



Together we learn, together we succeed

ENGLISH POLICY

Approved by: Rusper Full Governing body

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Last reviewed on:

Next review due by:

Rationale

Our core values underpin our whole curriculum. Together we explore these values, identifying and teaching key skills that learners will need to demonstrate each value in practice.

VALUES



Collaborative: is being part of a team that works operatively in partnership to achieve better outcomes.



Enthusiastic: is being positive and engaged with learning; being ambitious and motivated by outcomes.



Respectful: recognises the rights of every individual to have needs met, to make individual choices and be treated equally.



Curious: is to follow fascination and explore; question and seek answers; to form a vision and be creative and innovative in making it a reality.



Independent: demonstrate attributes that aid learning for life. These attributes include resilience, perseverance, confidence, decisiveness, responsibility, courage.

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1. VISION

English in our school provides a structured programme of study that ensures continuity and progression throughout the school, promoting the development of essential skills for learning and life whilst meeting the requirements of the National Curriculum.

We aim to prepare our children for the opportunities and challenges of the 21st century. We want successful learners, confident individuals and responsible citizens. It is an English curriculum for all pupils, whilst recognising and meeting the needs of the individual.

We enjoy a creative approach to learning and provide opportunities for children to learn in a variety of ways through their Learning Adventures, including visits and visitors, learning with children from other classes and involvement in whole school projects. Our English curriculum is responsive to the needs of the children in our community and encourages high expectations and aspirations. It provides opportunities for discovery and achievement.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

2. INTENT

At Rusper Primary School our English curriculum provides purposeful and progressive learning experiences within the National Curriculum and binds them together with rich opportunities and strong recurring concepts to create a memorable Tapestry of Knowledge for all. Inclusivity is at the heart of our ethos and our English curriculum is planned with the child at the centre.

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. At Rusper Primary School we believe that the development of language and the ability to communicate clearly and with confidence is central to all learning. By taking account of the social, cultural and geographical demographics of our local community context to establish the needs of our pupils, we know that oracy needs to be a key component of the Rusper English curriculum. Our key drivers will therefore be synthetic phonics, reading and vocabulary. But also in line with the National Curriculum for English we will ensure that all pupils:

- 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
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – the subject leader pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/carer consultation – parents and carers are invited to raise questions about the policy

- Ratification – once amendments were made, the policy was shared with governors and ratified

4. CURRICULUM

Early Years Foundation Stage

National Curriculum KS1 + KS2 English

See each English area for specific curriculum information

Progression of skills

5. IMPLEMENTATION

English is taught daily in every class. Links are always made to other curriculum areas and English skills are used across the curriculum.

PLANNING

Teachers are required to provide planning documentation for each term, before teaching commences.

MEDIUM TERM PLANNING

In broad terms, the medium term planning identifies why and what teachers are teaching in reading and writing.

SHORT TERM PLANNING

In broad terms, short term planning identifies how teachers will teach the Medium Term Plans. Short Term Plans should reference the objectives and highlight any changes from those given in Medium Term Planning.

INCLUSION

All children have equal access to the English curriculum regardless of race, gender or ability.

SPECIAL NEEDS

Children with special educational needs are involved in all aspects of the English curriculum and study at level appropriate to their needs. Children who are experiencing difficulties or who need extra support to reach the expected levels of attainment are identified using the INSIGHT system. Once identified time can then be allocated for participation in an intervention programme in order to accelerate their learning. Interventions/strategies used to support children with literacy difficulties or who need extra support to reach expected levels of attainment for their age and year group may include specific group work. Quality first teaching and in class intervention is the key approach for supporting children with specific needs. In class time children who experience difficulty with literacy or would benefit from extra help are supported during independent activities by a teaching assistant or the class teacher. A pupil whose difficulties are severe or complex will be supported with an individual programme which identifies targets that can be met during literacy sessions. Children that experience difficulties will have the learning intentions broken down into achievable goals with resources and materials that help make it relevant to their own experiences. Teachers will consult with the SENCo for support and advice about such support.

MORE ABLE PUPILS

More Able pupils are taught in ability groups within the class. Children will be challenged through differentiated group work. More Able pupils are identified by teachers and will have opportunities to extend their learning through challenging class activities.

6. IMPACT

Children will leave Rusper Primary School equipped with a range of English skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate English throughout their lives.

The expected impact is that children will

- develop a love of reading across a range of genres, cultures and styles and read for pleasure

- be fluent and confident readers who can apply their knowledge and skills to a range of text
- use reading to unlock learning and access all areas of the curriculum
- become more confident writers across a range of genres
- be creative writers with a good understanding of a wide vocabulary
- have good manipulation of grammar, spelling and punctuation skills

ASSESSMENT AND RECORD KEEPING

Assessments can be formative and summative in English and vary in the way they are being used and according to the aspect of English being assessed.

Formative on-going teacher assessment takes place using success criteria and assessment tasks. Assessments are made about groups and individuals on a daily/weekly basis as learning is continually evaluated and adapted to meet individual's needs. Targets are set using the key objectives and success criteria to know and understand what steps pupils need to make to improve.

Summative assessments are made using the following:

Writing – Writing assessments are made by analysis of on-going collections of evidence and subsequent professional moderation. Moderation takes place termly in house and between schools.

Phonics - Phonics Screening Check materials; Song of Sounds assessment tasks

Spelling – Entry/exit spelling tests of KS1/KS2 common exception/statutory words + KS2 NFER spelling tests; weekly spelling tests in KS2 to inform teacher assessment

Grammar and Punctuation – KS2 - End of term summative tests; independent writing tasks

Reading – NFER Reading comprehension tests, teacher assessment (KS1 Phonics Screening Test + Phonics Stage books, individual/group/class reading; KS2 NFER Reading comprehension tests; teacher assessment, individual/group/class reading

Rusper uses the INSIGHT tracking system to record a pupil's progress and attainment against agreed key objectives. Teacher assessment and tests are used to inform these judgements. The Subject Leader is responsible for monitoring the progress and attainment of English across the school using the INSIGHT system to evaluate data. The performance of particular groups e.g. SEN, More Able, Pupil Premium is monitored and areas for development feed into school improvement.

7. ROLES AND RESPONSIBILITIES

The Governing Body

The governing body will approve the English policy, and hold the Head teacher and subject leader to account for its implementation.

The Head teacher and Subject Leader

The Head teacher and subject leader are responsible for ensuring that English is taught consistently across the school.

ROLE OF THE ENGLISH SUBJECT LEADER

The English Subject Leader will oversee the planning and delivery of English within the school. The English Subject Leader will be responsible for:

- raising standards in English
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- facilitating the use of English across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- monitoring the delivery of the English curriculum and reporting to the Governors on the current status of the subject
- organising, auditing and obtaining resources

Staff

Staff are responsible for:

- delivering teaching of English in accordance with this policy
- modelling positive attitudes to English
- monitoring progress
- responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in English demonstrating good learning behaviours, strong acquisition of knowledge and skills and an enthusiasm to drive their curiosity and deeper learning.

STAFF DEVELOPMENT AND SUPPORT

The level of expertise and confidence to teach English is continually being developed. Support is given to staff to refine existing strengths in order to continue to raise the standards of achievement and progress. This will be accomplished by providing;

- outside provision training
- whole staff Inset days
- staff meeting time
- individual support by subject leader and other competent staff members
- on-going monitoring by subject leader
- an accessible and carefully implemented curriculum
- subject leader support for medium and short term planning

8. MONITORING ARRANGEMENTS

The delivery of English is monitored by the subject leader through:

- staff meetings
- focused learning walks/observations
- reviewing pupils' development in English monitored by class teachers as part of our internal assessment systems
- pupil conferencing

The Head teacher and English Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and English Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

WRITING (including spelling, grammar/punctuation and handwriting)

VISION

Writing (including spelling, grammar/punctuation and handwriting) is a vital part of the curriculum as it gives children a voice to share their ideas for a range of purposes and audiences. Considering the fundamental importance of writing in everyday life, we are keen to develop each learner's writing ability and aim to encourage children to become confident, competent and enthusiastic writers.

INTENT

The National Curriculum for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the National Curriculum objectives for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Subject content can be found within the National Curriculum Handbook for Primary Teachers.

IMPLEMENTATION

Writing is taught through literacy, spelling/phonics and grammar and across other subjects through the Learning Adventures. At Rusper we use the Power of Reading approach. This approach uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum and a whole school love of reading and writing.

Literacy is taught daily or over a succession of days across the school with separate phonics, spelling, grammar and reading sessions at designated times during each week. In general, teachers spend time engaging in whole class learning using a quality text. A teaching sequence guides the teacher through a range of activities and experiences that enable the children to become familiar with a text in a variety of ways e.g. drama, role-play, writing in role, book talk. This range of learning will sometimes be whole-class, in small groups or independent.

Editing is an important part of the writing process. At Rusper we use a 5 Steps approach to editing writing which involves drafting, proof reading and then editing writing using an agreed set of criteria. Editing is done in purple pen. Marking and feedback either by an adult or a peer will refer to the 5 Steps and then allows the writer to make improvements to their writing independently.

YEAR GROUP ORGANISATION - WRITING

Early Years Foundation Stage (EYFS)

- Oral retelling of known stories or their own ideas - adult acts as scribe for them until children are confident to 'have a go' independently
- Literacy: Writing – the focus is on mark making using a variety of equipment; fine motor skills; learning initial sounds, blending sounds and correct letter formation
- Writing is learnt or experienced in all the areas of learning for Foundation Stage but especially with a link to reading and spelling
- Writing opportunities are given daily to practise these skills e.g. daily phonics session, mark making experiences, role play and formal adult-led activities
- Most writing learning is in small groups
- Writing sessions focus on using initial sounds, blending sounds to write simple words and short sentences/captions including finger spaces and some punctuation
- Children are all working towards the end of EYFS Early Learning Goals for Literacy: Writing

Key Stage 1 (Year 1 + 2)

- English is taught in ability and mixed ability groups
- Cross curricular links are made
- Writing is very much linked to reading
- Individual and small group reading sessions support writing
- Discrete writing skills including grammar and punctuation are taught in lessons particularly phonics, literacy lessons and handwriting
- Role play/drama activities linked to a text
- Adult modelling takes place in small groups with some whole class input at times

- A variety of genres are covered with links to Learning Adventures
- Visitors – storyteller, theatre groups, puppet theatre are encouraged
- Computing is used to develop word processing skills
- Intervention and support groups are used to help individuals with their writing skills
- Phonics tasks are set for Home Learning

Key Stage Two - Year 3 + 4

- English is taught in ability and mixed ability groups
- Cross curricular links are made
- Writing is linked to reading
- Discrete writing skills are taught in lessons especially grammar, punctuation, spelling e.g. look, cover, write, check, spelling and handwriting are linked together
- Role play/drama activities linked to a text
- Adult modelling takes place in small groups with some whole class input at times
- Intervention and support groups are used to help individuals with their writing skills
- A variety of genres are covered with links to Learning Adventure
- Independent research is carried out as part of developing writing skills
- Reading – small group activities related to texts
- Visitors – storyteller, speakers are encouraged
- Computing is used to develop word processing skills

Key Stage Two - Year 5 + 6

- English is taught in ability and mixed ability groups
- Cross curricular links are made
- Writing is linked to reading
- Discrete writing skills are taught in separate lessons especially grammar, punctuation, spelling e.g. look, cover, write, check, spelling and handwriting are linked together
- Year 6 time is used to develop writing skills
- Intervention and support groups are used to help individuals with their writing skills
- Spelling/Grammar is taught in Year groups
- Role play/drama is used to develop writing skills
- Adult modelling takes place in small groups with some whole class input at times
- Extended writing opportunities are given
- A variety of genres are covered with links made to the Learning Adventure
- Independent research is encouraged
- Visitors – storyteller, speakers are planned when possible
- Computing is used to develop word processing skills

HANDWRITING – see separate policy document

SPELLING

IMPLEMENTATION

Early Years Foundation Stage (EYFS) + Key Stage One

Songs of Sounds is the programme used to support spelling in EYFS and KS1. Song of Sounds is a multi-component, multi-sensory, systematic synthetic phonics programme. It is teacher-led, hands-on and interactive. It uses games and activities that reinforce learning. Daily phonics, in year group sessions, use music and movement to embed knowledge and understanding. These activities ensure children enjoy the phonics learning process. Clear links are made between spelling, writing and handwriting. Phonics Home Learning is set every week. During one term a year, there is a weekly Family Phonics session. This is an opportunity for parents to get involved with supporting their child in school and to find out about ways to further support their child at

home. The Phonics Screening Check materials and Song of Sounds assessment tasks are used to regularly assess phonic knowledge and understanding.

Key Stage 2 (Years 3/4/5/6)

The No Nonsense Spelling programme is used to support spelling in KS2. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings. A range of strategies are used to encourage children to learn their spellings. Clear links are made between spelling, writing and handwriting. Daily spelling sessions in year groups, embed knowledge and understanding. Spelling Home Learning is given weekly. Entry and Exit tasks, weekly/termly spelling tests and independent writing tasks are used to assess spelling.

READING

VISION

Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority at Rusper Primary School. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation. At Rusper, we strive to ensure all children become fluent readers by the end of Key Stage One and by the end of Key Stage 2 our ultimate goal of learning to read is to develop comprehension skills to progress from 'learning to read' to 'reading to learn' for purpose and pleasure.

INTENT

Our aims for reading are to

- develop the ability to read aloud fluently and with expression
- develop the ability to read for meaning
- develop the skills required for the critical reading of texts
- encourage and foster a love of reading and reading for pleasure

and for children to

- enjoy reading
- see themselves as readers
- read in a variety of situations and for different purposes
- be encouraged to read a wide range of high quality texts including fiction, poetry and non-fiction materials including IT sources
- be taught a range of strategies for reading including phonics; sight word recognition; context; retrieval; deduction and inference and vocabulary/use of language for effect
- see reading as a tool to use in other areas of the curriculum

IMPLEMENTATION

EYFS/KS1

Early reading skills are developed through a systematic synthetic understanding of phonics. In EYFS + KS1 we use the Song of Sounds Stages 1, 2 and 3 programme to teach early reading skills on a daily basis. The programme focuses on phonemes (sounds) and their written equivalents (graphemes), blending and synthesising sounds together to make full words. Key irregular or 'tricky' words are also learnt, noting which parts of the word can be blended phonetically and which are irregular. Song of Sounds is a multi-component, multi-sensory, systematic synthetic phonics programme. It has music (a song) and movement (actions for the song) at its core to embed knowledge and understanding and to ensure children enjoy the phonics learning process.

Decodable texts linked to each stage of the Song of Sounds programme, provide children with the opportunity to apply and practise their phonics skills with appropriate reading material. By working through texts that are matched to their phonic ability, children can practise decoding and gain confidence in their reading skills. A range of high-quality readers across both fiction and non-fiction is critical to ensuring books are relevant and meaningful.

KS1/KS2 VIPERS

Across KS1 + KS2 the VIPERS method is used to teach key reading comprehension skills.

VIPERS stands for

Vocabulary - finding and explaining the meaning of words in context

Inference - making and justifying inferences using evidence from the text

Prediction - predicting what might happen from the details given and implied

Explanation - explaining how content is related and contributes to the meaning as a whole; by explaining how meaning is enhanced through choice of language; by explaining the themes and patterns that develop across the text; by explaining how information contributes to the overall experience

Retrieval - through retrieving and recording information and identifying key details from fiction and non-fiction

Summarise - summarising the main ideas from more than one paragraph.

This method ensures that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. Reading comprehension skills are taught either in whole class sessions or groups in order to assess children's understanding of a text.

Power of Reading

Across the school we use the Power of Reading programme to expose children to a range of high quality text. The use of high quality books within the reading curriculum is at the heart of a successful approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers. If teachers and those who work in schools know about the best children's literature available they will be able to share that with the children they teach and encourage them to be inspired as readers and motivated to read for themselves.

Yr 1 – 6 children will have:

- 3 x Power of Reading sessions per week
- 2 x reading comprehension skills sessions
- KS1 daily phonics
- Yr 3 Autumn term 1 – 4 x phonics sessions per week
- Yr 3 Autumn term 2 – transition to No Nonsense spelling programme
- Yr 3 – 6 No nonsense spelling

Yr R children will have:

- daily phonics
- Power of Reading sessions
- in Continuous Provision – opportunities to write
- shared writing with an adult

Home/School Reading

EYFS/KS1

Reading books are organised into the stages of the Song of Sounds programme. Each week the children select 2 x books from the stage of Song of Sounds they are working within and these books are used for both home and in school reading. Children are encouraged to read with an adult, in a group or with a partner. Comments about reading are recorded in a reading diary

both by the adults in school and at home. Weekly phonics or reading comprehension tasks are set for Home Learning to encourage reading practise at home.

KS2

Children select a reading book from the book corner in their classroom to read in school or at home. Those that are still working within the Song of Sounds stages, continue to select their books from the stage they are assessed as working at. Children record and make comments about the books they have read in a reading diary. In KS2, after reading 8 books the children will complete a book review in their reading diary making comments about their likes/dislikes about the book and recommendation for others as well as commenting on characters, plot, vocabulary and structure of the book.