

Roseberry Primary & Nursery School



English Policy **March 2021**

At Roseberry Primary & Nursery, we provide a high quality inclusive education in a safe and nurturing environment, to inspire our pupils to foster a love for learning which enables them to achieve their full potential, and equipping them with the skills to adapt in our ever-changing world.

Together we achieve more!

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From the 2014 National Curriculum

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.

Aims

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 word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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.

Reading

A home reading scheme is operated from Reception through to Year 6, whereby children bring home books to share with their families on a regular basis. As well as giving children time to enjoy reading; this gives the school and parents a regular way of communicating about their child's reading. Once children have completed the reading scheme, they can choose books from a classroom selection as well as from the library.

Instilling a love of reading is an important aim of our reading curriculum, so children are provided with opportunities throughout the week to read for pleasure. Staff read aloud picture books, chapter books or poetry to children every day in order to ensure all children understand the value of reading regularly.

In order to ensure we provide an English curriculum rich with high-quality texts and prominent authors, we use the Pie Corbett Literature Spine as a basis for our choice of texts throughout the school.

Reading Comprehension activities are planned weekly within the English lesson and/or whole class reading sessions from Y1 to Year 6. Children are introduced to the school reading comprehension question types which link into assessment domains for reading in KS1 and this is continued through to KS2.

Each class in KS1 and KS2 have a specific time where they can visit the school library and choose a book to take home. All children were taken to the Pelton Library by staff during 2014 and were given a library card to encourage families to make more use of our local library facilities.

We have paired classes up across the school to provide children with an opportunity to share books with other children. This enjoyable, weekly activity builds confidence and strengthens relationships between pupils as well as providing younger pupils with an older role model for reading.

Staff are encouraged to display a photograph of the book they are currently reading at home to show children that adults also read for pleasure.

Key stage 1

Phonics

The Letters and Sounds phonics programme is introduced in EYFS and continued throughout the Foundation Stage and Year 1. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Children in KS1 receive 4 sessions of 30 minutes of focussed teaching, learning and assessment.

Regular assessment ensures children who are not working at an appropriate level access intervention groups.

1-1 reading

Children complete one to one reading sessions with class teachers and teaching assistants from EYFS onwards before the introduction of guided reading. At this early stage, there is an initial focus on decoding skills and discussion about the text is led by the class teacher.

Guided reading

Small group guided reading takes place daily from Year 1 onwards. Children work in small groups to complete focussed reading and discussion based around a book. Our whole school question types are derived from the reading content domains and are taught explicitly in these lessons.

Key stage 2

From Year 3 onwards, children are introduced to the format of **whole class reading** via dedicated time in the curriculum. During the lessons, two days in the week are focussed on the class novel that is read for pleasure to the children every day. Children learn to retrieve information quickly and improve their recall about the text as well as summarising the main events that have happened in the story. A weekly PSHE question stimulates children's development of social, moral and ethical considerations in the real world.

For the remaining three days of the week, children will read extracts of texts or short non-fiction pieces that supplement the comprehension question types learned across the school. Children are paired during these sessions and read aloud **every day** in order to develop fluency, confidence and speaking and listening skills.

Children in KS2 who still have need for phonics teaching are identified through regular assessment and taught by teaching assistants using the **Read Write Inc programme** as an intervention strategy.

Spelling

From Year 2 onwards, children have a daily 30 minute 'Word Fun' session. They are taught spelling strategies and rules taken from the new National Curriculum.

Writing

The use of engaging, relevant and high quality texts is central to our writing curriculum. These act as stimuli for children to develop and explore their writing skills. Children write for purpose wherever possible usually on a theme linked to a cross curricular unit of work. We actively seek out other inspiring stimuli for children to use in their writing. This has included a school treasure hunt, an 'alien crash landing' on the school field, whole school visits to local museums, visitors in school and use of the outdoors environment when possible.

Roseberry follows a 3 to 4 week cycle for our writing process. Our cycle has been developed carefully in order to match the needs of our pupils whilst allowing them the opportunity to write meaningfully at length.

The sequence consists of the following stages:

1. **Reading:** A hook into the book or film which encourages personal responses, vocabulary development, activating prior knowledge and a focus on shared and guided reading. Activities will be completed which relate to the text at word and sentence level and could include: speaking and listening, role play, graphic organisers, comprehension, inference activities, descriptions, dialogue.
2. **I do:** In order to develop quality writing, children focus on an excellence model to learn 'what a good one looks like'. A toolkit for a good piece of writing is developed. Sentence openers are practised using the Literacy Shed's DADWAVERS format (KS2) and a shorter DACS format (KS1).
3. **We do:** Children then spend time learning from a teacher scaffold and writing in small groups or pairs to develop their confidence on the text type. They spend time planning their ideas, researching for non-fiction writing and improving vocabulary choices.
4. **You do:** Children have at least two opportunities to write in the style of the selected text type. They improve their initial ideas through verbal feedback and focus on the toolkit to produce a high quality piece of writing. Children also have the opportunity to write for pleasure which may revisit a text type from a previous year group, or a topical stimulus which interests the class.

Grammar and Punctuation

This is taught as a discreet 30 minute lesson at least once a week in KS1 and 2. The school is following the 2014 National Curriculum requirements. In addition, grammar and punctuation that are relevant to the text type are embedded within the 3 week writing cycle and included in the toolkit for children's writing.

Handwriting – see separate handwriting policy.

The Role of ICT

ICT is used to support our teaching and to motivate children's learning. The interactive whiteboards are used for writing information and for sharing texts, pictures, other children work and video clips. The wide variety of programmes we have available are also used to extend and reinforce children learning. The use of videos and iPads are also becoming very much part of our curriculum.

Assessment

Currently, we assess children's writing every term, or half termly in some instances, using a selection of children's current writing. Teachers and teaching assistants attend a moderation meeting where all staff level and discuss a piece of writing from each year group to ensure effective and consistent judgements.

Additionally, we participate in a nationwide programme called No More Marking in order to assess our children's writing alongside thousands of other children in the UK. One piece of writing is submitted, per child, each academic year and comparative judgements are made to determine where the piece of writing would rank nationally and within the cohort. All teachers and teaching assistants take part in the judging process and subsequent data is analysed in order to contribute to our judgements of a child's writing ability.

Pupil progress meetings are held every term for staff to identify good progress or highlight those children who need an additional intervention.

Parental Involvement

Parents are regularly encouraged to support their children's reading. We invite families to celebrate whole school events with us, such as World Book Day and Bedtime Stories Day. In EYFS, regular Jackanory sessions are held for parents and carers to attend. Phonics workshops are arranged upon entry into Reception to enable parents to have the correct information in order to support their child at home with early reading. All children from Reception to Y6 have a home reading folder where parents are encouraged to make comments after listening to their child read.

Homework

Children are given a piece of English homework every week to consolidate work done in school. Parents have the opportunity to comment upon the homework their child has been given in the homework books to ensure effective home school communication.