

Orleans Primary School

‘A love of learning, for life, for all.’



English Policy

Governor's Committee Responsible	Quality and Standards
Status	Non Statutory
Review Cycle	3 Yearly
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Orleans Primary School **English Policy**

Introduction:

Reading and writing are fundamental life skills where the ability to speak, listen, read and write for a wide range of purposes is developed. Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers and writers of stories, poetry, non-fiction and media texts. Children gain an understanding of how language works by looking at patterns, structures and origins and use their knowledge, skills and understanding in speaking, reading and writing across a range of different contexts.

Orleans Primary School is a Power of Reading school. The Power of Reading (PoR) is an approach to teaching literacy formulated by the Centre for Literacy in Primary Education (a charity working with all those involved in teaching literacy in primary schools). The CLPE puts research at the centre of the Power of Reading and places emphasis on teaching literacy through using high quality texts and creative teaching approaches (such as art and drama). This approach aims to raise the literacy achievement of children by putting quality children's literature at the heart of all learning. It also enables children to deepen their understanding of texts and provides a meaningful context for writing.

Rights Respecting Links:

Article 28 - All children have the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full.

Intent:

- Promote high standards of language and literacy, ensuring that all children meet the expectations of the National Curriculum.
- Promote a lifelong love of reading and writing.
- Secure grammatical skills and enable children to have conscious control and choice in language.
- Encourage children to develop a fluent and legible style of writing.
- Give pupils the knowledge required to become confident writers.
- Provide consistency and progression in the teaching of phonics and spelling.
- Provide high quality lessons and experiences that enhance children's knowledge, skills and understanding.
- Create enthusiastic, effective and reflective readers and writers of stories, poetry, drama and non-fiction.

Implementation:

At Orleans, high quality teaching and learning in English is:

- High expectations and challenges for all.
- Well planned lessons, following the Power of Reading scheme, that develop children's skills through a process that involves reading, analysing, guided and independent writing.
- Well-paced lessons to maintain interest, concentration and progress that are planned around a high quality text.
- Excellent subject knowledge.
- The writing process is valued and given a purpose and an audience that is exciting and relevant to the children.
- The needs of all learners are met through effective differentiation, scaffolding or support.
- A range of teaching and learning strategies are adopted that incorporate a range of learning styles, e.g. drama and computing.
- Hook Lessons are used to introduce texts and engage children with the learning.
- Opportunities are provided for English across the curriculum that are used to motivate and enthuse learners.
- Interactive lessons where children are encouraged to be active learners.
- The use of scaffolds and resources to enable pupils to become confident, independent writers.
- The use of effective questioning to empower learning, check understanding and to learn from the contributions of peers.

As a staff, we aim to:

- Assess and plan for the specific needs of individual children.
- Share our curriculum and individual pupil progress with parents.
- Provide a stimulating and challenging learning environment.
- Set high, yet realistic expectations of the pupils' learning.
- Set end of year targets based on either outstanding or aspirational progress.
- Value and celebrate all achievement and progress.
- Set learning targets which children are aware of and know how to achieve. As children mature, they will take a greater role in setting their own targets.
- Develop children's self-esteem and encourage them to strive for personal success.
- Provide all children with equal access to a balanced, exciting and relevant curriculum.

Special Educational Needs and Inclusion:

- Learning in English takes into account the targets set for individual children on the Special Educational Needs register, in their Individual Education Plans and Educational Health Care Plans.
- Teachers, TAs and LSAs ensure that children with Special Educational Needs can access the learning and make expected progress through Quality First Teaching and then Wave 1, 2 and 3 interventions as appropriate.
- It is the expectation that all children will be included in the whole class learning and will only be withdrawn from class for specific interventions that have been recommended by outside agencies.

Writing:

Through the Power of Reading, in Speaking and Listening, our children:

- Speak and listen actively in a wide range of contexts and, through this, develop a growing vocabulary.
- Express opinions and justify preferences appropriately as well as considering the opinions of others.
- Evaluate their own and other's contributions.
- Speak audibly and fluently to a larger audience.

Through the Power of Reading, in Reading our children:

- Read with confidence, fluency and understanding, using a range of independent strategies to decode, self-correct and deconstruct.
- Develop an enthusiasm for reading, sharing and discussing texts.
- Express opinions and justify preferences about a wide range of quality fiction/non-fiction texts.
- Read aloud with intonation and expression to a range of audiences.
- Are inspired by and identify the use of words and punctuation for effect in a text.
- Are able to confidently comprehend and draw inferences from texts.
- Become readers for life.

Through the Power of Reading, in Writing, our children:

- Develop composition and transcription skills.
- Develop an enthusiasm for and an enjoyment of writing.
- Use their imagination and own creative ideas to develop an individual writing style.
- Use talk, drama, art and the knowledge gained from reading as an aid to writing.
- Write with confidence, creativity, fluency and understanding, adopting a range of independent strategies to reflect and self-correct.
- Understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the audience and purpose.
- Increase their ability to plan, draft and evaluate their writing.
- Use a variety of mediums to express their written ideas, e.g. ICT and Drama.
- Develop a fluid, legible joined script (see Handwriting section of this policy).
- Use a number of strategies to spell correctly, which will be largely phonetically in the early stages (see Spelling section of this policy).
- Understand the morphology (word structure) and orthography (spelling structure) of words.

Through Deepening Understanding, in Punctuation and Grammar, our children:

- Have high standards of language and literacy.
- Gain the knowledge required to become confident writers.
- Understand the English language and the importance of grammar.
- Have conscious control and choice in language and use standard English.
- Build on previous knowledge.
- Use the elements of spelling, punctuation, grammar and 'language about language'.

Planning and Monitoring:

- Our English provision is delivered through the Power of Reading, which incorporates the requirements of the National Curriculum document to ensure continuity and progression.
- Class teachers use the Power of Reading teaching sequences as their planning.
- The subject leaders monitor these periodically to ensure that curriculum coverage is being delivered effectively.
- Regular summative and teacher assessment is used to inform teaching; identifying gaps in children's knowledge and understanding, as well as offering challenges.
- The English subject leaders observe teaching and learning of reading and writing once a year.
- The progress and achievement of all pupils in reading, writing and phonics is tracked and analysed by the English Leaders and the Headteacher.

Assessment:

- Summative and teacher assessments are used to track the progress of individuals, groups and cohorts in reading and writing, using NfER materials and SATS optional tests.
- See assessment and marking policies for further information.
- Assessment in writing is on-going throughout the year and is based on a range of evidence from a variety of pieces of writing produced by the children.
- Within the school there is a schedule for moderation of writing as well as opportunities for cross-moderation with other schools.
- Teachers in Year 2 and Year 6 will attend moderation meetings and agreement trailing sessions.

Handwriting:

The ability for children to write legibly is essential in order for them to demonstrate their true potential throughout their school careers (and their lives beyond school) as well as ensuring that they have the ability to communicate effectively using writing. At Orleans Primary School, we follow the Nelson Handwriting scheme which encourages development of an individual style in each child through carefully structured stages. The scheme fully covers the technical aspects of writing: letter formation, basic joins, printing, speed writing and slant. Nelson handwriting progresses from pre-writing patterns through to the development of an individual style. Through Nelson Handwriting, handwriting is taught in a consistent way. From the earliest stages, children develop fine motor skills when they pick up writing tools and make marks on paper. Good habits with writing, and pencil hold and formation are important parts of this process. We reinforce the 'tripod' grip through modelling and correction where necessary. This pencil grip gives children the most control over the movement of their writing tool. When children are beginning to form letters, we encourage children to follow set formation (generally starting at the top of the letters). Once a child can form their letters correctly, joined writing is introduced. When starting to join, we encourage clear joins, which aid fluency and accuracy in writing.

Intent:

- Ensure that children can write legibly.
- Ensure that children can write fluently.
- Ensure that children can write at a reasonable speed.
- Ensure that children can demonstrate their true potential through their writing.
- Promote a love of writing.

Implementation:

- This section of the policy should be read in conjunction with the Handwriting progression document (see Appendix) which outlines how the Nelson Handwriting scheme is implemented across all year groups from Reception to Year 6.
- Handwriting is taught discretely on a weekly basis, using the Nelson Handwriting scheme.
- Handwriting is taught on a whole class basis.
- Teachers will model handwriting to the students in discrete lessons as well as other lessons.
- Children complete their handwriting lessons either on line guides or in exercise books depending on the support they need at their stage of handwriting. The handwriting folders are blue and the handwriting exercise books are blue.
- Posture and seating arrangement will be highlighted to children in order to help them comfortably position themselves for writing.
- Provision is made for children who are left handed.

Planning and Monitoring:

- Our Handwriting provision is delivered through Nelson Handwriting, which incorporates the requirements of the National Curriculum document to ensure continuity and progression.
- Class teachers use the Nelson Handwriting teaching resources as their planning.

- The Writing subject leader monitors the delivery of handwriting lessons to ensure that curriculum coverage is being taught effectively.
- Regular summative and teacher assessment is used to inform teaching; identifying where support or challenge is needed.

Assessment:

- Teachers continuously assess handwriting, providing challenge or support where necessary.
- Along with the Assessment Lead, teachers will identify children who may benefit from interventions such as gross and fine motor skill work in order to support their handwriting.
- From year 2, it is the expectation that children will be able to join their writing. In year 6, children will not be able to achieve the national standard if they are unable to join their writing.

Spelling:

Read Write Inc (RWI) Spelling is a systematic spelling programme that is delivered to years 2-6, following on from RWI Phonics which is delivered in Reception and year 1. The RWI Spelling programme is based on the understanding that we have a sound-based writing system. Everyone uses the same 44 sounds to speak all the words, but the way we write down the sounds varies. The process of learning to spell is cumulative for most children; most need explicit systematic teaching that is continuously practised and reinforced, until spelling knowledge is committed to long-term memory.

Intent:

- Ensure that children meet the spelling expectations of the National Curriculum.
- To provide consistency and progression in the teaching of spelling.
- To enable the children to be confident at spelling.

Implementation:

- The structure of the lessons delivered are the same throughout years 2-6.
- The lessons are underpinned by phonics, are fast-paced and include an online element too.
- The children are exposed to different activities each day where they will get the chance to practise their spelling rule. This daily exposure to spellings helps to emphasise the importance of spelling every day and not just isolated to a day where they are asked to complete a spelling test.
- The children identify their own words to log and learn weekly and have opportunities to test their growing spelling abilities in every lesson.
- Each child has a practice book which is the book they work from during lessons. This book stays in school for the children to use every day. The second book that the children receive is a log book (Y2/LKS2). This is a really important book that travels between school and home.

- Each week, the children choose words from the dots and dashes and word changers activity that they have found challenging and then they write them in their Spelling Log Book or their diary (UKS2). These are the words that the children should practise at home.

Planning and Monitoring:

- Our spelling provision for year 2 - year 6 is delivered through RWI Spelling, which incorporates the requirements of the National Curriculum document to ensure continuity and progression.
- Class teachers use the RWI Spelling teaching resources as their planning.
- The Writing subject leader monitors the delivery of lessons to ensure that curriculum coverage is being taught effectively.
- Regular summative and teacher assessment is used to inform teaching; identifying where support or challenge is needed.

Assessment:

- Teachers continuously assess spelling, providing challenge or support where necessary.
- RWI provides practice tests for the teachers to use which follow the same format as the statutory tests in England. During the teaching activities each week, a number of assessment opportunities are also planned into the programme. The emphasis is on the importance of learning to spell, rather than being tested on spelling.
- Along with the Assessment Lead, teachers may identify children who may benefit from spelling interventions.
- Although all year groups will complete spelling tests during assessment weeks, year 2 and year 6 are required to assess spellings as part of their national SATS tests.

Phonics and Early Reading:

We use the Read Write Inc to teach phonics at Orleans Primary. Read Write Inc (RWI) is an inclusive literacy programme for all children beginning in Nursery, continued in Reception and Year 1 learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Intent

We aim to enable our children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.

- Spell effortlessly so that all their resources can be directed towards composing their writing.

Implementation:

Implementation This is based on the 5 Ps. Praise – Children learn quickly in a positive climate. Pace – Good pace is essential to the lesson. Purpose – Every part of the lesson has a specific purpose. Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life! Participation - A strong feature of RWI lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach). Planning Pupils work within ability groups which are defined by their performance on RWI assessments. Pupils are assessed every half term and the groups are reorganised accordingly.

Planning and Monitoring:

Delivery of Phonics Initial sounds are to be taught in a specific order. Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words. Blends are to be declustered. E.g. bl is two specific sounds. Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling. Set 2 sounds are to be taught after Set 1 (initial sounds) Letter names are to be introduced with Set 3.

Impact

Foundation Stage: RWI is implemented in Reception by trained teachers and TA's, where the classes are split into groups after a baseline assessment is completed. Lessons take place daily between 9 and 10am. Within this time a 10 minute speed sounds session will occur with follow up handwriting and sentence writing.

Year One: RWI groups are set following assessments. The sessions are delivered daily by trained teachers and teaching assistants. Any children who do not pass the phonics screening in Year 1 will continue to receive RWI sessions or 1:1 intervention on the 1:1 catch up programme in Year 2.

Key Stage Two: RWI catch up will take the form of an intervention session for those children with the greatest need in Years 3/4. This will be done using the 1:1 RWI catch up programme by trained TA's.

Assessment:

Children are assessed throughout every lesson by the adult leading the session. They assess how children: Read the grapheme chart, read the green and red word lists, decode the ditty/story and comprehend the story. Formal assessment is carried out every half term using the RWI assessments by the Reading Lead.

Reading

Intent:

- To build on the close links between home and school established in EYFS and KS1 and continue to promote an ethos of reading for pleasure through our carefully selected read aloud titles.
- To encourage and support ALL children in being avid readers and making their own choices from a diverse selection of texts.
- To continue to develop fluency when reading aloud
- To build reading stamina
- To make links between texts previously read as well as to their own experiences.
- To be receptive to the views of others and engage in discussions about texts
- To allow opportunities for children to express their own reading preferences
- To begin to notice the effect that writing has on them as a reader
- To understand how cultural capital via reading can open doors by giving us access to further education and enhanced life experiences

Implementation:

- Children who are working through the RWI scheme receive reading books that match the set of letter sounds that they are learning within their phonics session. This ensures that they engage with a text that is phonically decodable, allowing them to develop their fluency and decoding skills.
- Once children have completed the RWI scheme, they are encouraged to make personal choices about their reading and can select books from our book areas and the Hounslow Library Collection to take home to share with their parents and carers for pleasure.
- There is a strong emphasis on the development of every child's **vocabulary** which is achieved by the explicit planning of vocabulary in all subject areas. Specific tier 3 vocabulary has been identified in planning and is shared with the children at the start of lessons. Vocabulary is displayed in the classroom environment to reinforce the learning that is taking place through labelling and the display of English Star Words. English and Maths Working Walls are used to promote and develop high quality vocabulary that the children are encouraged to use during speaking, listening and writing activities driven by the high quality texts that have been chosen from the Power of Reading.
- We read to the children from a range of carefully selected books every day through our read aloud program and Power of Reading lessons.
- Classroom book corners have carefully selected titles to engage, excite and celebrate our diverse and inclusive community
- Children are given opportunities to share favourite books by making recommendations to the class and they are supported in developing the language skills to do this through teacher modelling.
- Reading Journals are introduced so that children can record their own thoughts and responses to what is being read to them and what they are reading themselves.
- We build on the repertoire of favourite stories, songs and poems shared in the EYFS and KS1 by learning a poem by heart every term which is performed to an audience and supported by parents through home-learning tasks.

- The performance of poetry is also a key feature of our Power of Reading sequences.
- We encourage parent helpers to come into school to help support children who benefit from extra practice of reading aloud.

Planning and Monitoring:

- The Orleans Reading Spine is a document used and adapted by staff to provide a structure for reading and ensures a range of high quality, diverse and inclusive texts are shared with the children.
- Any child who is deemed to be struggling with reading is identified quickly through our assessment and monitoring process. Any child not achieving age related expectations is assessed by the Key Stage 2 Reading Lead and interventions are put in place to help them keep up with their peers. This may include 1 to 1 or small group sessions following the RWI One to One Tutoring scheme led by fully trained staff. Children falling within the lowest 20% of readers within each class will be heard read every day by an adult to monitor their progress closely using the RWI phonetically decodable reading books. Every pupil should be able to read independently with at least 95% accuracy.
- Target Tracker is used to monitor progress over time and any child falling below age related expectations will be assessed and monitored by the Key Stage 2 Reading Lead who will work alongside the SENCO and DH to ensure interventions are put in place to support individuals and close the gap with their peers.

Assessment:

- Teachers use formative assessment to provide challenge and support
- Termly NFER papers provide summative data which helps to inform teacher assessments and identify children falling behind.

Please refer to the School Development Plan for further details on the current focus.