading section of the English policy is that most children in KS1 will be following the school’s phonics scheme (Letters & Sounds) as they learn to decode words on their journey to becoming independent readers by the time they enter Key Stage 2. The majority of pupils in KS2 will therefore possess phonological understanding and be able to decode and/or recognise most words. Therefore, this policy focuses on the higher-order reading skills of fluency, orthography (visual word recognition) and comprehension.

Pupils who do not yet have relevant decoding skills will either continue to follow the school’s phonic scheme during relevant interventions to close their reading gap or follow a bespoke programme designed in collaboration with the class teacher, relevant Teaching Partner and SENDCo.

At the start of Year 3, each child is individually assessed to understand their particular area of reading need. This could be de-coding, lack of literacy experience, issues of dyslexia or comprehension issues. Following analysis, an individualised ‘recovery’ programme will be put in place, provision established and details added to any relevant My Plans etc as necessary.

This policy should, therefore, be read in conjunction with our Early Reading & Phonics Policy. In EYFS and KS1, the emphasis will primarily be on the gaining of phonological (phonics) knowledge and understanding by pupils and this learning is detailed in our separate policy. Guided Reading groups begin in EYFS where children learn about sharing books together, listening to each other and the conventions of how books work. In Year 1 it is an opportunity to model decoding and echo reading; modelling thinking aloud by the teacher; alongside the beginnings of comprehension skills. In Year 2, children are introduced to the key comprehension skills through a mixture of whole-class teaching and smaller guided reading groups.

## **Implementation**

### **Reading Skills Weeks from Year 2 (3 times a year, terms 1, 3 and 5)**

During this week (4 consecutive English lessons) teachers will:

- teach/recap strategies the children need to comprehend and answer written questions about texts. Children will then be able to apply these strategies during their Independent Reading work throughout the year and during their teachers daily

reading of the class book. The strategies used will support the pupils' literal, deductive and inferential understanding. These strategies will vary according to year groups and cohorts and will include P.E.E. (Point, Evidence, Explain) in a graduated approach, Iceberging and other strategies individual teachers use. High-quality, standalone extracts will be used to teach the skills during these weeks.

- ensure pupils' understanding of a range of reading strands based on Reading content domains from the National Curriculum. These strands may be signposted by the acronym VIPERS.

Vocabulary

Inference

Prediction

Explanation

Retrieval

Summarising

These strands provide a framework (question stems/examples) to ensure various elements of a child's understanding. Rich texts should be used to highlight different strands where the opportunity presents itself and they should be applied organically. They should not be taught discretely on a rota basis, as a weekly timetable.

During this week, teachers will introduce/recap the Reading Vipers (or Dog Detectives) in whatever way they choose, depending upon the year group, ensuring the pupils' understanding.

### **Daily Guided Reading Session**

Guided Reading will continue to be taught using the small group, carousel strategy. The only exception to this will be Years 6 and 2 as they prepare for their National Curriculum Tests. GR will happen approximately 5 times a week (usually with 5 groups of 6 pupils) to ensure the coverage of sessions during each week.

#### **Sessions:**

- a. Pre-Reading the text;
- b. Reading the text with a teacher/TP;
- c. Follow-on Reading task relating to the text;
- d. Independent reading of own book;
- e. Another Reading activity (this may be dropped if doing GR 4 times a week).

#### **Structure:**

- i. sessions will last approximately 25 minutes;
- ii. each child must be heard to read at least once a week within their group;
- iii. pupils must be ability grouped, using differentiated texts;

- iv. if TPs are taking a weekly group, this group should change regularly so the teacher has knowledge of all groups in the class;
- v. texts must be matched to ability to allow for differentiation;
- vi. texts must include fiction, non-fiction and poetry;
- vii. texts should link to topics, science, Big Question, or English units where possible;
- viii. texts can either be from various schemes that the school has purchased; whole novels; other forms of reading comprehensions, poems etc;
- ix. questions during reading sessions should link to the Vipers reading strands, see above;
- x. follow-on tasks must be reading based, linking to the Vipers reading strands and should not include activities such as handwriting, spelling, word searches, finishing work etc.
- xi. pre-reading sessions in KS2 can be run by the pupils themselves using Reciprocal Reading prompts.

### **Assessment**

Summative assessment of Reading (from Y2-Y6) currently happens 6 times a year at the end of each short term using comprehension materials: Headstart in terms 1, 3 and 5; and NTS in terms 2, 4 and 6 for Years 1-6. (Year 2 and Y6 may replace/supplement these assessments with previous National Curriculum Tests.) This data is input into Insight (the school's on-line assessment system) after tests have been marked and standardised. These objectives are teacher assessed on a continual, formative basis.

Data is input into the school's assessment programme, Insight. Pupils are assessed according to whether they are Working Below, 0; Working Towards, 1; Working At the Expected Standard, 2; or are working at Greater Depth, 3.

Year 1 and Year 2 carry out Salford Reading test 4 times a year (September as a baseline, then end of terms 2, 4 and 6). This provides both a reading and a comprehension age. Reading book bands are also used to help assess children's progress in KS1.

All SEND pupils are also tested using the Salford Reading test. Data is logged, analysed and used to inform progress, attainment and next steps.

Formative assessment takes place on an on-going basis to ensure progress and attainment against the National Curriculum objectives for each year group from 1 to 6. Teachers input this data against each child's NC objectives on Insight at the end of terms 2, 4 and 6 (as above).

A formal Teacher Assessment is made twice a year coinciding with mid-year and end-of-year reports. This Teacher Assessment should mirror the pupil's standard on Insight.

Formative assessment is managed independently by class teachers. However, the expectation is that some form of evidence gathering takes place during each GR teacher/TP session and after marking follow-on work. This will facilitate, and validate, the assessment of children's ability when inputting TA data into Insight. This record keeping may be requested by SLT and/or Subject Leaders when doing a work scrutiny.

Inputting of data is known as the 'data drop' on the school's annual plan and includes formative and summative assessment information.

### **Independent Reading**

Each pupil should have an independent reading book in school that is ability appropriate. This book can be provided by school or brought in from home but, if so, must be checked by the teacher. Pupils have a Reading Diary which must be completed daily at home by pupils as a record of their reading. Depending upon their year group, pupils are expected to read a minimum of five times a week:

- Years R, 1 & 2, as directed by teachers
- Years 3 & 4, 15 minutes per day
- Years 5 & 6, 20 minutes per day

Year groups have the autonomy to use these Reading Diaries in a variety of ways as long as they reflect a pupil's independent, home reading. The expectation is that pupils will have these books in school on a daily basis and that they go home every evening and at weekends.

A teacher/TP will look at these diaries at least once a week and sign and date them in a way that ensures it is obviously school feedback and can be differentiated from any parental signature. Comments should also be made, as appropriate.

### **Whole-class Reader**

Teachers read to their class on a daily basis from a high-quality text (fiction, poetry or non-fiction of their choice). This text may link with a particular topic or Big Question but it is chosen, first and foremost, because of its quality and not because of a curriculum link. Both classes in a year group have the same class text and a copy of the cover is displayed on the door of each class to facilitate discussion within the class and the wider school community.

## **Reading Challenges**

Whole-school/key stage Reading Challenges are set on a termly basis. These challenges are one way in which we aim to engender an intrinsic love of reading. They may also contain a competitive edge which appeals to some pupils. Challenges vary and are celebrated within each class with a display and some element of interaction. Challenges are differentiated by key stage/year group and letters explaining the Reading Challenge are sent home at the start of each new term. These are often stuck into the Reading Diaries.

Children are encouraged to take part in these Challenges and there is often an incentive, a prize, at the end of the Challenge usually in the form of a book. The cost of these books is often donated by the PTA.

Our aim is to ensure that the Reading Challenges underpin the school's reading ethos of reading for pleasure which we define as: building a pupil's intrinsic motivation to read in an engaged and sustainable way.

## **Other...**

**Buddy Reading** Once a term, classes are 'buddied' up with another class and pupils read to each other. This usually happens at the end of terms and, once classes have been linked, they remain buddies for the entire year in order to build relationships between the classes.

**Boys' Reading Club** This club takes place once a week. A number of boys from Year 1, who are identified as reluctant readers, are teamed up with Y6 boy readers who provide reading role models for them.

**Year 6 Book Ambassadors** A group of interested Year 6 children share their love of reading and books (during a lunchtime) with a small group of KS2 children chosen by teachers to help ignite their love of reading. The Ambassadors share favourite books; advise others on what to read; and generally model being enthusiastic readers.

**School Library** There is a Key Stage 1 and a Key Stage 2 library. The KS1 library contains a range of fiction and non-fiction books while the KS2 library contains predominantly non-fiction, dictionaries, thesauruses and poetry. There is now a small, but increasing, range of fiction books in the KS2 library chosen by the Year 6 Book Ambassadors (see above). An ability-appropriate selection of banded, colour-coded fiction is kept in each KS2 class library.

Library monitors keep these library spaces tidy and welcoming. KS1 reading scheme books and Guided Reading books are organised in colour-coded boxes along the KS1 corridor to provide ease of sharing and independent access for all children.

Key Stage 1 books are divided into: fully phonetically decodable; plausibly decodable; and richer reading. Children working from the Lilac book band through to Orange are given a fully decodable book (labelled 'I can read this book') alongside a richer read (labelled 'we can read this together') from the same book band colour to read at home every week.

### **Time Allocation**

According to the DfE, the only requirement is that maintained schools need to allow enough time per subject to cover the content set out in the national curriculum. For English at NPPS, this amounts to approximately 7.5 hours per week in both key stages. YR children follow the principles prescribed within their EYFS curriculum.

In addition, it is expected that cross-curricular work will contribute to pupils' effective learning in writing, grammar, punctuation, spelling, reading, speaking and listening. This is reinforced through our delivery of the curriculum. Children will also benefit from daily story sessions.

### **Inclusion**

All children receive quality first English teaching on a near daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age-appropriate objectives, intervention programmes will be implemented. Teachers, Teaching Partners and the SENDCo plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are placed on My Plans, My Plan Plus or EHCPs that will be additional and different. Pupils who are more able are planned for in line with our policy for teaching these pupils.

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.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole-school monitoring and evaluation, performance management and through the school's induction process; and these needs will be reflected in the School Development Plan. The English team will arrange for relevant advice and information, such as feedback from courses or CPD, to be disseminated. Where necessary, the English team will lead or organise school-based CPD training.

Additional staff who are involved with intervention programmes will receive appropriate training that may be school-based or externally provided.

### **Monitoring and Evaluation**

Having identified priorities within the English Action Plan and Whole-School Development Plan, the SLT and English team monitor this subject according to an annual cycle. Any form of monitoring activities will clearly identify when, who and what is to be monitored and how this will take place eg classroom observation, work scrutiny, Learning Walks etc.

### **Review**

This policy will be reviewed September 2022 or according to the School Development Plan.