

LEAVENING COMMUNITY PRIMARY SCHOOL



English Policy

Member of staff responsible: Sian Mitchell

Link Governor responsible: Neil Clark

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Chair of Governors: James Robinson

Headteacher: Sian Mitchell

Leavening Community Primary School Purpose and Values

Our school purpose is:

‘TOGETHER WE CAN...’

Our 4 Values are:

1. Look and Learn beyond the classroom.
2. Have high aspirations and fulfil our potential
3. Care, share and belong.
4. Lead, teach and learn with passion.

Intent

At Leavening, we endeavour to enable every child to achieve in writing by giving all children the opportunity to write for a range of contexts, purposes and audiences.

We also focus on encouraging every child to achieve in reading by exploring various text types linked to the topic we are learning about, and comparing the similarities and differences of books written by a range of authors.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

At Leavening Community Primary School, our focus is to implement the aims of the National Curriculum and enable children to:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- 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 in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- build children’s confidence and resilience in writing and reading by adopting a growth mind-set approach.
- make writing relevant, purposeful and exciting.
- expose children to various texts and encourage them to write for a range of audiences and purposes.
- encourage children to read books for pleasure, from a range of authors and text types.
- celebrate the children’s joys of writing and reading.

Curriculum Planning

Literacy is a core subject in the National Curriculum. We use the National Primary Framework for Literacy as the basis for implementing the statutory requirements of the programme of study for Literacy. We also base our curriculum planning around a particular whole school topic that the children have helped to choose. In our short and medium term planning, we try to create as many cross curricular links through various subjects, so that the different aspects of literacy can be taught throughout the curriculum, therefore making our curriculum as creative and enjoyable as possible for the children.

We carry out the curriculum planning for Literacy in three phases (long-term, medium-term and short-term). The National Primary Framework for Literacy details which key skills need to be taught in the long-term for each year group for the whole year.

Within each unit plan are the class teacher's weekly (short-term) plans. These plans include details of the daily objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment. The class teacher reviews and edits these daily plans, so they can ensure children's learning is moving at a rapid pace, key skills are being taught as appropriate and misconceptions are being highlighted and discussed when needed.

Reading

From nursery until Year 2 we follow the Little Wandle letters and sounds revised accredited programme of teaching early reading. Please refer to the phonics and early reading policy.

Class text

Each half term, teachers choose a class book that is appropriate for children of that age group and that is linked to the particular topic for that half term. This text is read each day and reading comprehension questions are tailored around this.

Guided reading

In EYFS and KS1 children have a daily 'reading practice' session which teaches the skills of:

- Decoding
- Fluency
- Prosody
- Comprehension

The Little Wandle letters and sounds revised programme is followed, with a particular focus on reading fluency in year 1 and 2.

In KS2 Guided Reading occurs daily and each group of children are given a different reading comprehension task to carry out based on the group text they are reading. Children are grouped according to their ability and rotate to work with teachers and teaching assistants. Guided reading focusses on teaching the following skills:

- Vocabulary
- Retrieval

- Predication
- Inference
- Summarise
- Compare and contrast

Children are also encouraged to read at least three times a week, as part of their homework, and an adult is asked to sign and date their reading record each time.

Pupils with additional needs are listened to read more frequently and will read through the 'paired reading' approach.

Phonics and Spelling

We have a separate Early Reading and Phonics Policy, but in addition:

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'common exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 from the National Curriculum are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate. The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology.

Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between medical and medicine may help pupils to spell the /s/ sound in medicine with the letter 'c'.

Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

Writing

We follow the 'Writing Cycle' approach to teaching writing. This process takes 3 weeks per genre in KS2 and 2 weeks per genre in KS1. Children have a gold write book that they produce their final, edited piece of writing at the end of each unit.

Handwriting

Please refer to the separate handwriting policy

At Leavening School, we believe good handwriting remains essential to our children's educational achievement. We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum.

Speaking and Listening

Children have opportunities for speaking and listening in a variety of contexts as individuals, in pairs, in small groups and as a whole class. There are opportunities for stimulating imaginative play in the early years and for drama and circle time activities throughout the school. Children also participate in Hot Seating, where they become various characters of the class book and other children ask them questions about how they feel or what they experience in that situation. Listening skills are developed by listening to the teacher, and each other, listening to visitors, music, audio CDs and various computer programs.

In EYFS and KS1 we follow the Talk through Stories approach by Ruth Miskin which is designed to extend and deepen children's comprehension and vocabulary.

Resources

There is a wide range of resources geared towards appropriate ages and abilities in each classroom. The majority of resources are kept in each classroom in cupboards and on shelves. The English leader is responsible for buying the main resources as needed for all areas of literacy, however, all staff can put a request in to order smaller literacy resources/games.

Celebrating Children's Successes and Efforts

During Certificate Assemblies which occur once a fortnight, teachers award children with certificates for 'Great Presentation', 'Wow Writer!' and 'Reader of the Week'. This encourages children to try their best in lesson so that each child can reach their maximum potential. Teachers also award reading certificates to children who have read 20, 40, 60 etc. times altogether.

Teaching Literacy to Children with Special Educational Needs

At Leavening Community Primary School, we teach Literacy to all children, whatever their ability. Literacy forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched

to the needs of children with learning difficulties. Work during Literacy takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Teachers provide help with communication and literacy through:

- using texts that children can read and understand
- using visual and written material in different formats
- using laptops and Ipads.
- using alternative communication such as signs and symbols such as widget, clicker 8.

Monitoring

The aim of monitoring is to enhance children's learning through sharing good practice and identifying areas for development.

In Writing and Reading, this is done in a number of ways:

- through the Performance Management structure, depending on whole-school and individual priorities.
- through peer mentoring.
- through observation by the Subject Leader and Head Teacher.
- through book scrutiny.
- through assessment of data on O-Track.
- through moderating with staff in the same school and in other local schools.
- Through monitoring by link governors

Assessment

Teachers assess children's spelling throughout each half term, by looking at the spellings they've written in various books across the curriculum. During lessons, children are reminded to check and edit their writing for grammar, spelling and punctuation errors. The children's books demonstrate that the children have made progress in spelling, if they have read through their work and edited their incorrect spellings by rewriting the words correctly in purple polishing pen/pencil.

Each half term, teachers and teaching assistants also reassess their children's knowledge of phonics through mini assessments using the Letters and Sounds Scheme. Teaching staff who teach phase 1-phase 5 focus on which graphemes the children can recognise and sound out, and which words they can read and write correctly. Teaching staff who teach phase 6 to children, ask children to complete a Phase 6 assessment to highlight which spelling patterns they have remembered and which ones they need more practise with.

Every half-term, teaching staff meet with the Head teacher to discuss progress across that period for each individual child. Successes are celebrated and children whose progress may be of concern are identified and highlighted. Writing books and intervention books are brought to progress meetings and progression/gaps within topics are. If children have not made enough points progress that half term, their teacher and head teacher will suggest ways to support their learning both in class and possibly during afternoon interventions.