



## **Four Oaks Primary School English Policy**

**The aim of our text focused English curriculum is to instil a love of reading in our children, helping them see that books present them with the opportunity to learn, be imaginative, develop empathy for others and be confident in themselves.**

### **Introduction**

This policy outlines the teaching, organisation and management of English at Four Oaks Primary School.

The school's policy for English is based on the National Curriculum Programmes of Study. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

### **Speaking and listening**

We recognise the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life.

In our school, children are given regular opportunities to develop their speaking and listening skills in varied ways across the curriculum.

The school also works with speech and language therapists to provide appropriate support for identified children.

We aim for children to leave Four Oaks Primary being able to speak clearly, expressively and confidently and to listen, evaluate and respect the opinion of others. Teaching and learning strategies used to achieve these aims include:

- Use of talk partners
- Class discussions and debates
- Retelling stories
- Oral rehearsal of sentence work
- Performing poetry
- Book discussions during whole class reading.
- Role play and drama
- Listening to a range of texts read aloud
- Listening, responding to and evaluating their own and others' contributions

### **Organisation of the Daily English Lessons**

High quality texts are at the core of our English curriculum in all stages of learning. Both reading and writing opportunities are built around high-quality texts which expose children to a range of themes, vocabulary and genres over the course of a year and cover the protected characteristics (please see our core text overview for more information on protected characteristics within chosen texts). Book threads have been created to ensure children study a wide range of texts and that there is clear progression in text complexity and themes between the different year groups.

## **English Teaching Time**

To provide adequate time for developing English skills, each class teacher will provide a daily 1-hour English lesson. At the beginning of some English lessons, at the discretion of the teacher, regular 10-minute grammar sessions with a focus on constructing perfect sentences is taught in context of their anchor text. Alongside this, a minimum of four 30–40-minute reading comprehension lessons take place a week (please see 'Reading at Four Oaks' guide for more information about how reading is taught). In addition, short (approximately 10-minute) basic skills sessions, to teach, practice and consolidate handwriting and spelling, are delivered at least twice weekly. Teachers must ensure that there are sufficient timetabled sessions to meet the needs of their children. In EYFS and KS1, there are also daily phonics sessions to develop children's phonemic knowledge.

The structure of each English lesson is flexible and will vary depending on the needs of the children and the content of the lesson.

## **EYFS**

We teach Literacy in Nursery and Reception as an integral part of the Early Years Foundation Stage. The format for the daily lesson differs from the rest of the school in that objectives are covered throughout the day in short, focused class sessions and followed up in small group work. Within the EYFS the three strands of Communication and Language and the two strands of Literacy are used to develop thinking, reading, writing and phonics.

The Narrative Immersion Approach to Literacy is used in the EYFS to give children the opportunity to develop their vocabulary and comprehension skills as well as a love of books. The core principles of the narrative immersion approach are the effective modelling of language by staff, children's own development of vocabulary supported through explicit teaching and the ability to make links between an anchor story, 'satellite texts' and themes that link a unit together (e.g. friendship, belonging, celebration). This model supports the development of comprehension and vocabulary foundations that are needed if children are going to be able to develop the comprehension skills required to access and comprehend a wide range of texts as they journey through school.

## **Key Stage 1 and Key Stage 2**

During the daily English lessons, there will be a good balance between whole-class, group teaching and individual work. Pupils are typically organised into groups according to their ability in KS2. In KS1 children stay within their own registration group but small ability grouping may be used within a lesson. All groupings are reviewed regularly and the majority of children will have access to the same work with various methods of scaffolded support and challenge used to cater for the differing needs of children.

When planning a unit of English, the purpose and audience of a piece of writing is carefully considered to ensure children have the opportunity to select and apply a range of writing skills appropriate to the task. Teachers use the 'Immerse, Analyse, Write' teaching sequence to ensure that children have opportunities to practise the key skills of writing, including elements of grammar, whilst building the understanding and knowledge to apply these skills when writing for a range of purposes. The whole school writing map details the audience and purpose for writing in each year group ensuring that children have the opportunity to write for a wide range of purposes as they journey through school. Progression maps, used by teachers when planning a writing unit, detail the key grammar skills to be taught when exploring writing for different purposes and ensure clear progression of skills between year groups and key stages. Teachers use this document judiciously to ensure the needs of their children are met.

## **Systematic Phonics**

At Four Oaks we teach phonics through the implementation of the Read Write Inc. programme in the EYFS (Reception classes) and KS1. RWI is an early systematic synthetic phonics and reading programme that provides a structured and systematic approach to teaching phonics and early literacy. It follows an interactive approach which includes a number of short tasks so that children are involved and engaged throughout the whole session. It is designed to create fluent, independent readers, confident speakers, independent spellers and willing writers.

RWI links phonics with reading and writing. During a typical RWI session, children will learn a new letter sound and practise reading words containing that sound. They will learn the formation of the letters and write words using the new taught sound with an emphasis on spelling. Following this, children are introduced to their book for the session which is linked to the new letters sounds learnt. They are taught the green and red 'tricky' words contained in the book and reading strategies that they can employ in their own reading of the text are modelled by the teacher and then children are supported to apply them. Children work with their reading partner to read through the text, supporting each other as they read using the strategies modelled by the teacher.

In Key Stage 2 children follow the National Curriculum Programmes of Study but those identified as requiring further phonics support can access targeted 'catch- up' intervention linked to our RWI scheme as appropriate. At Four Oaks, we ensure that our interventions include FastTrack Tutoring

### **Inclusion in English**

The needs of all children are considered carefully when planning and teaching English at Four Oaks Primary. We want children to reach their full potential and where necessary, teachers identify which children are not making adequate progress and take steps to improve their progress and attainment in English.

Teachers will involve all pupils through carefully planned teaching steps involving high challenge and high levels of support. Pre-teach and Keep-Up interventions are used to help support lower attaining children continue to make progress and access the daily lessons with their peers. Catch-Up interventions are used to narrow the attainment gap between lower attaining pupils and those working at age related expectations. These interventions are planned and delivered according to the needs of individual pupils.

Higher attaining pupils are provided with challenges within the lessons to deepen their learning and are provided with opportunities to apply their knowledge and understanding across other subjects in the curriculum.

### **Pupils with Special Educational Needs and Provision Maps**

Our ambitious English curriculum is designed to promote high achievement for all and through a Quality First Teaching approach (QFT), teachers include all pupils in their daily English lessons including those with SEND. Where appropriate, this will be achieved through appropriately scaffolded work and, in exceptional circumstances, an individualised curriculum. Work in English considers the targets set for individual children in class Provision Maps which are reviewed half termly and reviewed with the school SENDCO termly.

### **Marking and Feedback**

Consistent high-quality marking and/or constructive feedback from teachers ensures pupils make progress in their learning. A marking code that the children recognise gives guidance for development and improvement. Quality marking provides opportunities for children to respond and develop the learning from a session the class teacher has selected. 'Quality marks' are succinct and focus on consolidating or extending learning. This is in accordance with school marking policy.

### **Links between English and other subjects**

The skills that children develop in English are linked to, and applied, in every area of the curriculum at Four Oaks Primary School. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Teachers plan cross-curricular writing tasks wherever the opportunity arises.

## **Resources**

English is well-resourced at Four Oaks. All classrooms have dictionaries, thesauruses and a range of fiction and non-fiction texts. KS2 classes also have class sets of the 'anchor novels' studied each half term. Children have access to the internet which enables them to access supplementary materials including online reading materials. The library contains a range of books to support children's individual research in addition to reading for pleasure books. Class teachers are encouraged to use high quality texts to support all areas of the curriculum.

## **Computing**

Computing may be used in various ways to support teaching and motivate children's learning. Computing will involve the computer, digital camera, digi-blu cameras, audio-visual aids, movie making software, laptops and iPads. Furthermore, our children have access to the 4D room and a green screen. This range of technology is only used in a literacy lesson when it is the most efficient and effective way of meeting the lesson objectives.

## **Working Walls and Displays**

The learning environment is designed to support pupils' learning, and a current, up-to-date English working wall is a key part of this.

Working walls are evident in all classrooms as a display of the learning process and a reference point to support learning. They may include objectives, success criteria/steps to success, visual aids, challenge, vocabulary, grammar used in context of the anchor text or examples of good work. Children are encouraged to use the working wall to support learning and develop independence.

## **Assessment**

### **Summative assessment**

Summative assessment occurs at pre-defined periods of the academic year such as SATs tests, NFER standardised tests or end of unit tests. Summative tests help teachers to benchmark pupils, track progress and to make mid-year and end of year judgements on a child's attainment against a year group's programme of study objectives.

Internal summative assessment data is collected at key points in the year (see assessment timetable) and provides information about the impact of our English curriculum on children's progress and attainment.

- Reading and EGPS - summative assessment and data collections are completed three times a year for Reading in KS1 and Reading and EGPS in KS2. These assessments are recorded as standardised test scores generated by the NFER termly tests. Analysis of assessments, including QLA, help to inform next steps in learning and to plan any catch-up interventions that may need to be implemented for identified children.
- Writing – Summative writing assessments are completed each half term. Writing is assessed against a writing checklist created for each year group which details the writing objectives for the current year and key skills children should still be applying confidently in their writing from previous years. This process ensures that previous learning in writing is constantly being revisited and built upon and that any gaps can be quickly addressed. Writing is moderated by all staff each term to ensure consistency in teacher's judgements.
- Phonics – KS1 children are assessed in phonics during the whole school assessment weeks. These results are used to inform future planning and ensure lessons cater for the needs of the children. Results from these assessments are also used to 'stream' children when appropriate so they have the opportunity to secure learning in a particular phonics phase before moving onto the next phase.
- PM Benchmarking – All KS2 children complete a PM Benchmarking activity at the start of the year to identify their reading level. This is extended to children in KS1 as soon as they are off the RWInc programme. This information is then used to provide reading books at an appropriate level to each pupil. This process is carried out again at different points in the year to check children's progress. Benchmarking is also one method we use to identify children who are working significantly lower than ARE so appropriate interventions can be put into place.

## **Formative assessment**

Formative assessment is the ongoing assessment carried out by teachers both formally and informally during English lessons. This type of assessment is used to assess knowledge skills and understanding and is used to identify gaps and misconceptions. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. It enables teachers to provide appropriate support or challenge as appropriate. Methods of formative assessment include: the use of quality questions and marking and feedback of pupils' work (see marking policy for details).

## **Management of English**

### **Role of the Subject Leader**

- Teach demonstration/ team-teaching lessons where necessary.
- Support colleagues in the implementation of the National Curriculum.
- Monitor progress in English throughout the school by lesson observations, learning walks, scrutiny of children's books and scrutiny of planning.
- Lead by example in the way they teach in their own classroom.
- Prepare, organise and lead INSET, including English workshops, with the support of the Headteacher and external consultants.
- Work co-operatively with the school SENDCO.
- Attend training provided and disseminate to colleagues.
- Have regular discussions with the Headteacher and report to Curriculum Governors.
- Inform parents and carers of new developments in the subject.
- Provide an annual English action plan, which will form part of the School Development Plan.
- Review the Action Plan twice a year, as a minimum.
- Be responsible for the purchase and organisation of resources.

### **Role of the Headteacher**

- Lead, manage and monitor the implementation of the National Curriculum, including monitoring teaching plans, books and the quality of teaching in classrooms.
- Ensure that English remains high profile in the school's development work.
- Deploy support staff to maximise support for the school.

### **Role of the Governors**

- The Governing Body has general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. The Governing Body shares responsibility for making sure that the National Curriculum is taught and assessed.