



English Policy

Context

Yarborough Academy aims to develop pupil's abilities with an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad, balanced and creative approach to the teaching of English across a Project Based curriculum, with opportunities to consolidate and reinforce taught English skills.

Aims / Objectives

At Yarborough Academy we strive for children to be a 'Primary Literate Pupil'.

By the end of Y6 our aim is that all pupils will:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct,
- have an interest in books and read for enjoyment,
- have an interest in words, their meanings and develop a growing vocabulary in spoken and written forms,
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation,
- be developing the powers of imagination, inventiveness and critical awareness,
- have a suitable technical vocabulary to articulate their responses.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the New National Curriculum (September 2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

Procedures

In the Foundation Stage (Reception) children are given opportunities to:

- speak and 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.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

Reading and Writing is taught through a Project Based Learning approach where all areas of the national curriculum are linked together to give children the best educational experiences. Working and learning walls in each classroom will be used to support the English skills being delivered through our curriculum.

This policy is intended to enhance teaching, learning, personal development and well-being. All staff and other adults working with children in school have a responsibility to implement this policy with regards to the Health & Safety, Safeguarding and Equality Policies.

Subject organisation

In Foundation stage children have daily Read Write Inc. phonics lessons. Children have opportunities to develop their communication, language and English skills on a daily basis in both adult led and child-initiated activities, linked with their class project.

In Key Stage 1 Read Write Inc. phonics sessions, four times a week, are taught in ability stages across Key Stage One. Within these sessions, children are taught skills in reading, writing, handwriting and spelling. English skills are developed throughout the Project Based Learning, developing grammar along the way. Provision is made for children who require extra support through intervention programs and differentiated class teaching and one-to-one phonics sessions. A class novel that is linked to the project will be shared with the class at appropriate times, as it develops throughout the project. Those children that have moved from the RWI phonics programme will be taught the RWI spelling programme.

In Key Stage 2 English skills are developed throughout the Project Based approach with a big focus on Spelling, Punctuation and Grammar skills. Daily workshops include guided reading, grammar and comprehension. Children in KS2 are set into groups according to their spelling ability. The children follow the Read Write Inc. spelling programme four times a weeks, in twenty-minute sessions. Those children that are working below the expected standard in year 3 and 4 also follow the RWI phonics programme, and those in Year 5 and 6 follow the Read Write Inc. Fresh start programme. A class novel that is linked to the project will be shared with the class at appropriate times, as it develops throughout the project. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

Approaches to Communication (Spoken English)

Communication is embedded throughout the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: exhibitions, talk partners, drama and performances throughout the year. Children who require extra support in speaking and listening benefit from the expertise of a Speech and Language Therapist through the school SENCO. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

Approaches to reading

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop these strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching within a guided group. Read Write Inc. phonics sessions are taught in FS and KS1 to enable children to blend sounds in order to read words accurately and fluently. This is continued into KS2 where necessary.

Children in the Foundation Stage are issued books for pleasure until they know all of their sounds, and can blend these to read words. At this stage, the children will then start to take word cards home, and some book bag books from the RWI programme until they reach the Green level. They will also have access to Lilac reading books from school. In Key Stage 1, children take home reading books according to their Read Write Inc. group, from Green Level. Those children working on the Red Ditty books are issued with key word cards to practice according to the Ditties they have already read in their phonics sessions. Parents are encouraged to hear their child read their books and then record how they have got on. Each child has an individual reading record that teachers and parents can use to share information about a child's reading. This encourages teacher – parent communication.

In Key Stage 2, children are grouped accordingly. Children in Year 3 and 4 on the Read Write Inc. programme will be issued a book according to their phonics group. Those children in Year 3 and 4 that

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have moved off the phonics programme will read books in turquoise, purple, gold, white and lime. Once they have shown fluency in these levels, they will be able to move onto the free reader section of the library. Children in Year 5 and 6 on the fresh start programme will be required to read books in turquoise, purple, gold, white and lime until they show enough fluency to move to the free reader section. Those children that show fluency in Year 5 and 6 will be able to choose a book freely from the library, as well as accessing the Year 5/6 section only part of the library, with books relating to older topics.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Each child has an individual reading record that teachers and parents can use to share information about a child's reading.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Novel Study

Novel study is firmly embedded within the curriculum at Yarborough and provides children with a wide range of rich and challenging texts. Creativity, innovation and excellence are at the heart of the approach to learning and a sense of awe, wonder and curiosity about books are central to the novel study approach.

Every year group selects a novel that can be interwoven throughout their project. Prior reading of this book is essential to understand how it can be linked to specific areas of the year group's curriculum. For a novel to be compelling now and memorable later, it works best at a thematic level. That is, it must address a concept that the pupils can relate to. Is the book about a dog that pulls a sled? No; it is about Determination, and Loyalty, and Overcoming Challenges. Those are ideas to which pupils can relate. Is it simply a tale about a pig and a spider? No; it's a story of Compassion, and Sacrifice, and Identity.

We think carefully about the novel, as this is a crucial decision to drive the project. A novel is worth reading and teaching if it:

- is a classic which continues to be relevant to today's students;
 - is well written and particularly strong in a single area such as characterization, plot, point of view, dialogue, conflict;
 - contains a theme which can be integrated into at least one other curriculum area;
 - speaks to the students' interests, concerns, or social issues;
 - exemplifies a desired genre or a style of writing;
 - is age and ability appropriate (or just slightly over or under the average student's independent reading level);
- supports the curriculum objectives as well as standards.

Approaches to writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and engages the interest of the reader. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. All writing is linked to the Project Based Learning approach that the school has implemented. There are many opportunities for children to critique their work independently and with a peer using the 'Be Kind, Be Helpful and Be exact' model promoted in class and throughout the school. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We use the Letterjoin handwriting scheme in school to help children develop fluent, clear and legible joined up writing, and this is supported throughout the school. We encourage children to join up as soon as they

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have developed the correct letter formation, this will start in Year 1 after they have learned all the letter formations in Reception. As soon as children have developed a fluent, clear and legibly joined up style, they will be recommended by their class teacher to use pen. Their work will be assessed, by members of teaching staff, against a list of criteria in order to be eligible to use a pen in all of their written work.

The use of Computing

We recognise the important role Computing has to play in our school in the development of English skills. Computing is used on a daily basis to enhance the teaching of reading/writing and to give all children the opportunity to experience, read and write multimodal texts and develop visual English.

Assessment and target setting

Work will be assessed in line with the Assessment Policy. Targets will be set in line with the Assessment Policy, using Trello, where teachers and pupils can have an open dialogue about their targets, along with adding their own evidence to meet the target set for them.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Equal opportunities

Yarborough Academy has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

Role of the English Lead Teacher/school

The English Lead Teacher is responsible for improving the standards of teaching and learning in Reading and Writing through:

- monitoring reading and writing,
- leading the development of Read Write Inc.
- coaching staff on the delivery of Read Write Inc. with the support from Ruth Miskin Training
- moderating reading and writing across the school,
- monitoring pupil progress, as well as planning and books,
- developing provision for reading and writing,
- the quality of the learning environment for English,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent English developments,
- training staff on new English materials as well refresher sessions on current procedures,
- analysis of data,
- monitoring of teaching and learning.

Role of the Parent

- Support their child in English based homework activities
- Listen to their child read, encouraging them to develop their love of reading and inspire them as writers.


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Role of the Pupil

- To be aware of their targets and work towards achieving them.
- To complete homework, regular reading, phonics and spelling activities.

SAT's and Phonic screening results are published in accordance with Government legislation.

Review

Policy written: Spring 2020	
Policy review: Spring 2022	
Policy written by: English Lead	
Signed: 	Date: 03/02/2020