

Lyne and Longcross C of E (Aided) Primary School

English Policy



Rational

We want our children to leave Lyne and Longcross School with high standards of literacy, ready for their next steps in education. We provide a broad English curriculum, making connections with our key themes of learning. High quality texts and other media are used to capture children's curiosity and we make sure they have access to a wide range of text types and themes. We strive to ensure diversity and this is key within our English teaching; we want every child to recognise themselves in the texts they study and enjoy. Reading is at the heart of our curriculum and a significant amount of time and resources are dedicated to developing this fundamentally important life skill. We aim to teach reading in a way which fosters enjoyment, creativity and engagement as we recognise the link between reading for pleasure and future success for children.

Aims

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written words, and to develop their love of literature through widespread reading for enjoyment. We aim to inspire and enable children to:

- Read confidently, 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.
- 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 presentation, demonstrating to others and participating in debate.

Teaching and Learning

Teachers plan the English curriculum for their year group with careful reference to the National Curriculum and EYFS. A progression document is in place to ensure skills are taught in the correct sequence and at the correct time. We encourage staff to be creative and to tailor and adapt their teaching to meet the needs of individual classes. This means we encourage them to experiment using different topics, texts and approaches to teach content in an engaging and accessible way. This is tracked carefully to ensure coverage is balanced.

Phonics

In Reception, all children have daily phonics sessions following the Little Wandle Letters and Sounds Revised program. This program is DFE validated and was introduced in September 2021 with all members of staff receiving an INSET day of training. Phonics teaching is further developed in Year 1 with daily teaching continuing the program in its sequence. During phonics

sessions, children practise reading to decode new words, sentences and phrases at have opportunities over the week to practise their spelling.

Children are assessed every 6 weeks and progress is communicated with parents. For children who are not on track, keep up sessions are provided to support their individual needs and they are assessed at 3 week intervals to monitor progress and to plan for next steps.

In the summer term of Year 1, the children will take part in the national Phonics Screening Check. Due to COVID19, two cohorts have taken the screening test in Autumn term of year two. Children who do not achieve the required standard receive further phonics teaching and resit the screening in the Summer term of year 2.

The current year 2 cohort (2022-2023) have followed an adapted version of the Little Wandle programme due to their Year 1 September 2021 start rather than reception as intended. Their progress was monitored closely and they completed the phonics programme of learning in Autumn 2 year 2.

Reading

Reading is highly valued among all staff at Lyne and Longcross and emphasis is put on developing a love of reading in all children whilst developing skills that enable them to respond to and appraise an increasing range of texts. All staff working within our classrooms have been trained in our early reading scheme so that any children requiring phonics support across the school are supported effectively.

All children have access to a range of quality texts to embed the reading skills they are taught whilst at Lyne and Longcross C of E (Aided) Primary School. Our well-resourced library provides an opportunity for children to explore texts of all genres and each class has its own book corner with books appropriate to the age of the children.

In Reception and Year 1, the Little Wandle Letters and Sounds Revised program is used consistently. Assessments are used to group the children according to the sounds they are able to recall and read independently. Groups of children then take part in two reading sessions a week where they focus on decoding, prosody and comprehension. The books used are closely matched to the sounds they are learning in class, taking into account what they have been able to retain. These books are then sent home as e-books for parents to support reading at home.

Alongside these closely matched decodable books, we want children to develop a love of reading and experience sharing and enjoying books at home. A selection of sharing books are available for children and parents to enjoy together. The children are not expected to be able to read these books independently, although they may be able to apply some of their learnt skills. These books can regularly be changed by the parents/children.

For our year 2 cohort in 2022-23, we recognise that they are transitioning between two reading schemes, and therefore we have put in additional measures to support the development of their reading. More information regarding this can be provided by the Reading Lead (Mrs Symonds).

The teaching of reading is timetabled at least four times a week in year 2-6. This may be as discrete reading lessons or as part of English lessons and other lessons across the curriculum. We also encourage opportunities for children to read for pleasure, whether this be reading

independently a book of their choice or listening to their teacher share a book in class. This is over and above reading lessons and texts used within the curriculum. During this time we encourage teachers to read for pleasure to model to the children that we enjoy reading too!

In year 2, the children begin to access whole class reading lessons, with additional phonics sessions provided for those children who need consolidation of phonics knowledge. Most children will have passed the phonics screening check and will begin following our spelling program, with reinforcement during lessons of the phonics already taught.

In Key Stage 2, a balanced reading curriculum is delivered through whole class reading lessons. The texts children access are pitched just above the independent level of the majority of children, so that the teacher can support the development of the skills each child needs.

As we use Big Cat Collins books for children on their Phonics journey, we have invested in a wide range of Big Cat Collins reading books for children in Year 2 to transition onto starting from Autumn 2 2022. We use a fluency assessment to ensure that children are matched to the appropriate band of books and this has been rolled out to lower key stage 2 children by the start of Spring 2023. We make it clear to parents that it is crucial that they read regularly with their child at home. Where this does not happen, staff identify children who would benefit from additional reads to make sure that they do not fall behind.

Below is an outline of the progression for individual reader book bands:

Band	Age Expected
Phase 2 Set 1 to Set 4	Reception and Year 1
Phase 2 Set 5 Books	End of Year 1/Year 2 Entry
Purple	Year 2
Gold	Year 2
White	Year 2
Lime	Year 2
White Plus and Lime Plus	Year 2
Copper	Year 3
Topaz	Year 3
Ruby	Year 4
Emerald	Year 4
Free Reader	Year 5 and Year 6

For children across the school, who are requiring additional phonics support, they receive a weekly reading session reading the phonics banded books in small groups or in a 1:1 reading session.

Spelling

Spelling is a significant element of the National Curriculum for all year groups and one identified as a whole school priority. At Lyne and Longcross, we strive to ensure a balance between growing talented authors who can compose effective and creative pieces of writing with flair and enthusiasm, whilst ensuring that the demands of the spelling curriculum are met.

The teaching of spelling strategies is a fundamental skill underpinning our teaching of writing at Lyne and Longcross. Across all year groups, spelling is taught both as discrete sessions and within the context of a key text or wider subject area.

In Reception and Year 1, spelling is taught through daily phonic sessions, following our adopted phonics scheme. Children are taught to spell using the digraphs and trigraphs following the structure from Little Wandle Letters and Sounds Revised. Phonics displays are present in Reception and Year 1 classrooms and are regularly referred to in teaching to ensure that children know where to find support if they need it. Other resources, such as a sound mat, are available and children are taught how to use this to support their independent spelling and writing.

In Years 2 to Year 6, spelling is taught as a regular, timetabled session. We follow the teaching sequence set out in the No Nonsense Spelling scheme to ensure appropriate and well-sequenced coverage. The children are given specific words to learn and are tested on the words they have learnt at regular intervals. For children who may not yet have a secure grasp of their phonics or those who require significant support with their spelling, we make appropriate adaptations to our provision and these children are given further learning support and personalised spelling lists.

Writing

At Lyne and Longcross C of E Primary School we want to develop writers who use their imagination, are not afraid to be adventurous in the language that they use and who enjoy writing.

In order to do this, we have designed a text based curriculum which ensures that all pupils have access to a rich variety of genre and language. Our writing curriculum celebrates children's successes in composing original and interesting writing; we value their ideas and creativity as authors.

In our Early Years environment, children have the opportunity to lead their own learning however, our teachers skilfully plan for exciting opportunities to write that the children will be motivated by and choose to access for themselves. We provide additional support and challenge for those children exceeding the expectations for writing; finding the resources appropriate to each individual child.

At Lyne and Longcross, we believe in the power of exposing children to a broad and varied vocabulary. This means that within our teaching we draw on the rich texts to bring children's attention to new language. Time is given within units of work to introduce and use new vocabulary within context and then for children to apply it in their own work. For children who may struggle with language and vocabulary work, we offer pre-teaching and scaffolding resources to ensure that no child misses out on developing a rich word knowledge and understanding.

From Reception to Year 6, children are taught the process of writing in four sequences immersion, rehearsal, planning and process. In each class, the key text is used to underpin the writing activities that take place. Over the course of a unit, teachers develop the children's skills in different aspects of writing, providing a range of opportunities to children to write at length and develop stamina.

Immersion

Children begin their writing experience through immersion, this is a crucial step in the writing process. Immersion sparks curiosity and children become explorers of the text. This is the beginning of their journey to understanding the genre of writing, its purpose and their audience. They engage in a range of activities such as role play and creating news programmes.

Rehearsal

Before children move to writing it is important that they have opportunities to talk and verbalise ideas, explore language and are exposed to modelling from the class teacher. It is then important for the movement from talk to text to take place. Language is explored and vocabulary is explicitly taught. Children might complete activities that link to sequencing visual pictures or have shoe box mementos that link back to their immersion task.

Planning

Planning before writing it is very important. This part of the writing process helps children to organise ideas, develop characterisation and ensure there is a flow to their writing that is also interesting and relevant to the audience. Teachers use this opportunity to plan quality shared writing experiences for the children to support their understanding and development of ideas.

Process

We build the editing process into every piece of writing, focusing editing on single areas at a time to enable children to build their skills. Editing is a skill that requires modelling from teachers in all year groups; Showing children authors writing and our own is a powerful way to demonstrate that editing is not about finding fault, but finding the most effective way to write and make improvements.

At the end of the unit children have the opportunity to share their work with peers and pieces are displayed with pride across the school.

Grammar

Grammar teaching is embedded within day to day lessons and uses the key text where ever it is appropriate. Some discrete teaching of grammar takes place and the correct terminology is used with the children. The terminology to be covered within each year group is identified within our progression document. Shared and modelled writing makes full use of the opportunity to use taught grammatical concepts in context and teachers draw the children's attention to this. As part of our process of teaching writing, during each unit there is a focus on specific grammar skills and knowledge that the children might need in their upcoming work so that they have time to use them.

Handwriting

Children are taught to write with a non-cursive script from Reception. During year two, joined handwriting is introduced at an appropriate developmental stage. We recognise that for some children the mechanics of writing can be challenging and do not want this to be a barrier to their progress and so personal adjustments are sometimes made to reflect the needs of a child when writing. When children begin early reading and writing, letter formation phrases are used, in line with our phonics scheme, to help children develop consistent and accurate letter formation.

Assessment

Teachers evaluate the children's English learning against intended learning outcomes of planned activities and against end of year objectives on Learning Ladders. These evaluations are used to inform future planning by identifying children who need reinforcement or extension work, considering appropriate means of delivering such activities.

Half-termly phonics assessments take place in Reception and Year 1 to monitor progress and identify children who require keep up support.

All children in Year 1 participate in the National Phonics Screening Check.

Children in Year 2 participate in national statutory assessments for reading.

Children in Year 6 participate in national statutory assessments for reading, grammar and spelling.

Children in years 2-5 complete the New PIRA assessments in reading each term.

Fluency assessments are used to monitor individual reading from Purple banded books.

Please see the assessment and the marking policy for more information about how pupil assessments are recorded.

Children receive an end of year report to their parents/carers which details their progress in reading and writing. There are termly opportunities for parents/carers to discuss their children's progress with class teachers.

Inclusion

All children have an entitlement to access the English curriculum. We aim to ensure that pupils have equal access to the English curriculum and resources regardless of race, gender or ability. Work will be differentiated as appropriate to support all children. Where children have specific learning needs which impact on their ability to make progress in English, additional advice will be sort or interventions/support will be offered.

Resources

Resources to support the teaching of English are stored in appropriate classrooms. An annual budget is allocated to update these resources according to curriculum needs. The English subject leaders are responsible for organising, managing and maintaining these resources and also for keeping abreast of current subject issues through attending courses, meetings, reading relevant publications and disseminating this information to staff.

Monitoring

Monitoring of English learning is achieved through learning walks, book looks, pupil progress meetings and pupil discussion groups.

The English subject leader devise an annual action plan which forms part of the SDP and is shared with all staff. This action plan is evaluated throughout the year. The Link Governors for English meet termly with the subject leaders to review progress.

Policy reviewed: Autumn 2021 (Updated by English Leader June 2023)

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