



Parklee Community Primary School English Policy

Our curriculum overview, medium and short term planning can help support this policy, as will a look at these relevant schemes of work and overviews:

- Text based approach to English (Pathways to Write)
- Grammar and Punctuation (Pathways to Write)
- Guided Reading – Super 6 / VIPERS
- Spelling (Spelling Shed)
- Phonics (Bug Club Phonics)
- Handwriting ('Achieving Excellence in Handwriting' by Martin Harvey)

*'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**.'*

National Curriculum, July 2014

At Parklee Community Primary School, we believe that English and communication are key life skills. Through our English curriculum, we support children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving order and meaning.

We believe that reading is a life skill that every child should be entitled to have. Without the ability to read and decode text, so much is closed off to a child and then later as an adult. At Parklee Community Primary School, we strive to inspire children through the magic and enjoyment of books and to promote and encourage a lifelong love of reading, in order to empower them as individuals for the future. We believe books are a gateway to other worlds and the opening of our imaginations.

English is central to children's intellectual, emotional and social development and has an essential role across the curriculum and help pupils' learning to be coherent and progressive. We firmly believe that the teaching of the English curriculum will be inclusive to all children, inspiring them through an outstanding learning experience, which will enable them to make good progress and leave us as responsible and happy citizens with hopefully a love of reading.

We have a well organised and progressive English curriculum that provides many purposeful opportunities in reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for England 2014 and the Reading Framework 2023 to enable all 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
- write clearly, accurately and coherently, adapting their language and style in the and for a range of contexts, purposes and audiences
- use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons and the wider curriculum. We provide the means for children to develop a secure knowledgebase in English, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review ensure that we are able to provide targeted support so that all children experience success in English. We believe that a secure basis in English skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum and in Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage.

In Nursery through to Year 6, children are taught English within their classes. Through adaptive teaching provision and the support of teaching assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support, if necessary, outside of their English lessons.

Early Years Foundation Stage

Children in Reception will be given the opportunities to:

- Speak, listen and represent ideas in their activities.
- Use communication, language and literacy in every part of the curriculum.
- Become immersed in an environment rich in print and opportunities to communicate.
- Develop their communication, language and literacy skills on a daily basis in both adult led and child-initiated activities.
- Be within an environment which has a range of high-quality texts.
- Children have daily discrete Phonics lessons.
- Individuals have a reading book which matches their phonetic ability.
- Read with an adult regularly.
- Regular story times develop a love for books and storytelling.
- Write from a range of stimulus and experiences.

Key Stage One

Children in KS1 will be given the opportunities to:

- Take an active part in whole class discrete phonics lessons
- Have English lessons with an emphasis on real texts and skills
- Guided reading sessions based on the Literacy Shed VIPERS approach
- Regular story times and library visits to develop a love for reading



- Develop English skills across the wider curriculum and given opportunities to speak and listen throughout all subjects
- Speak confidently while listening to what others say
- Read and write independently and with enthusiasm
- Learn to use language to explore their own experiences and imaginary words
- Provision is made for children who require extra support through intervention programmes adapted class teaching and targeted teaching groups.

Key Stage Two

Children in KS2 will be given the opportunities to:

- Change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of texts and respond to different layers for meaning in them.
- Explore the use of language in literacy and non-literacy texts and learn how the structure of language works.
- Take an active part in daily English lessons where spelling and grammar skills are taught both discretely and embedded within lessons (Additional sessions include guided reading, spelling practice, grammar, handwriting and reading aloud of class novel)
- Provision is made for children who require extra support through and targeted teaching; intervention programmes, TA aids and adaptive class teaching.

Phonics

Phonics is a method of teaching reading and writing where children are systematically taught the relationships between the sounds in our language and the letters used to represent those sounds. At Parklee Community Primary School, we believe that the teaching of Phonics plays a key role in helping children learn to read, write and spell. We are currently using Bug Club Phonics, which is a high-quality program recognised by the DfE. Bug Club Phonics is a systematic synthetic phonics resource to help and support our children as they learn to hear, say, read and write sounds, words, captions and sentences. Phonics lessons follow the 'Revisit, Teach, Practice and Apply format. The teaching of phonic skills is embedded within English teaching in each class. Additional and adapted provision is made each day in discrete phonic sessions.

Our aim is for the vast majority of children to be confident readers by the end of KS1. High quality Phonics teaching enables children to decode new words confidently and independently and leads to improved understanding. This will result in children being able to read for pleasure, undertake research and develop their comprehension skills.

Reading

Pupils across school develop skills in 'reading for understanding' from a text-based approach to learning. Each year group uses a set of high-quality texts in order to deliver the curriculum and encourage discussion and debate around the texts in order to deepen understanding.

Regular reading at home and reading to adults in school is promoted throughout the school and various reading incentive schemes are used to increase participation within each class/year group. Readers of the week are celebrated from EYFS to Year 6 and shared with parents and carers using Class Dojo.



Pupils are encouraged to read widely, through our use of class texts, guided reading texts, home reading books, school library books, Atherton Library membership and high quality, attractive reading resources in the classroom. Each classroom has a designated 'reading area'. Library visits are booked for all classes, author visits and the 'Book Fair' are scheduled annually to promote a love of reading and books across the whole school.

EYFS

We have a structured early learning reading programme. The teaching of early reading skills begins in Nursery / Reception through daily story, rhyme and song time. Children in Nursery have access to reading books (lilac/pink) based on teacher assessment. A wide selection of early reading books are available from Reception and these are grouped into phonic ability using Bug Club colour bands. Teachers and teaching assistants assess children's progression in early reading regularly using teacher assessment.

Children are also taught during whole class shared reading of focus class texts and whole class guided reading sessions (Super 6 with VIPERS style questions to promote discussion). A variety of structured fiction and non-fiction books, short stories and poems are used throughout the year and across our Early Years classrooms. Teachers and teaching assistants also read on an individual basis with children as necessary: how often and who is based on assessment of progress.

KS1 & KS2

KS1 pupils have reading books that link to the Bug Club phonics stage that they are currently learning. Teachers and teaching assistants assess children's progression in early reading regularly using teacher assessment and the Bug Club reading benchmark resources. A percentage result, responses to comprehension questions and teacher assessment will indicate whether the child is secure at that level and thus ready to move up. Children progress through the colour bands during Ks1.

Teachers and teaching assistants continue to read on an individual basis with children as necessary. How often and who is based on assessment of progress. As we know the importance of all children reading well as soon as possible, we put a great emphasis on reading with an adult in Year 1, as often as possible, with the aim on securing this skill in the earliest school years.

Whole class reading takes place during guided reading sessions using VIPERS and for some the Super 6 approach. Class novels are shared regularly with the children through the week to promote reading for pleasure and enjoyment.

Teachers and teaching assistants continue to monitor children's reading progress through a combination of individual, group and shared reading as well as the Bug Club reading colour bands. Teachers and teaching assistants assess children's progression regularly using teacher assessment and the Bug Club reading benchmark resources.

Once children have moved beyond the colour banded books, they are able to access further challenging and engaging texts from the Ks2 library and 'Parklee's 100 Reads'. Various books are used across the English and wider curriculum, from recognised children's authors including classical literature. Pupils are supported carefully to make good book choices and maintain their motivation.



To ensure shared access to high level texts and discussion, whole class reading takes place during guided reading sessions using VIPERS. Shared and independent reading is encouraged and opportunities for independent reading are provided to encourage children to develop reading stamina and reading for pleasure.

Children and adults share their text choices and recommend books to others during book club time. 'Reading buddies' take place in pairs of KS1 and KS2 children to develop reading role models. Library monitors from UKS2 make sure our key stage libraries are tidy and organised and ready to be enjoyed by all of our children.

Independent reading occurs daily and may be supported by a member of staff where children require additional help or support. Children in Years 4 to 6 have access to 'Reading Plus', at least 3 times a week. Reading Plus is an online platform used in school to improve children's reading comprehension, silent reading fluency and overall reading attainment. Children in Year 3 begin their Reading Plus journey in the summer term alongside using Bug Club reading resources.

Writing - Across School

At Parklee Community Primary School, we strive to create an environment that will promote all aspects of English, from Speaking and Listening to Writing. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and systematically.

We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children from Reception to Year 6 are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary. Teachers plan sequences of lessons to build towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks. There is a balance between fiction, non-fiction and poetry. Teachers use the English working walls as an opportunity to model and highlight the mastery keys to learning within each unit. Children have opportunities to continuously revisit the example texts to support and enhance their own writing.

Handwriting – Across School

Handwriting begins in EYFS with mark-making and patterns. All children are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left-handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention. Children from Reception to Year 4 are provided with line guides in their books, to use and practise their handwriting in all lessons of the curriculum. Children are taught to use the line guides following on from the Bug Club approach to support letter formation leading to a more joined style of writing further up school.



Children in EYFS and Year 1 access the Bug Club handwriting videos and resources which are incorporated into their phonics lessons following a print style approach. From Year 2 to Year 6, teachers follow the 'Achieving Excellence in Handwriting' by Martin Harvey and Debbie Watson. This handwriting style is based on a semi-cursive style. It is simplistic but very clear and it does not have the 'loops or 'lead-ins' which are features of more complex handwriting styles. We find that doing a little and doing it often is the key, but there are many other important 'jigsaw pieces' to fit in place, such as good quality writing tools and correct body posture. The national expectation at the end of Year 6 is that children will join their handwriting. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent handwriting.

Spelling – Across School

At Parklee Community Primary School, spelling skills are introduced in EYFS through direct teaching and linked to our phonics programme, Bug Club Phonics. Children across school are taught the key sight vocabulary. In addition, the spelling rules from the National Curriculum appendices are also used to teach spelling across school. Children are taught strategies to help them to spell during the teaching of English and across the curriculum and in lessons focusing upon a specific spelling skill.

Spelling sessions in EYFS and Year 1 are taught and incorporated within Bug Club Phonic lessons. Children can also access the online resources in school and at home linked to Bug Club lesson focus.

From Year 2 to Year 6, children are taught discretely in 3 to 4 20-minute sessions across the week using Spelling Shed planning and resources.

During spelling lessons, all children are provided with opportunities to build on the firm foundations of phonics in their early years of education. They continue to break down spellings into the smallest units of sound and cluster them into syllables, in order to read and write words efficiently. The whole-school scheme of work for spelling gives complete coverage of the National Curriculum including all statutory words and spelling rules. Through adult-led discussion and investigation children become more secure in their knowledge of English orthography based on the frequency and position of the sounds within words. Children study words; word parts; their meanings and how this affects spelling. There are lessons throughout the scheme that consolidate children's knowledge of common morphemes such as root formations, prefixes and suffixes.

Spelling sessions are followed up with weekly activities and online homework assignments to reinforce the spelling patterns which have been taught. Pupils take home weekly spellings to learn with a focus on a specific sound/spelling pattern. Informal weekly testing from Year 2 to Year 6, ensures that development areas are identified, and appropriate follow up sessions can be planned.



Grammar – Across School

At Parklee Community School we provide children with an understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types taught both in the context of a piece of writing and explicitly in whole class work. Children are taught the key aspects of spelling and grammar, fundamental to their age, in discrete focused lessons as well as through our Pathway English lessons. As a school we also use Spelling Shed to support the teaching of spelling and grammar. We want our children to secure the basics in spelling and grammar so that they are then well equipped to consider how to write for purpose and effect.

Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing. We start with the basics of sentence construction including full stops and capital letters. Children begin to identify word classes early on (noun, verb, adjective and adverb) and use this understanding in their writing. We follow the 2014 National Curriculum as guidance as to what is taught in each year group and, from this, have devised our own progression grid detailing expectations year by year.

Developing our Learners

To develop our pupils as Speakers and Listeners we:

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussions and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of Standard English whenever appropriate.

To develop our pupils as Readers we:

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
- Share a wide variety of high quality texts.
- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play, where appropriate, to engage children in the text.

To develop our pupils as Writers we:

- Teach them to write effectively for a range of purpose and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.



- Show them how to evaluate and edit in order to improve their own writing.
- Show them how to use punctuation to make meaning clear to the reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.
- Display and celebrate writing all over the school.
- Provide stimulating first hand experiences e.g. trips, storytellers and drama.
- Teach writing as a carefully sequenced activity.
- Provide regular helpful feedback through marking.
- Plan time into lessons for children to respond to marking and feedback.
- Build stamina for writing by providing opportunities to write independently and for extended periods.
- Ensure editing and reviewing form a large part of lesson time -with age appropriate strategies.
- Encourage peer marking as an additional way for children to respond to writing.

Inclusion

There are children of differing ability in all classes at our school and we aim to provide for all these children so that they can achieve their potential in English according to their individual abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. We identify which pupils or groups of pupils are under achieving and take steps to improve their attainment. In some lessons, we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. Teaching assistants are deployed to support some children and enable work to be matched to the individual's needs. Some children who require further support in English are assessed using 'B Squared' and a more personalised curriculum is provided for these children. Greater depth children are identified, and suitable learning challenges are provided.

Cross-Curricular Opportunities

Teachers take advantage of opportunities to make cross-curricular links. They plan for pupils to practice and apply skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Extended writing is expected to be produced in history, geography and science to showcase the children's transferrable skills.

Mathematics

Children in the EFYS develop an understanding of numbers, pattern shapes and space by talking about these areas with peers and adults. Children in KS1 are immersed in stories and rhymes which show counting and sequencing. Children in KS2 are encouraged to read and understand problems to identify the mathematics involved. Their English skills enable them to communicate mathematically through the developing use of precise mathematical language. Mastery skills can be acquired by a child's ability to reason and justify their understanding of mathematical concepts.



Computing

We recognise the important role ICT has to play in the development of literacy skills. Computing enables children to use and apply the skills they have developed within the English lessons in a variety of ways. ICT can be used as a source of information and as a way of enabling children to present their completed work effectively. Children can also use the internet when searching for information. We encourage all children to use ICT responsibly as a resource for learning, whenever it is appropriate.

Spiritual, Moral, Social and Cultural Development

English is a perfect vehicle for SMSC development within the primary classroom. We encourage children to take part in class and group discussions on topical issues. Additionally, we encourage children to be open about their feelings, voice their worries and to solve their conflicts with friends. The teaching of English develops skills through which children can give critical responses to the moral questions they meet in their work. Our carefully crafted curriculum enables children to appreciate a range of texts which bring them into contact with their own literary heritage and texts from other cultures.

Marking and Assessment

- Formative and summative assessment are an integral part of the English curriculum.
- In Nursery and Reception, children are assessed in their early literacy development using the EYFS Profile.
- Summative assessment will be met using NFER tests (Autumn, Spring and Summer) in Years 1, 3, 4 and 5. Children in Y2 will be assessed using previous SATs tests.
- At the end of each term in Y6 children will be assessed using previous SATs test and then will formally take the Y6 SATs papers in May.
- Y1 take the end of year Phonics test in June.
- Weekly informal spelling tests will be using in or outside the English lesson to support progression through school to enable all children to confidently access the statutory end of year spelling rules and lists.
- Children who access 'Bug Club' book bands will access the reading benchmark resources to determine if they are ready to move to the next colour band. This form of assessment allows teachers to identify strengths within fluency and comprehension and areas to support and develop each child individually.
- Children in Years 3 - 6 have access to 'Reading Plus' resources and assessment tools.
- Ongoing formative assessment will be integrated into each unit of learning to support children's English skills in all areas and enable them to develop the skills they need to access statutory end of year tests.
- Children's writing is assessed during the 'Gateway' and 'Writeaway' parts of our Pathways to Write lessons. Assessment takes place against a set of mastery keys linked to specific year groups which are built upon through the year.
- Writing at the end of Ks1 and Ks2 is teacher assessed. There is no external assessment of composition, however we routinely take part in moderations across our authority and in school. Examples of children's English writing across the year as well as other curriculum books are used to help form a profile for final teacher assessments at the end of the year.



- Formative and summative assessments are inputted into our tracking system, 'Insight' to enable teachers to update and keep track of children's achievements.
- Teachers use development feedback in order to identify where children have included elements of the mastery keys within ongoing lessons. They set next steps and targets to give children the opportunity to revisit their work to make improvements.
- Marking is undertaken both by pupils and teachers and is an integral part of the assessment process to aid pupil progress. Marking will be relevant and focused and will allow children time to review their own work and make relevant corrections. This includes peers and self-assessment.
- Writing is marked in accordance with the marking policy.

Marking Code

Comments or Feedback:

| | |
|--------|--|
| | Correct answer / praise or positive comment(s). |
| • | Mistake |
| Fix it | Corrections needed to be made e.g. spellings, grammatical error, number formation etc. |
| VF | Verbal Feedback given by adult |
| S | Child supported in this task |
| | Spelling mistake (to be fixed) |
| | Missing punctuation e.g. capital letter / full stops |
| // | New paragraph required (KS2) |

Purple Pens:

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|--|
| Child to correct a mistake or misconception. |
| Child to improve something in their work. |
| Child to do something additional in their work or challenged to extend their learning. |



The subject leader is responsible for:

Improving the standards of Teaching and Learning in English through monitoring and evaluating:

- Pupil Progress
- Provision of English
- The quality of the learning environment
- Moderation of children's work

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent developments in English.

Homework and the Role of Parents

Parents are such important partners in the process of developing children's literacy skills. They have an important influence on children's language before they come to school. They provide valuable support at home in helping children to become readers and writers and offer a useful audience for children in their development as speakers, listeners, readers and writers as the children move through school with e.g. Phonics, early reading meetings, SATs revision. We therefore encourage parents to play an active role within their child's education by:

- Involving parents in the school's reading program from the moment children enter EYFS.
- Updating the guidance for parents as their children move through school so that they can continue to offer appropriate support.
- Give parents yearly outlines of the curriculum areas in English that each year group will be studying.
- Sending reading and online spelling homework home in accordance with the child's needs and encouraging parental support.

Excellence in English

Excellence is celebrated with praise, stickers, displays of work, teacher mentions via Class Dojo for parents to see, read or spoken presentations to the class or school and certificates of achievement during weekly assemblies. Special guests in school such as visiting authors and performing arts groups are actively sought, providing children with stimulating and enjoyable experiences associated with English. Special events such as World Book Day and visiting book fairs are also used to promote excellence in English. Children are also encouraged to take an interest in their own reading development and the reading development of others using partner reading. Older pupils support younger children in the development of their reading and gain self-esteem and a sense of achievement from doing so. The school website promotes and celebrates excellence in English.