



PRIESTSIC PRIMARY AND NURSERY SCHOOL

English Policy

Philosophy

The teaching of English at Priestsic Primary School aims to equip pupils with the life skills needed to become fully functioning, active members of society in the twenty-first century. We believe that communication is the key to educational progress, to social interaction and to personal development and happiness. We aim to equip our children with the skills, knowledge and experiences they need to give them the very best chance to lead happy and rewarding lives.

Aims

At Priestsic Primary School, we aim to develop in all children:

- The ability to communicate clearly and appropriately in speech and writing.
- The confidence, desire and ability to express their own views and opinions.
- The ability to read fluently, accurately and with understanding to support learning across the curriculum.
- The recognition of the value of books as a basis for learning, pleasure, talk and play, fostering a life-long love of reading.
- The competence to produce written work of a high quality in all subjects, through the application of skills taught in English.
- Competence in the 'basic skills' – spelling, grammar, punctuation and handwriting, to allow creativity to flourish.
- Persistence and stamina and a desire to do their best.

Curriculum planning

The 2014 National Curriculum underpins much of our short and medium term planning across Key Stage One and Two, with teachers taking this and adapting, rewriting and planning learning according to what their children need to make good progress. English is taught daily. In Key Stage One, the organisation and structure of English lessons are flexible according to the needs of the children/learning outcomes desired.

In Key Stage Two, pupils receive daily separate English lessons and daily fluency focused reading lessons as well as short, focused spelling and handwriting sessions. In Key Stage One, the scheme is used for handwriting is Little Wandle. In Key stage two, Letter Join is used. The spelling scheme 'Spelling Shed' is used in Key Stage two and Little Wandle is used as a phonics intervention for those children who need extra support. The English lessons include listening, reading and writing and there will generally be reading opportunities as part of these lessons. Grammar lessons are taught in the context of the writing that is taking place wherever possible. eg The active and passive rules would be taught in the context of writing a newspaper report.

Teaching and learning is structured over a sequence of lessons using a high quality core text to drive the learning. Where possible, we aim to offer our children exciting, creative first-hand learning experiences to stimulate, enthuse and drive learning. We ensure that end of unit outcomes are the most appropriate to demonstrate the learning that has taken place over the unit of work.

As well as being taught explicitly, language and literacy skills are developed throughout the curriculum. There are opportunities for the children to consolidate, use and apply skills through engaging in the wider curriculum. This supports the children in the transference of the skills they are developing in English across the curriculum.

Teaching and learning

English is delivered through exploration of a high quality core text. This is further enhanced by opportunities appropriate to the intended learning. For example, technology, drama, role play and creative, first-hand and

practical experiences are used to stimulate, enhance, support and record learning. Underpinning the delivery of a unit of work are the teaching techniques of teacher modelling, scaffolding of learning, 'slow write' techniques, discussion, questioning, scribing to support pupils throughout the learning process. Children are given the opportunity to work individually, independently, collaboratively, in groups, pairs and as a whole class.

Writing

We focus on developing our children's ability to write accurately, to allow them to be as creative and imaginative as possible. Compositional and transcriptional skills are taught, alongside the creative aspects of writing. We plan in opportunities for children to experience, read, talk, plan and prepare before writing to make them the 'experts' wherever possible to give them the best opportunities to succeed. Children write regularly throughout the phases of an English unit from Foundation Two onwards. This is because we recognise that, in order for our pupils to make the best possible progress in writing, they need regular, opportunities to practise, develop and apply their writing skills. These opportunities are delivered in a variety of ways – in planned writing activities throughout a unit, in guided groups where a specific focus is addressed, in one to one sessions, independently and through incidental writing opportunities either planned or evolving, as the teaching sequence progresses. In Foundation Stage and Key Stage One, opportunities to write are also provided through continuous provision; in role play areas, writing tables, activity tables, small world play, tactile areas etc where children can explore and develop their marking making and apply their early writing skills. Again, we endeavour to provide a wealth of opportunities – both adult supported and independent, child led experiences for our pupils to develop these important skills. Throughout school we have opportunities to produce meaningful and creative pieces of writing across the curriculum. These allow our pupils to apply their skills in writing when they are learning in all subjects. These opportunities are planned and delivered in a range of subjects. We endeavour to ensure that the writing produced is of the same standard and quality as the work produced in English.

Speaking and Listening

Developing oracy is a particular focus at Priestsic Primary School. Analysis of our current and historical cohorts, through formal assessment and also through informal observations, has highlighted this as an area which requires on-going support. We give children a wide range of opportunities to engage in and develop their skills in speaking and listening. As adults in school, we strive to provide good models of oracy for children to emulate. We endeavour to speak with grammatical accuracy. We expect children to learn to do this also and correct children when they do not. We place great emphasis on talk and communication in the Foundation Stage and Key Stage One particularly, where the curriculum is structured to promote modelling, supporting, practising and developing talk. Classroom environments reflect this. In their continuous provision, teachers provide opportunities daily in classrooms up to and including Year 2, that children can access to practise their speaking and listening skills and social interactions. Developing skills in speaking and listening (and therefore, reading and writing) underpins much of the English curriculum in the earlier years at Priestsic. It forms a key element in the teaching sequence and is incorporated into the teaching phases.

Reading

In Key Stage One, the teaching of reading takes place in English lessons as part of the units of work, as set out in the current National Curriculum. Other opportunities include during Letters and Sounds activities and during learning in other subjects. Here, teachers build in opportunities for pupils to apply their developing reading skills when researching. Teachers explicitly model the skills needed to become competent and confident readers and further model, support and develop this good practice during whole class or individual reading sessions. These can be within the main English lesson or at another time.

In the early years, blending is taught as the prime approach to reading. This is taught in the English lesson, in daily Little Wandle sessions and in one to one reading. Much support is given to ensuring our children make a good start on the road to reading. As well as whole class reading, one to one reading is a high priority, particularly in the earlier years. Here, children benefit from regular individual reading sessions with adults in school. High quality resources to support the acquisition of the skills of early reading are in place. Carefully selected book-banded book resources are in place for both guided and individual reading to ensure children make good progress. Children are encouraged to

take their reading books and a library book home to share throughout school. We aim to make our pupils lifelong readers and, in order to do this, have compiled a list of the 50 best books to read. These are called our 'Recommended Reads'. These are promoted in school and pupils are encouraged to take them home to share.

As pupils move towards and into Key Stage Two, the emphasis shifts from learning to read through blending and developing the strategies and skills to decode, to supporting and developing understanding and deepening meaning. Daily whole class reading sessions are vital to this, where the quality of teacher's questioning is paramount.

KS2 daily fluency reading lessons

Timetable for Whole Class Reading lessons - Based on Primary Reading Simplified (Chris Such)

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 2	Fluency	LW fluency	LW fluency	LW fluency	Fluency
Year 3	Fluency	Extended	Fluency	Extended	Close
Year 4	Fluency	Extended	Fluency	Extended	Close
Year 5	Fluency	Extended	Fluency	Extended	Close
Year 6	Fluency	Extended	Fluency	Extended	Close

Fluency Sessions

Aims

Through teachers modelling and repeated reading of texts, pupils will:

- Increase decoding accuracy – applying phonics and decoding skills. Breaking unfamiliar words in different ways.
- Use punctuation accurately and appropriately
- Read with appropriate phrasing, intonation and expression
- Increase levels of automaticity – reading more words 'at a glance'

Teacher preparation

- Select short text (should only take pupils a few minutes to read)
- Pre-read the text and consider how to model intonation and expression
- Identify up to 5 words/phrases that might be unfamiliar to the pupils (in the context of the text)

Lesson Structure

	Teacher	Pupils	Intended impact
1	Provide a brief context.		• Activates prior knowledge • Engages pupils • Provides information to support decoding
2	Read the text fluently.	Actively listen.	• Develops pupils' fluency, phrasing and intonation through exposure to an accurate, expressive model of reading • Supports comprehension through teacher modelling
3	Explain up to 5 words/phrases to support pupils' understanding of the text.	Actively listen.	• Builds vocabulary (in context) • Removes barriers to comprehension • Supports pupils to access meaning more precisely
4	Briefly summarise the text.	Actively listen.	• Develops pupils' understanding of key ideas, themes and overall meaning.

5	Re-read the text. If needed, use echo-reading (on some parts of the text) to secure independence for the next step)	Follow the text as the teacher reads. If needed, practices reading parts of the text.	- Consolidates understanding of key vocabulary and meaning - Builds pupils' confidence in reading the text independently
6	Listen in to paired reading or use echo reading with target group if needed.	Read with partner. Re-read the text several times . Pupils need to be clear about why they are re-reading so that they remain on task.	- Develops accuracy and automaticity through repeated exposure - Strengthens fluency through repetition and supported rehearsal - Provides scaffolded practice for less confident readers
7		Read aloud as a class/pair/group/individually.	- Builds confidence - Develops prosody through 'performance' - Allows formative assessment (fluency)
8	Model posing questions/wonders	Pupils share their wonders/questions/comments	- Deepens comprehension - Encourages engagement and critical thinking - Supports inference skills - Develops language for discussion and explanation - Allows formative assessment (comprehension)

Extended reading Sessions

Aims

Through the teacher reading at pace, modelling reading strategies, posing questions and providing brief explanations, pupils will:

- Increase their reading mileage
- Build reading stamina
- Feel immersed in a text
- Develop an understanding of the text

Teacher preparation

- Read the (whole) text before using with a class
- Consider which reading strategies to model
- Identify which parts of the text might need an explanations
- Prepare one or two questions to pose (to support pupils to feel immersed in a text)
- Identify stopping points (for older more advanced classes)

Lesson structure

	Teacher	Pupils	Intended Impact
1	Provide a brief context. Recap what was already read.		- Activates prior knowledge - Engages pupils and prepares them for the text
2	Read a section of the text aloud. Model some aspects of the reading process eg noticing when we read something confusing or re-reading for understanding.	Follow the text as the teacher reads – use a rule/finger	- Provides an accurate model of fluent reading - Develops awareness of effective reading strategies - Builds an initial understanding of the text - Equips pupils to tackle challenging texts independently

	Making the invisible visible – what do expert readers do ‘in their head’.		
3	Pause to: Explain anything essential Talk through reasoning Pose a question Add context Explain unfamiliar vocabulary Naturally integrate SATS style language eg What impression... KEEP EXPLANATION BRIEF	Actively listen to an explanation Consider a question. ESTABLISH CONSISTENT LANGUAGE – FINGER FREEZE, EYES ON ME	• Develops understanding of key vocabulary and concepts • Deepens understanding • Develops inference and reasoning skills • Supports ability to articulate understanding using appropriate language

FOR PUPILS IN WHICH 80% OF MORE ARE CONFIDENT INDEPENDENT READERS

	Teacher	Pupils	Intended Impact
1	Set a stopping point	Read a short section of text quietly. Routine – pupils finishing before others write a one sentence summary of that section. If needed, re-read to check their summary is accurate.	• Increases reading stamina and independent • Increases understanding through summary of key ideas
2	Explain anything essential that pupils might not understand. Pose a question to support pupils to make sense of the text.	Ask questions about words or phrases they did not understand or find interesting. Discuss their thoughts about the questions posed.	• Deepen understanding of vocabulary and concepts • Develops ability to arti
3	If needed, reread a part of the text previously reading by pupils to teach/model effective use of strategies such as re-reading, posing questions and summarising to understand confusing parts.	Actively listen to teacher modelling.	• Supports pupils to monitor and improve their own understanding while reading. • Develops pupils’ use of comprehension strategies while reading • Develops pupils’ use of comprehension strategies such as re-reading, questioning and summarising

Gradually increase the length of the sections the pupils read independently. By the end of Y6 the expectation would be for pupils to read multiple pages before briefly discussing them to clarify understanding,

Close reading

Aims

Through guided text discussion, pupils will:

- Engage in deeper exploration of texts
- Carefully consider ways authors use language and the impact on the reader
- Understand that texts can be interpreted in different ways

Teacher preparation

- Decide on which sections of text to use (e.g. Paragraph/s or page/s of a text previously read or a new short text such as a poem)
- Decide how text will be read (teachers/pairs/individually)
- Identify what needs to be explained
- Prepare questions (e.g. to explore themes, gather opinions)
- Identify themes and language choices to be explored

Lesson structure

	Teacher	Pupils	Intended Impact
1	Provide a brief context		• Activates prior knowledge • Engages pupils and prepares them for the text
2	Read the text (1/3 or less of the lesson) Use one or more methods: • Teacher reads • Paired reading • Individual reading		• Develops overall understanding of the text • Provides a shared understanding of the text to support discussion and analysis • Develops pupils' engagement with and enjoyment of reading
3	Discuss the text Explore: • Themes • The author's language choices and impact on the reader		• Develops understanding of key concepts and themes • Develops understanding of the author's language choices and their impact on the reader • Develops inference, reasoning and interpretation skills • Supports ability to articulate and justify understanding using appropriate language
Occasionally	Model how to answer questions in specific formats Model how to write multiple sentence responses Share and discuss pupils' responses Support pupils to use the texts to provide reasoned justifications for their views	Respond in writing e.g.: • Jot ideas/opinions on whiteboards • Lengthier responses following discussion • Answer questions in formats likely to be used in SATS.	• Develops ability to articulate responses and justify ideas • Develops ability to engage critically with the text and others' viewpoints • Develops confidence to tackle questions in different formats e.g. true/false, short/long answers.

Preparing pupils for SATS:

- Intentionally build pupil's reading STAMINA through incrementally increasing expectations for independent reading in extended reading sessions
- In close reading, occasionally introduce the sorts of questions they will encounter in the reading SATS
- In weeks before SATS, help pupils understand question formats. Provide modelling, guided and independent practice.
- Build test strategy habits eg reading questions carefully, underlining components of the question, circling tricky questions to come back to etc.
- Practice papers to familiarise pupils

Feedback

Feedback is a vital teaching tool to which we give a high priority at Priestsic. Teachers carry out whole class feedback sessions regularly in order to support all our pupils to make good progress.

Please see the school's Feedback Policy for further guidance.

Please see the Presentation Guidelines for further guidance.

Please see the Handwriting Policy for further guidance.

Inclusion

We work hard to plan opportunities that engage all our pupils, focusing on delivering learning that challenges but also supports those with specific learning needs. We aim to ensure our most able pupils are challenged and motivated and our children with barriers to learning, are supported and enabled to make good progress. We tailor our curriculum to support the particular needs of our pupils. We aim to embrace the culture, beliefs and values of all our pupils and provide them with opportunities, through English, to widen their understanding and celebrate the beliefs and cultures of others. Underpinning our curriculum and, within this, our English programme, is the development of our pupils moral, spiritual, emotional and social skills. We work hard to foster respect for other people's work and ideas and create an environment where the contribution of all pupils is valued, and where all pupils feel secure and included.

Intervention Additional support is offered through a variety of interventions such as:

- Little Wandle 'catch up' support for pupils who did not reach the required standard in the Year 1 Phonic Screening Check.
- Pupils identified in pupil progress meetings as not good progress are then targeted by the class teacher and support staff. This could take the form of one to one support, or by the child accessing small group intervention, to accelerate progress.
- In class, intervention programmes change regularly depending on the needs of specific cohorts.

Assessment is regularly analysed to identify needs. At Priestsic, we strive to find the best way to support children in their learning and try a variety of strategies and interventions to find the most suitable to overcome barriers to learning. We monitor results of these closely to ensure value for money and the effectiveness of the support. Programmes which do not yield results after an appropriate length of time are abandoned and another approach is considered. See SEN Policy for further guidance.

Assessment and recording

Teachers will:

- Use a variety of tools and techniques to continually assess progress in reading, writing, phonics, spelling and oracy. This is carried out on a daily basis through observation, marking and feedback to identify misconceptions and next steps in the learning cycle.
- Use Key Assessment Criteria to assess whether pupils are 'on track' to be working at the end of year expectations.
- Use Testbase tests in Key Stage Two to track progress.
- Use statutory end of Key Stage Two test materials.
- Use teacher assessment and test materials to formally assess at the end of Key Stage One.
- Monitor and assess progress in writing against success criteria in extended writing.
- Formally assess reading regularly using age/ability appropriate assessment tools and techniques every term.
- In Foundation Stage we formally observe children and assess against the Early Learning Goals.
- See Assessment Policy for further information.

Monitoring and review

Monitoring of English is undertaken according to the priorities of the School's Improvement Plan and according to the monitoring timetable. Senior leaders carry out regular monitoring activities to support and improve teaching and learning throughout school.