

Cragside Church of England Primary School



English Policy

To be read in conjunction with:

- Curriculum policy
- Early Years Foundation Stage policy
- Behaviour for Learning policy
- SEND policy
- Marking and feedback policy

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(This document is available in an alternative format and in an alternative language on request)

Cragside Church of England Primary School
'A love of learning and a thirst for knowledge'

Rationale:

The National Curriculum (2014) clearly states that teaching English language is an essential, if not the most essential role of a primary school.

At Cragside we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessments in order to support individuals at every part of their learning journey and in whatever circumstances. We use one-to-one support, small groups and peer tutoring work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEND code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised'.

1. **Spoken Language:**

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'.

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our aims and provision:

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time at home through homework challenges 'talk homework' which is shared in class and weekly newsletters.
- Church services and Class Collective Worship where children recite poetry and written pieces by heart.
- School Plays
- Class debates
- Events within the community

- Pupil Voice meetings
- Talk partners
- Library sessions led by Year 6 children
- Drama / role play
- PSHE and circle time

2. **Reading:**

Our reading provision is **fully aligned with the Department for Education's Reading Framework (2023)**, ensuring a systematic, evidence-informed approach to the teaching of early reading, phonics, fluency and comprehension.

This guidance underpins our curriculum **intent**, ensuring that all pupils develop the knowledge and skills required to read fluently and with understanding. It informs our **implementation** through consistent, high-quality teaching of decoding, language comprehension and reading for pleasure across all year groups. As a result, pupils are supported to become confident, independent readers who can access the full curriculum.

For full details, see the DfE Reading Framework (July 2023):

<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

These approaches are regularly reviewed to ensure fidelity to national guidance and strong pupil outcomes.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is identified as vitally important since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

Our school library is at the heart of our school and every child is encouraged to appreciate that 'reading opens the gateway to success'.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

At Cragside, we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Children are exposed to the highest quality texts through Power of Reading which we use alongside activelearn to formulate our English long term plan for year groups from Year 2 up to Year 6. Children from Reception begin RWInc which continues until children in Year 2 have completed the programme. Their learning at this point will then move towards Power of Reading and Active learn texts.

Our aims and provision:

- Children learn to read confidently and fluently through daily phonics in Reception and Key Stage One, regular reading to adults in school, reading partners (including peer mentoring) and incentives to read at home including 'Reading Challenge' which rewards individual children for reading at home with bookmarks, pencils, keyrings and books. We have a collective class reading challenge to incentivise the completion of complete texts at home which rewards the whole class with a mystery text to share during our protected daily story time before joining the individual class libraries to share with the children.

- Children have access to an only e-library provided by Northumberland Schools Library Service. All children in school have login details to access their account and choose both e-books to read or audio books.
- Children are encouraged to read widely and for pleasure, through our Reading Challenges, Holiday Reading Challenge, 2020 reading Challenge, library visits led by Year 6 children, high quality texts available in classrooms, links with Cramlington Library, and author visits coordinated with Hexham Book festival and Cramlington Learning Village.
- Children also read to find information in all lessons
- Children are exposed to a range of texts from their literary heritage
- Children read and discuss a range of fiction and non-fiction texts in guided reading sessions
- Children who are struggling with reading or making slow progress are given accelerated reading support including: Read Write Inc, Repeated Reading and Lexia

3. **Writing:**

Our approach to writing is **informed by national, evidence-based guidance**, including the Education Endowment Foundation's *Improving Literacy in Key Stage 1* and *Improving Literacy in Key Stage 2* reports. This ensures a clear curriculum **intent**, with a structured progression in transcription and composition. These principles shape our **implementation** through explicit teaching, modelling, oral rehearsal and carefully scaffolded writing opportunities.

Through this approach, pupils develop increasing independence, stamina and accuracy in writing across a range of genres.

For full details, see:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1>
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

These approaches are regularly reviewed to ensure fidelity to national guidance and strong pupil outcomes.

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and provision:

- EGPS is taught in an appropriate way, including whole lessons where appropriate and/or parts of lessons
- Grammar, punctuation and spelling errors are corrected using pink highlighting, children revisit their work and correct it using 'perfect purple'
- There is a systematic approach to the teaching of phonics, through to grammar, punctuation and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote oral rehearsal to support the writing process

- We provide writing frames/vocabulary banks/sentence stems to support the least confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil
- We use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- We encourage cursive handwriting to support spelling and speed
- We provide support for pupils with learning and motor difficulties
- We encourage and promote Reciprocal Reading roles as a means to develop understanding of the text and embed comprehension skills.
- We encourage children to learn to read and in turn read to learn as they progress.
- Regular meetings with parents ensure they know how to support their child
- Extended writing opportunities for each year group from Year 2 to Year 6 are thoroughly planned in advance to ensure full coverage of the English PoS and a wide range of genre.

4. **Vocabulary Development:**

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Subject specific- accurate mathematical and scientific words

Our aims and provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Quality first teaching which exposes children to, and encourages them to use, ambitious vocabulary precisely
- Display of key words linked to topics and subjects
- The use of Standard English consistently in lessons
- In-depth word based lessons looking at meaning and spelling patterns
- Regular use of dictionaries and thesauruses
- The use of high quality texts including Power of Reading and H'ooks into Books' texts to explore vocabulary choices and the effect they have
- In-depth response to extended writing which supports children's vocabulary choices
- Targeted one to one/ small group support, where appropriate

5. **Planning and Assessment:**

- Planning overviews for EYFS, KS1 and KS2 are available online
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Children are involved in the assessment process through the use of live feedback
- A range of interventions are used (Lexia, Read, Write Inc, Reciprocal Reading and individualised activities) to support children precisely at the point of need
- Children with EAL will be given additional English support which is tracked and monitored termly

Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly

- Extended writing tasks are used as a means to track independent writing at length.
- Writing levels are assessed using statements on Juniper
- Staff attend moderating sessions within the local authority, including the Cramlington Partnership
- End of Key Stage Assessments are analysed by the management team and feed into the school SEF, development plan and performance management

6. **Professional development:**

- The English leader attends appropriate meetings and training, including Cramlington Partnership meetings.
- The English leader leads staff training where appropriate
- Moderation takes place in school, within the partnership and with support from the local authority

7. **Specific groups:**

- Analysis of English achievement is carried out half termly, pupils who are slow moving or making little or no progress are discussed and plans made
- Children entitled to pupil premium are given additional English support and this is monitored for effectiveness half termly
- Children with EAL are given additional support in all aspects of English
- Where necessary adaptive teaching will ensure inclusion for all children/
- Children with SEN will have English based targets on their SEN Support Plan. These are reviewed termly

How we support SEND learners within the English curriculum:

- Introduce every concept with reflection to the previous concept and how the lesson builds on prior learning.
- Personalise an individualised curriculum for specific learners.
- Liaise with SENDCo to ensure children with SEND support plans have achievable smart targets linked closely to their needs.
- Provide models and worked examples
- Ensure sufficient time is given to scaffold and whilst encouraging independent practice.
- Identify effective interventions that will support learning.
- Plan in time for pre-teaching and over-learning

Interventions available in this subject are:

- Lexia
- RWInc (inc. FreshStart)
- Repeated reading

Additional resources to support children include:

- Emile
- Barrington Stoke Texts (Dyslexia friendly font)
- Coloured overlays/paper
- Write from the Start (Teodorescu)
- Writing Slopes
- Specialised handwriting equipment
- Chromebooks
- Text recorders
- Reading pens