



Langton Primary School

English Policy

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At Langton Primary School, we strive for excellence in English achievement throughout the school by developing abilities in Reading, Writing and Speaking & Listening.

Our aims for the children

- To be confident effective communicators and listeners
- To be able to express opinions, articulate feelings and respond to a range of text using appropriate vocabulary
- To foster an interest in words and their meaning, develop a wide vocabulary that will help them to express themselves more clearly in written and spoken form
- To have the opportunity to read a wide variety of genres and text types to develop their understanding
- To have the opportunity to write in a variety of styles and text types with a growing awareness of the audience and purpose
- To learn in a planned and sequenced way that builds on prior skills and knowledge to achieve their goals

Purpose

- To fulfil Langton Primary School’s vision of being an excellent school, where outstanding practice and a nurturing ethos enables every child to thrive
- To ensure that every pupil is taught what they need to know to take full advantage of opportunities, responsibilities and experiences throughout their life
- To establish every child’s right to an engaging and enriching English curriculum that prepares them for their future by teaching them the skills needed to communicate in the wider world and to stimulate a lifetime enjoyment of learning

- To deliver a creative curriculum that will inspire a love of literature and a recognition of its relationship to other subjects studied in the school
- To ensure that everyone in the school community has a clear outline of expectation and entitlement and that there is continuity and progression across the school

Cross Curricular themes

All the components of the English curriculum are also developed during other lessons and many school activities. Children are encouraged to continuously develop these skills and all teaching staff are helping the children's understanding of when they are learning specific subjects.

Feedback

To ensure that each child is clear about the next steps in their learning, teachers will give the children regular verbal feedback in which they learn to talk about what they can do well and what they need to do to improve their work. Teachers will also mark the children's books and demonstrate improvements that can be made where necessary. This process will be monitored through pupil conferencing.

Tracking Pupils Progress

- The tracking sheets for both pupil and teacher for each year group are on staff share under English assessment 2017.
- The pupil writing tracker is taped on the inside of the front cover of their English book and the reading pupil tracker is placed on the inside back cover of the English book or guided reading activity book.
- These sheets are photocopied and put in new English exercise books.
- The teacher tracker for each pupil is kept in the pupils white file in the relevant section.
- To help the teacher complete the teacher tracker sheets at the end of each term, it is helpful if the pupil writes the reference from their tracker sheet next to their learning objective
- When the child has demonstrated this skill to the teacher, it is marked off on the tracker with the date. (Children must demonstrate their ability with this skill before it is marked off on the teacher tracker as completed.)
- The teacher highlights the skill in the termly colour in which it was achieved. At the end of each term a copy of this is placed in the white folder in the reading section.

- This evidence is used to help the teacher give each child a score on the 9 point scale at the end of each data collection point.

Monitoring

The English lead, headteacher and English link governor regularly monitor and evaluate the work achieved through lesson observations, learning walks, reviewing children's books and pupil conferencing. Through this staff CPD and resource needs are improved.

Inclusion and Equal Opportunities

The ability to achieve a good standard in all areas of English is fundamental to children's development as independent learners. We believe that all children are entitled to high quality teaching and learning, and we embrace the philosophy of inclusion and equality. All children at Langton primary School are provided with opportunities to develop their skills in English at their level, through carefully planned teaching in small ability groups. Interventions are in place to further support children with additional needs in a particular area. The needs of children on the SEN register are planned for and are detailed on individual provision maps.

Children at Langton Primary School will learn through a rigorous approach to teaching each area of the English curriculum in the following ways:

- 1) Reading
- 2) Phonics and Spelling
- 3) Writing
- 4) Handwriting
- 5) Speaking and Listening

1) Reading

Introduction

The 2014 National Curriculum emphasises the importance of reading across the curriculum and that *“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, and reading also enables pupils both to acquire knowledge and to build on what they already know.”*

Teaching and Learning

At Langton we are committed to develop a love of reading and to follow a systematic approach to the teaching of synthetic phonics via the letters and sounds programme

and to teach comprehensive strategies discreetly through quality whole class teaching and guided group work.

Reading in school

Children first learn the basic phonics building blocks of following the Letters and Sounds programme. This teaches them to decode, segment and blend words, enabling them to progress to read easily and fluently. This involves re-reading texts to build confidence and competence as recommended by Ofsted. Building on these skills continues through shared and guided reading. Particular attention is paid towards vocabulary extension and teaching comprehension strategies. Reading is taught in its own right, and as a tool across the wider curriculum. Children read outside of English lessons for information gathering, research and for pleasure. All classes have regular opportunities to listen to and enjoy texts that are beyond their own reading ability.

Guided Reading

- Children read in ability groups a minimum of twice a week and through a wide variety of opportunities including whole class shared interactive reading, independent and individually targeted reading
- Reading in class is planned and rotated based on reading ability – Group 1 reads with the teacher, Group 2 are set tasks to engage in independent reading activities including comprehension work, book reviews, magazines and papers, preparing questions about their book or on Bug Club (Each child in school has a log in and password for this resource and it is recommended that this is recorded in their reading record.)

Reading at home

Children take home reading books that are phonetically decodable and are a level below those in which they are reading in lessons. This is a deliberate methodology which allows pupils to celebrate their growing reading competency with their parents, ensuring that the first home reading experiences are positive and motivating. At each book band level children can enjoy a range of vocabulary and styles in fiction, non-fiction and poetry texts.

Teachers monitor pupils' progression through the reading scheme and respond to individuals' needs. Pupils are further encouraged to read widely and for pleasure using the school and class libraries and communication in children's planners, allows parents to communicate the kind of texts that children are reading at home. Reading forms part of the essential homework. It is expected that all children read their reading book at home at least three times each week or ideally-daily! Parents are encouraged to listen to their child reading at home to support decoding and fluency and to check understanding.

Class Story

All classes share a class story/novel, which is shared and enjoyed at different times of the week.

Assessment of Reading

Assessment is an integral part of the teaching and learning process and is used to:

- Provide the children with clear and regular feedback to motivate and to develop
- Assist the children and teachers to plan their next steps
- Evaluate the effectiveness of teaching

Teachers continuously assess the children's reading to ensure their teaching is at the correct level and challenging. Ongoing assessment of reading informs the teachers understanding of the ability of each child to enable them to both support and stretch the learning. Through regular assessment and recording all teaching staff fully understand the individual needs of each child.

In order to track and record progress:

- Reading records from North Yorkshire are in the English resources folder on staff share and are completed for each reading group with -
 - The date read
 - The target they are working on
 - Comments relating to the target
- A signed and dated stamp is made in each pupil's personal reading record every time they read in a group by the member of staff reading with them.
- A comment is written in each child's personal reading record relating to the target at least once every half-term.
- Reading assessment is completed each term using the pupil and teacher tracking sheets.
- Evidence is collected from each pupil's individual reading records, guided reading records and video's (KS1) in addition to the Rising Stars Assessments.

Rising Star Assessment Timetable

Rising Star Assessment	
1. Baseline test	First 2 weeks of September (Summer 2 of their previous year group)
2. Second test	End of Autumn term (Autumn 2)
3. Third test	End of the Spring Term

	(Spring 2)
4. Fourth test	During the assessment weeks in June (Summer 1)
Additional as required by the teacher	In between to gain more evidence Optional SAT for each year group at the end of the autumn and during the summer term

2) Phonics and Spelling

Introduction

The 2014 National Curriculum recognises phonics as a key element in helping children to become successful readers.

Teaching and Learning

Phonics EYFS & KS1

At Langton Primary in EYFS and in Key Stage 1, phonics is taught daily with importance placed upon playing with words, sounds, rhythm and rhyme. The children are taught, phonemes, graphemes, common exception (tricky) words and spelling patterns. There is a balance of hearing, reading and spelling the phonemes they are being taught. The children learn phonics by following the Letters and Sounds programme. There are 6 phases to complete and each child works at their own pace ideally reaching phase 6 by the end of year 2. Any children below this phase will be provided with additional phonics teaching.

Assessment of Phonics

Regular phonics screening checks and on-going assessment ensures that teachers understand which children need extra help with phonic decoding. At the end of year one all children participate in the National phonics screening check, which is repeated at the end of year two if required.

Spelling KS2

Spelling is an essential component of all language development. Key stage 2 follows The North Yorkshire Spelling programme (2013-2014), which is divided into year groups and school terms and is available to staff on the school server in the English resources folder.

The terms work is divided into fortnightly units, consisting of 3 taught sessions per week. The objective for each lesson is stated with ideas and resources for whole class exploration of spelling conventions and then ideas for independent and group work.

Staff use the long-term overview and year group schemes of work to help differentiate the different abilities within their class.

Spelling is taught through stimulating activities to develop the children's curiosity in words and their origins. To appeal to different methods of learning a variety of techniques are used in teaching including:

- Visual, Auditory and Kinaesthetic
- Analysis – looking for similarities, differences, word roots and patterns.
- Use of Mnemonics and other memory joggers
- Syllables
- Use of phoneme frames
- Use of rhyme and analogy
- Use of prefixes and suffixes
- Dictionary and Thesaurus

Spelling at Home

Children are regularly given word spelling to learn as homework. Support at home to complete spelling and put the words into context adds real value to the children's learning and development of their written and verbal communication skills.

Spelling resources

Dictionaries, personal spelling logs, visual displays, words of the day, whiteboards, interactive spelling games, board games.

Assessment of Spelling

Children take home spellings linked to the particular spelling pattern that they are learning every week. These spellings are tested in class by the teacher and any difficulties are noted and revisited.

3) Writing

Introduction

The National Curriculum identifies two key components for writing:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Teaching and Learning

At Langton School we develop pupil's confidence in writing by developing speed and accuracy in use of vocabulary, spelling and grammar and to effectively plan, revise and evaluate their writing.

Different genres for writing will be taught through the Corner Stone's topics and linked to texts for each year group. Staff will ensure narrative, non- narrative and poetry are taught each term. A suggested model of a long term plan showing coverage of genres for each year group is provided in the English file. There is a

progression of skills and knowledge from reception to year 6 in each genre for staff to refer to.

Writing composition

Through the Corner Stone's topics and linked texts the following skills in writing composition will be taught:

- Planning
- Drafting
- Structure
- Range and Devices
- Edit and proof-read
- Evaluate own writing
- Oral presentation of writing

The teaching content for each child, in each year group is stated on the writing composition plan. (English resources-on the school server). Staff will use the plan to help differentiate the different abilities within their class.

Cross Curricular Writing

The different genres that the children have learnt will be practised across the curriculum. Evidence of this will be included in topic/ science or R.E. books where appropriate.

Assessment of Writing

The child's progression book follows each child as they progress through school. The work in this book is independent to show their progress. The first piece is completed in September and typically is about their summer holidays. It may take the form of a story, recount, letter or whichever genre the teacher would like them to practise. The second piece is completed during the June assessments and must practice a different writing genre.

4) Handwriting

Introduction

The national Curriculum sets out clear guidelines for attainment for each year group to develop fluent, legible and, eventually, speedy handwriting.

Teaching and Learning

Langton Primary School follows the Collins Primary Focus Handwriting Scheme from Reception to year 6. We aim to teach children the skills of handwriting early in their development to enable this to become an automatic process, freeing up their focus on the content of the writing. The children continue to have direct teaching and

regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of year six be able to adapt their handwriting for different purposes such as a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams. Handwriting starters are practised every week to encourage a personal style which is joined, clear, neat, fluent and consistent. These provide opportunities to practice punctuation, grammar and creativity. A handwriting lesson is taught every week in class (EYFS & KS1 more regularly) following the scheme as it is set out in the handbook. At the start of every English lesson the children practise the grapheme/letter string/join under their learning objective in addition to responding to their feedback.

To accommodate left handed children, teachers ensure left handed pupils have sufficient space to their left and support is given to positioning their paper.

Resources

A folder for each year group in the class is available in the classroom. Where the children need access to materials above or below their age group, the class teacher will collect the materials from the appropriate class. Reception use a range of mark making tools as their fine motor skills develop and pencil grips are given to children who experience problems with the tripod grip. Friction pens are used from Reception to year 6 for final drafts of writing and for work to be displayed. Line guides are used throughout school for display work.

5) Speaking & Listening.

Introduction

The ability to speak and listen is fundamental to pupils' language and social development. It is essential for all areas of the curriculum, as speaking underpins learning and thinking.

Teaching and Learning

Langton Primary provide varied contexts for speaking through conversation, discussion and feedback. The use of questions is a critical element for teachers to encourage pupils to share their thoughts and ideas confidently in a supportive environment. Asking questions is equally encouraged by pupils to develop curiosity, debate and learning. Pupils are given many opportunities to speak in front of audiences and to develop listening skills. The National Literacy Strategy recognises the importance of drama and the ways in which it can be used to stimulate writing and to explore characters and situations in pupils' reading.

Homework

At Langton Primary School reading homework is encouraged daily from Reception to Year 6. In EYFS

and KS1 teachers ensure that home reading books are changed every time pupils read in class. In KS2

pupils change their reading books every time they have completed them. Home reading records are

checked every week by the teachers. All teachers make sure each child has a selection of e-books to

read at their level. Every week each class teacher gives differentiated spelling homework to the pupils in

their class in preparation for a weekly spelling test.

English forms part of a four weekly homework cycle from Reception to Year 4. The cycle is maths,

English and then a two-week topic based project. The English homework set, practices skills taught

during class. Pupils in year 5 and 6 are set English homework weekly.

Role of the subject leader

At Langton Primary School the English subject leader provides support and advice to other members of staff, monitors the quality of teaching and is responsible for evaluating and reviewing the long- and medium-term planning and provision for English across the school. The subject leader attends any training and primary English network meetings and then disseminates the information to staff to extend their knowledge and expertise. The English leader, headteacher and English link governor work closely to track the progress in reading and writing across the school. They identify achievement gaps and think of suitable ways to try and narrow these. The evidence gathered is used to form part of the school development plan.