

English Policy

Quinton Primary School



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1) Curriculum Statement

Intent

At Quinton Primary School, we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing, grammar and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and we want them to use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in Literacy is crucial to a high-quality education and will give our children the tools they need to participate fully as members of society.

Implementation

These aims are embedded across our Literacy lessons and the wider curriculum. We have a rigorous and well organised curriculum that provides many purposeful opportunities for reading, writing, grammar and discussion. Teachers ensure that cross curricular links with topic work are woven into the programme of study. Our curriculum closely follows the aims of the National Curriculum for English 2014.

The national curriculum for English aims to 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.

In addition to daily Literacy lessons, children excel in early reading through daily Phonics sessions from Reception to Year 2. They continue to develop a range of reading skills, as well as a love of reading, by following our reading scheme before becoming a free reader. We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities such as book fairs and competitions.

Impact

As a result, we have a community of enthusiastic readers and writers who enjoy showcasing their developing Literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. Our attainment in 2019 at the end of KS1 and KS2 was above that of Warwickshire and the national average.

2) Teaching and Learning

Our Literacy provision follows the 2014 National Curriculum and is taught through daily Literacy lessons. Lessons run for one hour, five days a week, to ensure continuity and rigour in teaching and learning of knowledge and skills.

We recognise that spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers ensure the continual development of pupils' confidence and competence in their knowledge of spoken language and listening skills. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions.

Building on this foundation, we teach Literacy using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback in order to improve their own explanations.
- Partner Talk – Children work as partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning. Higher level questioning is used to elicit a deeper understanding.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work.
- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Comparing, Analysing and Evaluating – Children review written texts, speech and drama and compare, analyse and evaluate them. They establish the strengths and weaknesses of different examples and incorporate these ideas into their own work.

If children are to become successful, independent readers, they must possess a secure knowledge of word reading and comprehension skills. These are:

- a familiarity with the genre of stories and an ability to make links between stories
- a good visual memory
- a good auditory memory
- a recognition of the letters in the English alphabet
- a knowledge of the grapho-phonetic construction of words
- a familiarity with the syntax (sentence structure and grammatical arrangement) of English text

These skills are taught through Reading lessons and Whole Class Guided Reading and are continually referred to during additional reading opportunities in Literacy lessons and wider curriculum subjects. All Literacy lessons have clear success criteria so that the children understand the expectations of the task and how they can achieve their best in the lesson. Success criteria are consistently referred to during lessons and are used effectively for self and peer assessment at the end of a task. They are also used during proof reading and editing tasks. Success criteria can be altered for different ability groups in the same lesson where appropriate.

Literacy activities are effectively differentiated so that all children can achieve the success criteria and feel empowered by their own accomplishment. Nevertheless, all children are given the chance to reach the same high level in every lesson. Effective differentiation is in place so that all children have the opportunity to meet every learning objective by having vocabulary word banks, writing frames and sentence starters, mixed ability groupings and adult support. Teachers also ensure that children are taught and know how to demonstrate greater depth in their work and this is reinforced through the success criteria which children refer to throughout their work and assess against on completion.

Extended writing opportunities take place across the curriculum and at least one piece of extended writing is completed in Literacy lessons every week.

Displays are used throughout the school to promote reading, writing and discussion. We recognise the important role of displays in the teaching and learning of Literacy. Each class displays work which celebrates a variety of children's achievements. All aspects of the Literacy learning process are illustrated through displays including vocabulary enrichment, grammar and punctuation support, the planning process and finished pieces of writing. Every classroom has an attractive reading corner to promote and celebrate a love of reading.

3) Assessment

Children are assessed formatively through thorough questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. This helps to ensure that maximum progress is made throughout Literacy teaching across the school. In addition to this, regularly timetabled summative assessment opportunities are planned into the academic year to ensure that the progress in knowledge and skills that each child makes is accurately measured.

In writing, as well as ongoing formative assessment, teachers meet on a termly basis to moderate writing. From doing so, staff ensure that data entered into their half termly venn diagrams is accurate. In addition to this, we complete 'No More Marking' assessments, which are then assessed through comparative judgement.

Grammar, punctuation and spelling assessments take place at the end of every term for children from Year 1 up to Year 6. This is in the form of the Classroom Secrets grammar assessment papers. All results are recorded on a spreadsheet and are analysed by the subject leader. Further interventions are put in place where necessary. From these assessments, staff ensure that data entered into their half termly venn diagrams is accurate.

Reading assessments take place at the end of every term for children from Year 1 up to Year 6. This is in the form of the NFER reading assessment papers. All results are recorded on a spreadsheet and are analysed by the subject leader. Further interventions are put in place where necessary. From these assessments, staff ensure that data entered into their half termly venn diagrams is accurate.

Phonics assessments take place at the end of every term for children in Reception and KS1. All results are recorded on a spreadsheet and tracking grid and are analysed by the subject leader. Further interventions are put in place where necessary. From these assessments, staff ensure that data entered into their half termly venn diagrams is accurate.

4) Planning and Resources

At Quinton Primary School, we follow a topic-based curriculum. Topic work is used as a foundation for creating our own exciting and varied lessons. Topic based texts are used to teach Literacy as much as possible.

Writing Resources

- Whole School Overview of Texts to Support Writing (enables staff to find topic-based texts which are suitable for their year group)
- Whole School Overview of Writing Genres (ensures full coverage of genres)
- Whole School Overview of Writing Genres Covered (also ensures full coverage of genres)

Reading Resources

- School Library (regularly re-stocked through use of School Library Service and through bi-annual book fairs)
- Individual mini year-group Library in each classroom
- Rising Stars Reading Comprehension Tests
- CGP Reading Comprehension Tests
- NFER Reading Tests
- Whole School Overview of Class Novels
- KS2 Overview of Whole Class Guided Reading Texts

Grammar, Punctuation and Spelling (GPS) Resources

- Testbase (a range of GPS questions available online)
- Twinkl Phonics
- Rising Stars Spelling scheme
- Letter-join (online handwriting resource)

5) Organisation

Literacy lessons take place five times per week, for one hour, from Year 1 to Year 6. These five lessons are made up of one explicit GPS lesson, one explicit reading comprehension lesson and three topic-based writing lessons. As well as this, all classes in KS2 have twenty-five minutes of Whole Class Guided Reading every day and three twenty-minute Spelling sessions per week. Reception and KS1 have a twenty-five-minute Phonics session every day. KS1 have one twenty-minute Whole Class Guided Reading session per week.

Writing

- Target sheets should be kept in purple 'Targets' folders.
- **Extended writing**
- Three topic-based writing lessons should be taught per week.
- At least one piece of extended writing must be completed every week.
- Over the course of the year, all genres must be covered (see 'Whole School Overview of Writing Genres'/'Whole School Overview of Writing Genres Covered').
- Writing must often be based on high quality texts (see 'Whole School Overview of Texts to Support Writing').
- **Proof reading, feedback & editing**
- Children must proof read every piece of writing and correct in red pen at the end of each paragraph or once the work is complete.

- Children could use the proof-reading hand to help them to proof read their work (Spelling, Punctuation, Grammar, Tense, Sense).
- Whole class feedback must be given by the teacher following each complete piece of writing and must be recorded in Feedback Books (see 'Assessment and Feedback Policy').
- Sometimes, feedback may result in a full editing lesson, however other times it may just be a short session, at the beginning of the next lesson, discussing misconceptions but also looking at successful pieces of work.
- In editing lessons, children should be given a couple of areas to focus on based upon misconceptions from the previous lesson.
- In editing lessons, children could use editing flaps or could move around editing stations in the classroom to help them to focus on different areas of their writing.

GPS

- All classes should have a 'Vocabulary' display which is added to daily.
- A word of the day should be introduced every day (this could be done as part of Whole Class Guided Reading).
- Grammar must be taught once a week, for an hour, on a set area of grammar linked to the objectives for the year group.
- Classroom Secrets planning should be followed.
- Grammar must be integrated into all lessons across the curriculum.
- Reception and KS1 must have differentiated Phonics sessions every day for twenty-five minutes (see Phonics Policy).
- Reception and KS1 must have Phonics interventions timetabled, at least twice a week, for those children who are not on track.
- KS2 must have Spelling taught three times a week, for twenty minutes, following the Rising Stars scheme (including common exception words & spelling rules).
- Children should receive approximately ten spellings based on the spelling rule for the week every week to learn at home.
- All spellings should be sent home at the beginning of the half term on an A4 sheet.
- The majority of the class should have the same spellings.
- Two extra spellings should be put on the bottom of the list in a different colour for GD learners.
- Children with SEN will receive a different list with 6 spellings (four of which will be repeated from the week before and two of which will be new).
- Children should be tested on the words for the week every week in red notebooks.
- Spot checks should take place on a mix of spellings from the half term.
- All GPS work must be completed in red books.

Handwriting (see Handwriting Policy)

- Cursive handwriting must be used consistently by all children (first being taught in Year 1).
- Letter-join is used to practise skills where necessary.
- Cursive handwriting must be modelled correctly at all times by staff.

Reading

- Target sheets should be kept in purple 'Targets' folders.
- All classes in KS1 and KS2 are read the class novel for fifteen minutes per day by the class teacher (following the 'Whole School Overview of Class Novels').
- **Independent Reading**

- Children should be encouraged to read at home at least three times per week (every night where possible).
- Our Bug Club subscription should be used alongside physical reading books, and allows children to read further texts at home, as well as developing their comprehension skills.
- Parent readers should be used to develop the skills of weaker readers.
- Children in Reception and Year 1 must be heard to read at least three times per week.
- Children in Year 2 who are still on phonics books must be heard to read at least three times per week.
- Children in Years 3, 4, 5 and 6 should be heard to read where necessary.
 - **Whole Class Guided Reading**
 - In KS1, Whole Class Guided Reading must be taught once per week for twenty minutes, using high quality texts which are of a higher difficulty level than those which children read independently.
 - In KS2, Whole Class Guided Reading must be taught every day for twenty-five minutes, following the format below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Text	Class novel	WCGR LTP	WCGR LTP	WCGR LTP	Class novel
Reading Focus	Recapping Explanation of authorial intent PSHE focus question	Vocabulary, inference & retrieval	Inference, retrieval & explanation	Inference, retrieval & explanation	Prediction & summary
Notes	No new reading of text- focus on what has been read	Pupils can read as well as teacher	Pupils can read as well as teacher	Pupils can read as well as teacher	No new reading of text- focus on what has been read

- VIPERS skills must be covered and children should be aware of what VIPERS stands for.
- Whole Class Guided Reading should follow the 'KS2 Overview of Whole Class Guided Reading'.
- Whole Class Guided Reading should be recorded in green Reading books.
 - **Reading Comprehension**
 - Reading must be taught once a week for an hour in a written context, using skills learnt in Whole Class Guided Reading lessons.
 - Comprehensions should alternate between the Rising Stars books and the CGP books.
 - The structure of a comprehension lesson should be:
 - 1) Allow the children to attempt the reading comprehension independently.
 - 2) Read the text as a whole class (perhaps just key parts of it) & discuss in relation to VIPERS.
 - 3) Analyse tricky questions and work on developing successful answers (you may decide to focus on one particular question type per lesson).
 - All children in the class should attempt the same reading comprehension except for SEN/ extremely weak children.
 - All Reading work must be completed in green books.

6) EYFS

In EYFS at Quinton Primary School, we know that it is vital that children are physically ready for writing.

In Nursery, a five-minute session takes place every morning where the children dance to music using ribbons in each hand. This is to strengthen their upper body and core muscles. Also, within the continuous provision, there are a range of activities which enable the children to develop their fine motor skills, for example: playdough, pom poms and tweezers. In the outdoor learning environment, there are a range of activities and resources to help develop the children's upper body strength, for example: balls, climbing equipment, large chalk and paint brushes.

When children move into Reception, they start their morning with 'Dough Disco'. This strengthens their hand and arm muscles to enable control in holding a pencil when writing. Once the children are secure with their pencil control, we move on to activities like small bead threading and hammer beads to continue to strengthen their hands.

During the morning in Reception, the children also take part in 'Super Sentences'. This allows the children to practise the formation of their letters and also to see how a sentence is structured. The sentence chosen is linked to the phonics phase they are working on. At the end of the week, two children are selected to be 'Super Sentence Heroes' based on how hard they tried through the week. These children are praised for their efforts in our 'Worker of the Week' assembly.

Across EYFS, Literacy knowledge and skills are mostly developed through continuous provision. Classrooms have resources available, to be selected by the children, to support their emergent reading and writing skills. A well-resourced book corner highlights the importance of reading to the children and books are placed in all areas to allow the children to make links to reading and their activities. The writing tables have activities based around the skills being taught that week and are differentiated so that all children can access the activities independently and develop their skills. Resources for writing are also placed in as many areas as possible to allow them to implement the skills they've learnt at every opportunity and to their interests.

7) Equal Opportunities

All children have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

8) Inclusion

Children with English as an additional language (EAL)

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which include: teacher and peer modelling and consistent use of visual support, repetition and recasting of language features, word banks and scaffolded speaking and listening activities.

Teachers work with the Inclusion Manager to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the Inclusion Manager and the class teacher to help them make rapid progress.

Special Educational Needs (SEN)

Some children experience learning difficulties, which affect their progress. Class teachers inform the Inclusion Manager if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- intervention groups
- phonics intervention
- reading with teaching assistants or parent readers

Gifted and Talented

Children who achieve highly in Literacy will be supported and given opportunities to deepen their knowledge and skills through reading and writing groups and differentiation. The success criteria for the lesson also indicates how greater depth has been taught within the context of the lesson and how this can be demonstrated by the child in work outcomes.

9) Role of the Subject Leader

The role of the subject leader in Literacy is to coordinate the teaching of reading, writing, grammar, punctuation and spelling and communication across all phases of the school. This is in order to secure high quality Literacy provision for every child, including outstanding Literacy teaching and learning, effective use of resources and the highest standards of achievement for all.

Some key duties that the Literacy subject leader should undertake over the course of the year include:

- monitoring of books
- learning walks and lesson observations
- planning and organising Literacy enrichment opportunities and competitions
- helping identify and facilitate the professional development needs of staff
- liaising with SLT to help implement school improvement priorities
- liaising with the school Inclusion Manager to best support children with Literacy difficulties
- organising, maintaining and cataloguing resources
- keeping abreast of new initiatives in Literacy teaching

10) Parents

We recognise how crucial the home/ school link is for supporting children to have the highest standards of achievement in Literacy. At the beginning of every term, Literacy targets which will be covered that term are sent home so that parents are aware of what their child/ children are working towards. At Parents' Evenings, questions can be answered and support can be provided. Parents are asked to read with their child at least three times per week, but where possible every night.