



Southfields Primary- English Policy

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STATUTORY REQUIREMENTS

In the Early Years Foundation Stage, the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning.

In Key Stages 1 and 2 Reading, Writing and Spoken language skills are delivered through the requirements of English for each year group and across the curriculum. It is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. The English curriculum reflects the school's local context by addressing typical gaps in children's' knowledge and skills.

INTRODUCTORY STATEMENT OF INTENT

It is our intention that the English curriculum at Southfields encourages our pupils to acquire the necessary knowledge, skills and understanding to become lifelong learners and excellent communicators so that they are well equipped for the next stage in their education.

We offer children an exciting, broad, balanced and engaging curriculum which takes account of National Curriculum requirements and recognises the individual developmental needs of our children. Our curriculum celebrates the individual experiences and cultures that children bring to our school, engaging them and inspiring them to develop a natural curiosity and a thirst for learning.

We strive to ensure that all our pupils receive relevant learning experiences when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve both at school and beyond. We endeavour to ensure that we provide pupils with a 'language rich' environment, ensuring that vocabulary is taught across the curriculum and addresses gaps in pupil's knowledge and skills.

Reading is at the core of the English Curriculum, immersing pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. Everyone at Southfields values the importance of reading for pleasure, understanding the importance of how reading impacts on learning and communication.

AIMS

- To develop in pupils the ability to communicate effectively in speech and writing.
- To develop listening comprehension and understand the meaning of spoken words.
- To enable children to become fluent and responsive readers.
- To develop a lifelong love of reading and writing.

To develop pupils as Speakers and Listeners. Teachers:

- Give pupils opportunities to express their ideas to a range of audiences.
- Give pupils opportunities to take part in group discussion and drama activities.
- Encourage pupils to listen and respond appropriately to others.
- Help pupils to understand the need to adapt their speech to different situations.

- Give pupils opportunities to evaluate and reflect on their own speech.
- Encourage pupils to use the vocabulary and grammar of standard English whenever appropriate. (see separate drama policy)

To develop pupils as Readers. Teachers:

- Teach pupils to read accurately and fluently using a range of strategies.
- Give each pupil individual reading targets, based on the Southfields Reading Aspirations.
- Help pupils to understand and respond to what they read using inference and deduction.
- Allow the opportunity for pupils to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance pupils understanding of a variety of text types including non-fiction, fiction and poetry.
- Encourage pupils to develop a love of reading and become confident, fluent and independent readers.
- Teach pupils how to seek information and learn from the written word, both in discrete English lessons and across the curriculum.
- Use drama and role-play, regularly to engage children with the class text.

To develop pupils as Writers. Teachers:

- Teach pupils to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage pupils to write with interest, commitment and enjoyment.
- Show pupils how to write in a variety of forms such as stories, poems, reports and letters.
- Show pupil how to proof-read and edit to improve their own writing.
- Give individual writing targets based on the Southfields Writing Aspirations.
- Show pupils how to use grammar and punctuation to make meaning clear to their reader.
- Give pupils the knowledge and strategies to become confident and accurate spellers.
- Teach pupils a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.
- Develop an awareness of audience when writing.

READING INTENT

Reading is at the core of the Southfields curriculum and reading for pleasure is encouraged as a vital step in becoming fluent and confident readers and writers. Teachers aim to nurture a lifelong love of reading and provide lots of opportunities to enjoy and share books with others.

WRITING INTENT

At Southfields English skills are vital to the development of children, so they are prepared for their future life. A broad and balanced Writing programme using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover.

PHONICS INTENT

Teachers intend for the teaching of phonics to provide the foundations of learning to make the development into fluent reading and writing easier. Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority because of its impact on Reading progression.

IMPLEMENTATION

The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication and Language' is one of three prime areas that are fundamental to supporting a child's language development. 'Communication and Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of four specific areas which include the development of essential skills and knowledge and is made up of the two aspects: reading and writing. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

Teachers provide experiences which are interesting and motivating and provide the best context for increasing children's knowledge about the English language.

It is also necessary to focus discretely on aspects of knowledge of the English language, such as phonics and grammar so that children learn in a systematic way.

Teaching is planned from the English programmes of study of the National Curriculum for KS1 and 2 and the Statutory Framework for EYFS. Teachers plan English learning flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained.

Teachers make clear to children the qualities and success criteria they are looking for in their work (see separate Marking and Feedback Policy). Each child has a reading diary for staff and parents to record comments and give pointers to help the child make progress with their reading.

READING IMPLEMENTATION

A language rich environment enables pupils to access new and challenging vocabulary through the Southfields curriculum. Every class has a stimulating reading environment with a wide selection of age -appropriate books, including books matched to different phonic phases from 'Letters and Sounds' in EYFS and KS1. Children visit the well-equipped school library weekly to read and borrow books.

At Southfields quality first teaching between the teacher and child is valued. Teachers read one to one with every child to support decoding and comprehension skills. Children read weekly or more regularly if targeted, to make exceeding progress and bridge the gap in their learning. Children continue to build on their fluency in decoding to read and develop more complex comprehension skills so they can demonstrate their understanding of a text and vocabulary by discussing and explaining their ideas.

Children are also encouraged to read as regularly as possible with an adult at home.

'Scarborough's Reading Rope' model is used by teachers to underpin their approach to the teaching of reading. This model which links language comprehension with word recognition is shared with parents to help them understand that reading is a multifaceted skill, gradually acquired over years of instruction and practice. At Southfields, Teachers ensure that children progress from the initial skills of phonological awareness, decoding and sight recognition to skilled reading which demonstrates fluent execution, and coordination of word recognition and text comprehension.

Quality first whole class reading sessions are used by Teachers to model reading strategies allowing children to analyse and discuss a variety of text types in detail during smaller grouped discrete comprehension lessons and reading from across the curriculum. Children are grouped by ability for discrete comprehension lessons and information about their individual reading ability is considered when teachers formulate those groups.

In Key Stages 1 and 2 Teachers use a variety of carefully chosen resources such as the Collins 'Reading Detectives' and 'CGP' books that provide rich, engaging texts that often link to other areas of the curriculum currently being studied. The selected texts are demanding but not beyond the ability of the children. They are from a range of old and new children's literature and have been selected to reflect the range outlined in the National Curriculum. The texts selected provide pupils with rich vocabulary and grammatical structures that they may not encounter in their everyday lives. The books aim to provide children with a range of question types to address the statements found in the National Curriculum reading content domains. There is a focus on identifying the key aspects of fiction and non-fiction texts, making predictions, inferences and the ability to draw on knowledge of vocabulary to understand texts.

A variety of reading schemes are used within school and for home reading to support the development of reading, including Oxford Reading Tree, Project X, Floppy's Phonics, Songbirds, Collins Big Cat and books by popular authors. Having a wide range of books from ones which have a high focus on being phonically decodable to age-appropriate 'real' books are essential to giving the children a rich diet of reading opportunity and develop reading for pleasure. All children take home a reading book suitable for their reading ability from a book banded scheme. Teachers encourage parents to record comments in their child's home school reading diary, so that teachers and parents can share information about their child's progress in reading. Parents are encouraged to read with their child daily.

Individual reading targets are given to children from the 'Southfields Reading Aspirations'. The 'Southfields Reading Aspirations' are drawn from the National curriculum requirements for each year group and a book banded reading scheme is carefully matched to the targets for each year group. For instance, a child working at the expected standard for year 2 would be able to read gold band books fluently and with a good level of comprehension. The 'Southfields Aspirations' are a list of targets to enable a child to reach the expected standard. These are shared with the child at the point of the teacher listening to them read and are recorded on the child's individual reading record which is kept in school and in the child's reading diary so that parents are aware of what they need to work on.

For some children who are identified as requiring additional support, a six-week intervention called 'Rocket Reading' is delivered 1-1 with a specialist teaching assistant. The children have access to a series of books specifically developed to help children continue to grow in confidence as readers with a text that also appears appropriate for their age group/ability.

No matter their age, all readers are still encouraged to share a book at home with their grown-ups. This not only helps to develop inferential skills, but also supports a lifelong love of reading. Teachers recognise the value of adults (both in school and at home) reading aloud to children, to improve their grasp of language, enthuse them with a love of books and inspire them as writers. All classes share a class book, teachers promote themselves as readers and an open dialogue about books is encouraged.

WRITING IMPLEMENTATION

At Southfields, a variety of teaching and learning strategies are used in Writing lessons to meet the needs of all children. Purposeful writing opportunities with an audience in mind are planned through a variety of experiences, books and wider curriculum themes. In Key Stages 1 and 2 children have 'Southfields Writing Aspirations' in the front of their books. These are carefully matched to the child's writing ability with targets to enable progression.

Teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to widen their vocabulary and practice writing, reading and spoken language skills. One of these approaches is Pie Corbett's 'Talk for Writing' which, through talk and analysing texts is a creative process tool to becoming a confident independent writer. Speaking and listening is essential for learning and understanding to take place. Children are guided to imitate a piece of text before innovating their own.

Children are encouraged and given opportunities to increase the quality of their writing by:

- Being given purposeful reasons and experiential learning to write e.g reports, lists, stories, recounts, poetry, captions, instructions, labels, questions, diaries and reviews.
- Being given high quality modelled and shared writing experiences with adults.
- Participating in writing about their experiences and feelings.
- Talking about their writing to adults and other children using correct grammar.
- Evaluating their writing and that of others.
- Being given opportunities to proof-read and edit their own work in order to improve it.
- Exploring the depth of a piece of writing, through vocabulary choices.
- Practising their writing skills whilst being mindful of the purpose and audience.
- Planning and producing a first draft.
- Using a dictionary and/or thesaurus to introduce and explore new vocabulary.
- Reviewing a piece of writing and considering how to make it more interesting for the reader.
- Using descriptive writing to create a specific mood.
- Being encouraged to consider if they like or dislike a given piece of writing.
- Further develop their writing skills by the provision of cross curricular activities and experiences.

At Southfields Handwriting is taught little and often to ensure that children have ample time and opportunities to practise. The 'Nelson handwriting scheme' is used to support teaching and learning. Methods are adopted that address all aspects of handwriting: gross and fine motor skills, good posture, formation and legibility. (See separate Handwriting Policy).

Handwriting and Spelling, at Southfields are inter-linked. Learning to spell is a process of learning patterns and then applying these patterns to new words. The ability to spell enables pupils to become more effective writers. When spelling becomes automatic, more thought and creativity can be put into the content of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice.

The teaching of phonics plays a vital role in children's ability to spell so emphasis is placed on this in EYFS and KS1 and where needed in KS2. As children move from KS1 to KS2, the emphasis in the teaching objectives shifts from the teaching of phonics to more focussed teaching of spelling strategies and rules to build upon a child's phonological knowledge. Children need to be taught explicitly about the structure of words (morphology) to guide their spelling. 'Nelson Spelling' and the 'No Nonsense Spelling' programme are used to support teaching and learning.

In EYFS, children are introduced to the basic principles of grammar and punctuation appropriate for their age range. They learn through a wide range of activities such as: singing rhymes, conversations with adults, stories, interactive educational programmes, phonics, reading and writing. In Key Stages 1 and 2 a more formal approach is taken with weekly grammar and punctuation teaching taking place discretely. In addition to make Grammar and punctuation learning purposeful it is integrated within Writing lessons.

PHONICS IMPLEMENTATION

Throughout the Early Years Foundation Stage, early phonetic awareness is promoted and developed through activities and routines such as listening games, shared reading, singing and interactive planning sessions. Children are encouraged to identify familiar letters in their name and hear the sounds they are making, identify familiar words, to listen for sounds and to remember sounds.

Southfields follows the 'Letters and Sounds' systematic phonics programme from EYFS into Key Stage 1. This continues in Key Stage 2 for children who did not pass the Year 1 phonic screening or complete the phase 2-5 'Letters and Sounds' systematic phonics programme in Key Stage 1. All new arrivals to school are assessed on their phonic knowledge and placed in a phonic group if required. Children are taught to segment and blend words and apply their learning for reading decodable and tricky words. A wide range of activities are used to help children achieve the goal of fluent word recognition. When pupils complete the phonics programme learning, embedding all the phases sounds, they move onto the No Nonsense Spelling programme that then runs from Year 2 to Year 6.

All children have a baseline assessment in phonics and are then grouped by ability. Phonics is timetabled first thing each morning and lasts for 20 minutes. Children move to different classrooms and learning areas for phonics and all staff including teaching assistants are responsible for a group. Children are in small ability groups for Phonics in order to maximise individual learning.

Teachers and teaching assistants are required to plan a teaching cycle for phonics including the review, teach, practise and apply model. There are resources in school to support teachers with this planning. Where a teaching assistant leads a group, the English subject leader will be responsible for the overseeing of the planning, preparation and assessment of that group.

IMPACT

READING IMPACT

Assessments are carried out regularly to measure progress and attainment and to ensure children are accessing age appropriate books of the right level and are being challenged in their reading. If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, Teachers measure the impact of the reading curriculum through the following methods:

- Phonics assessment
- Phonics screening results
- Book band colour
- Comprehension work analysis from a variety of sources.
- Summative assessments each term of written comprehension using results from 'Collins Comprehension' assessments
- End of Term Teacher Assessments.

WRITING IMPACT

Assessment for learning strategies are used daily. Children are given personal targets which are reviewed regularly, and this allows a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Writing is assessed against the 'Southfields Writing Aspirations', an exemplification folder of moderated writing for years 1,3,4, and 5 and the DFE-Teaching Assessment Framework for Writing in Y2 and Y6. Moderation of writing is completed within Key Stage teams on a fortnightly basis, to ensure that teachers develop accuracy of

judgement and use the aspirations to plan and enable children to be next year ready. Children who are not on track are identified for 1-1 or small group bespoke intervention work.

Assessment of the standard of children's work and rate of progress is measured through teachers' careful observation and marking of children's work in line with the expected standard for each year group. Children are assessed against the 'Southfields Writing Aspirations' and the findings are used to identify under attaining children. Intervention groupings and targeted children are reviewed in line with the results of these assessments. Termly formative assessment data is also used in order to identify current strengths and weaknesses within the subject and to plan whole school improvements in English teaching and learning.

PHONICS IMPACT

Children are monitored and assessed half termly and either move on to the next phonic phase or repeat the same phase according to the level they have achieved. Progress is monitored by the English subject leaders and children not making expected progress receive additional intervention work.

Towards the end of Year 1 all children will take part in the national phonics screening test. They will achieve either a pass or fail. If a child fails, the screening test they will retake it in Year 2. Children in KS2 who did not pass the Y1 national phonics screening test are monitored and intervention programmes are used to enable those children to close the gap in their learning. The implementation of the 'Letters and Sounds' systematic phonics programme ensures that Teachers maintain the high outcomes in Phonics at Southfields. English subject leaders monitor teaching and learning of phonics, staff are regularly updated, and training is provided both within school and through courses from outside agencies.

Special Educational Needs Disability (SEND) / EAL/Pupil Premium / Higher Attainers

Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their individual needs. Our school aims to provide for all children with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate. Opportunities are planned for children with SEND to work on their Individual Educational Plan targets.

These targets are reviewed each term by the class teacher, SENCo and outside agencies such as Educational Psychologist, Social Emotional Mental Health & Learning, Complex Communication Team or Speech and Language Therapy Service.

Children who have English as a second language are given extra support, as necessary, with an EAL intervention, in class from teachers or interpreters if possible, to enable them to gain the knowledge, understanding and skills set out in the English Curriculum. Children who are 'Newly Arrived in the UK' are baselined on entry to the school to assess their level of understanding in English. Individual Language plans are drawn up and interventions immediately put into place for those that require it. Intensive support is provided to ensure these children acquire the basic language and communication skills they need in order to participate fully in all aspects of school life.

Links to PSHE

Teachers ensure that children's' emotional well-being is a priority. Teachers have a good understanding of individual needs and provide the support they need. The school library has a range of books covering feelings, relationships and growth mindset. These are used for whole class reading and as a stimulus for writing.

Links to British Values and GARK

This policy reflects British values through the Southfields **GARK** values of **Good** learning, **Acceptance**, **Respect** and **Kindness**. Teachers encourage acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Links to SMSC

Teachers ensure children's' Spiritual, Moral, Social and Cultural development is woven through the English curriculum.

Spiritual

English supports spiritual development by engaging children with poetry, fiction and drama. Children explore and engage with the feelings and values found in a wide range of genre. Spiritual development is shown by their: sense of enjoyment and fascination in learning about themselves, others and the world around them

Teachers encourage the use of imagination and creativity in their learning and willingness to reflect on their experiences through speaking and listening, drama and writing.

Moral

English supports moral development by enabling children to investigate and offer reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Children discuss and evaluate a range of social and moral issues found in a wide range of genre including newspapers, fiction, television and other media.

Social

The English curriculum supports social development by helping children use of a range of social skills in different contexts. Children develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity. Teachers develop children's' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Teachers develop children's' understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Teachers develop children's' knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

STAKEHOLDER INVOLVEMENT

Southfields values the engagement of all stakeholders such as pupils, parents, staff and governors. There are strong links with parents, informing them of and including them in their children's progress and explaining the school's approach to the teaching of English through termly parent meetings and annual written reports. Parent correspondence is also encouraged through the Reading Record and homework tasks. Parents are invited into school for events linked to English such as book fairs and assemblies. Questionnaires for stakeholders are conducted and reported through the English subject leader reports. All stakeholders are actively encouraged to engage with school life and one way of doing this is by viewing the school website for information and advice.

ROLE OF THE ENGLISH SUBJECT LEADER

The English Subject Leader maintains a culture of high expectations for all children and staff and leads by good example. There is a consistent focus on improving outcomes in English for all children, and especially for those who are disadvantaged. Effective and regular monitoring takes place, to identify and spread good practice across the school. An evaluation of aspects of English teaching is carried out, whether in the form of lesson observations, speaking to children or scrutiny of work to ensure effective delivery, differentiation and progression towards targets set. An understanding of the school's effectiveness of English provision is also informed by what pupils, parents and governors think. Stakeholder feedback is actively sought.

The English Subject Leader engages supportively with colleagues, managing them and their workload in realistic and constructive ways. There is also a focus on improving their own and colleagues' subject knowledge in English.

Through professional dialogue and monitoring activities the English Subject Leader can recognise any difficulties staff may have in delivering the curriculum and will determine any additional subject leader support or whole school INSET which may be required.

CONCLUSION:

This policy should be read in conjunction with the following school policies:

Teaching and Learning

Assessment and Record Keeping

Marking and Feedback

Handwriting

Library

Drama

Health and Safety

SEND

EYFS

Gender Equality

Racial Equality

E-Safety