



# ENGLISH POLICY

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## 0. Aims

We aim to;

- To value each individual's contribution irrespective of race, gender, religion or ability.
- To encourage children to be aware of their behaviour and how it affects other people.
- To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.
- To ensure that the curriculum reflects the richness of our multi-cultural society.
- To foster and build on relationships with parents, governors and the wider community.

## 1. Vision

At Cyril Jackson, we aim to prepare children for a rapidly-changing world and pave the road towards them becoming life-long learners. We are proud to deliver an English curriculum designed to progressively build on knowledge and skills which promote high standards of oracy and literacy. Children are able to transfer these skills across the wider curriculum. English lessons are planned to be engaging, thought-provoking and to deepen learning.

We believe that literature plays a key role in children's cultural, emotional, intellectual, social and spiritual development. Therefore, throughout their time at the school, children will be exposed to a range of high-quality texts which form the basis for core units of work. Our learning journeys are carefully planned to be engaging and to teach a wide range of knowledge and skills which lead to creative outcomes; our aim is to inspire children to become enthusiastic writers and authors by inviting them to be imaginative, innovative and develop a love of writing.

We endeavour to promote a love of reading which enables children to journey to unfamiliar places and other worlds – to extend their knowledge beyond their inner city lives. We understand the value of reading in developing a child's imagination and the ability to translate descriptions of places and people into pictures in their minds. We intend for our children to be both independent and reflective readers who can read fluently and for meaning.

At the heart of our teaching is the development of children as language learners and language users. Our ethos is to create learners who are confident at expressing themselves and able to articulate ideas and thoughts. The ability to speak and listen well is essential for children in order to express their feelings, opinions and ideas and learn to value the differing opinions of others.

When children leave Cyril Jackson, they will be equipped to transfer their skills in English to different contexts, increase their capacity to innovate and take with them rich, purposeful experiences.

## 2. Reading

Well- stocked class libraries – range of fiction and non-fiction books. Children given opportunity to visit and access books on a weekly basis.

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## 2.1. EYFS

Reading is taught both discretely and as an integral part of the curriculum. Pupils are encouraged to become confident, enthusiastic, reflective and independent readers. They experience print in a variety of forms and for a variety of purposes and read for enjoyment, information and interest.

From Nursery, listening skills are taught using the elements of Phase One from Letters and Sounds. Once the children have solid listening skills, systematic phonics is taught using the Read Write Inc. programme. Read Write Inc. supports the learning for both reading and writing. Children are also taught to read through guided reading sessions.

Guided reading takes place in small groups with teacher or teaching assistant input. Children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions.

High quality texts are introduced to the children during English lessons, this is teacher led reading of a class book with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children. Children also participate in shared reading that immerses children in the pattern of story and features of text types.

Children are expected to read every night at home, with reading diaries to keep a record of what they are reading. This is monitored very systematically by staff who liaise directly with parents if it is not happening.

There is a class library which is always accessible to the children as part of the continuous provision. In addition to the class library teaching staff will display relevant books alongside activities e.g. if the cars and roads are out then books on maps and vehicles will be displayed alongside.

Children access the school library weekly. This is an opportunity for them to independently explore books which interest them.

## 2.2. KS1

Reading is taught both discretely and as an integral part of the curriculum. Pupils are encouraged to become confident, enthusiastic, reflective and independent readers.

They experience print in a variety of forms and for a variety of purposes and read for enjoyment, information and interest.

At the end of the day children have 'story time' which develops listening skills, a love of story and reading for pleasure. This is teacher-led reading of a class book with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children. Children also participate in shared reading that immerses children in the pattern of story and features of text types. This happens in English sessions when introducing text and prior to writing.

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Guided reading and focused reading is used to target children’s reading skills. Guided reading takes place in small groups with teacher or teaching assistant input. Children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Focused reading involves a larger group focused on a text with discussion and unpicking of text types. Both Guided Reading and Focused reading use appropriate levelled books. In all areas of reading, the reading domains are embedded into learning.

Children are expected to read every night at home, with reading diaries to keep a record of what they are reading. This is monitored very systematically by staff who liaise directly with parents if it is not happening.

### 2.3. KS2

In KS2, children are given opportunities to read rich literature and develop positive attitudes to reading.

### 2.4. Core Texts

Schemes of Work in English are linked to a core text, which has been carefully selected, to provide rich reading experiences and quality writing outcomes. Over the course of a student’s school life, the core texts cover a range of genres which are written by different authors, exposing them to a variety of styles. Book Talk is used to explore themes and conventions, characterisation and plot – allowing children to delve deeper and enjoy reading as a reader. Children also read as a writer, unpicking an author’s style, composition and impact of language on the reader. The reading phase is extremely important as it provides a great platform towards children becoming authors.

### 2.5. Reading For Pleasure

Even though pupils can now read independently, story time provides children with the opportunity to listen to stories being read aloud to them by an adult. Reading a story aloud is one of the most important things, parent, carers and teachers can do with children. Stories stimulate a child’s imagination and expand their understanding of the world. The shared reading experience provides a model of fluent and expressive reading, builds listening and discussion skills and exposes children to vocabulary in context.

Cyril Jackson has a list of 200 books children must read before they leave school. Each year group have a target of 25 books for their year group. These high quality books have been chosen to enrich the reading experience and promote a reading culture amongst the children. Once children read a book, they can complete a reading test using accelerated reader.

All classrooms have a reading corner which has copies of the 25 books for the relevant year as well as a range of fiction, non-fiction and poetry books. Children are encouraged to take books home to read and have a reading record which they complete. Furthermore, there is a library session where children go to get more books for reading. All children in KS2 are expected to read every night.

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## 2.6. Focused Reading

In the morning, children have focused reading lessons. These sessions are used to explore core texts as well as to teach the reading skills for the statutory reading domains defined by the National Curriculum, see appendix 1.

However, as a school, our vision of reading extends beyond this to encapsulate wider aspects of reading so that children also have opportunities to do activities which enrich their reading experience (e.g. Book Gossip, Book talk, writing reviews, exploring characters, visualising from text)

Our learning journeys in English are based around a quality core text include the Phrases listed in appendix 2.

**Immersion Stage:** Children are introduced to the unit using a hook lesson to grab their attention. In this phase they may make predictions, use book talk, explore characterization/plot and ‘Big questions’. If they are doing a non-fiction outcome they spend time looking at structure and layout. By the end of this stage, the children will have had a rich reading experience and be beginning to read as a writer. They explore model texts and other examples of writing to generate ‘What makes a good/super’ for the outcome they will be writing at the end of the unit (e.g. letter, diary, story, nonchronological report).

**Building blocks:** Once familiar with the features of a particular genre, children are taught the necessary skills to achieve their writing outcomes. Greater depth children are also taught skills which will challenge them as writers to produce a ‘super version’ of the end outcome, using the ‘what makes super features’. Grammar is taught within context and discretely to support the writing process.

**Idea Generation:** As children are encouraged to be creative and given freedom to innovate, this stage is essential for them to consider the ideas they want to include in their writing. They will use the knowledge from the immersion stage, as well as good models they have been exposed, to aid this process. We believe all children should be given an element of choice so that they can make authorial decisions. **Planning:** Now that children are clear about their ideas, they can use planning lessons to plan what they want to write. Children may use a variety of ways to plan, such as story maps, boxing up, bullet points, mind maps.

**Writing:** They use their plans to write using the class generated ‘What makes good/super’ features. They edit according to teacher’s written and verbal feedback. Once the writing is completed, teachers will spend some sessions teaching proof reading and editing skills which children go onto use to up-level a section of their writing. Children may also publish their work at the end of this process.

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### 3. Writing

#### 3.1. EYFS

At Cyril Jackson, we encourage all parents to participate in handwriting practice with their child every day. It supports the children to settle into the school environment and also gives the parents the opportunity to learn the handwriting phrases associated with each letter.

We currently use Talk for Writing in the foundation stage to support with writing. We carefully select high quality texts that can be told and retold many times. We immerse the children in the story during their literacy sessions and throughout all child initiated play in the continuous provision, indoors and outdoors. With the support of the children, the teacher recreates the story as a story map that records the plot in a simple series of images or symbols which provides a visual prompt to guide the children.

The storytelling also includes gestures or actions. Then the children take part in shared writing which supports them to write their own version of the story. When children become familiar with the sequence of events in the story they can then innovate part of the story to make it their own. Using their knowledge of phonics, they then write simple sentences using the story map.

Read Write Inc. Phonics provides children in Reception with the skills and knowledge that enable them to write phonetically plausible attempts at anything they can verbalise. This gives the children the confidence to apply their Talk for writing in the creation of simple captions and sentences, either by writing or manipulating.

Within the RWI programme there are 9 writing activities for each of the books making spelling a fundamental part of the programme.

- Play 'Fred Rhythms' to learn to spell the words – encoding.
- Play 'Fred Fingers' to memorise the spelling – encoding.
- Carry out a spelling check – encoding.
- Take a spelling test – encoding.
- Hold a sentence – encoding.
- Build a sentence – language comprehension and encoding.
- Edit for spelling and punctuation – language comprehension and encoding.

#### 3.2. Spelling and Grammar

At Cyril Jackson, we ensure there is an understanding of how to use grammar correctly, use relevant meta-language and identifying word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing.

We currently follow the RWI 'Get Spelling' Scheme throughout the school. It is based on proven strategies of teacher modelling followed by partner work, to embed learning.

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The programme covers all the National Curriculum word structures and spelling requirements. It is: Built around a series of short, progressive activities.

## 4. Speaking and Listening

At Cyril Jackson Primary School, we acknowledge that the ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

Pupils have a variety of opportunities to use talk for learning. Children will work with a 'talk partner' during all lessons to ensure that they always have someone to talk to. When teachers ask questions they expect everybody to discuss it with their talk partner.

In order to develop high quality speaking and listening, teachers will:

- model dialogue, e.g. turn taking, offering opinions and inviting response;
- model listening, e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others;
- model participation, e.g. recognising the value of being seen as a learner alongside the pupils;
- provide a wide range of contexts for speaking and listening;
- support pupils by providing clear structures for tasks which require the pupils
- to learn through talk – these will often be displayed in the classrooms on the working walls;
- share roles with the pupils, e.g. as questioner, the 'expert' on a particular topic.

Children have a variety of opportunities to use talk for to support their learning. These are:

- playing an active role in directing their own learning, e.g. making decisions about how to approach a task, selecting appropriate resources;
- engaging in speaking and listening in a variety of groupings and settings, e.g. reading out loud as an individual and a larger group during shared reading or working collaboratively on an investigation during group work,
- using language creatively and imaginatively, e.g. through role-play, hot-seating, storytelling;
- demonstrating what they know and evaluating their understanding, e.g. involvement in plenary sessions, use of response partners.

## 5. Cross-Curricular Opportunities

### 5.1. Literary Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy/English lessons to other areas of the curriculum. Children are given opportunities to broaden and deepen their learning through texts linked to core units of work.

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## 5.2. ICT Opportunities

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

## 6. Assessment

### 6.1. RWI

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children:

- read the grapheme chart
- read the green and red words
- decode the ditty/story
- comprehend the story

Formal assessment is carried out every six weeks by the RWI leader. This allows for achieving homogeneity within each group and indicates, the correct access point for new starters.

### 6.2. EYFS

Across the foundation stage children are assessed using the statements in Development Matters. Adults collect formative assessment observations of the children both in taught sessions and when the children are accessing the continuous provision. These observations are then collated to give the teacher a firm understanding of where each child is in the development of their Communication & Language and Literacy skills.

At the end of the Reception Year teachers will use their observations to assess whether each child is emerging, expected or exceeding for each strand of Communication & Language and Literacy areas of development.

### 6.3. KS1

In Year 1, children take a statutory Phonics Screening Check to test their decoding skills. In Years 2, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar. Children who have not passed phonics Screening Check in Year 1, re-sit in Year 2.

#### Reading

- Termly mock SATS assessment (Year 2)
- Rising Stars reading progress tests once per term (Year 1)
- RWI 6 weekly assessments
- PM Benchmark Kit 1. A reading assessment resource

#### Writing

- Termly mock SATS assessment (Year 2)
- Rising Stars reading progress tests once per term (Year 1)
- RWI 6 weekly assessments
- PM Benchmark Kit 1. A reading assessment resource

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#### Grammar

- Rising Stars SPAG progress tests half termly
- Termly mock SATS assessment (Year 2)

#### 6.4. KS2

A variety of evidence and data is used to assess reading and writing at KS2.

#### Reading

- On-going teacher assessment based on listening to children read, children's ability to read and re-state and answer questions on the different reading domains
- Video recording a child read
- Termly tests (Rising Stars reading progress tests (year 3-6)
- Mock SATs reading test (Year 6)
- Year 5 – NFER test at the end of the year
- PM Benchmark (for children below reading age of their year)
- Termly Star Reader tests
- Accelerated Reader tests on books they have read

#### Writing

- Diagnostic marking, self and peer assessment of work
- Assessment of writing in the best write books after every writing outcome using the writing standards for the year group
- End of KS2 Writing Assessment Grids produced by (Primary Education Partnership)

### 7. Training Opportunities

The school is committed to ensuring that all teaching staff have regular professional development. This may be through whole school INSET training, professional development meetings or phase development meetings.

Partnership teaching opportunities are in place to support any teachers who are new to Cyril Jackson or those who need additional support.

All staff who teach Read Write Inc have had the appropriate training and the Reading Leaders offer regular partnership teaching and masterclasses to all staff currently teaching the programme. The school invests in biannually Read Write Inc Development Days to support the professional development of all those teaching the programme.

Please see the Professional Development Plan for more information.

### 8. Equal Opportunities

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.

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- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

See Equality Policy.

## 9. Partnerships

### Parents

The role of parents as early educators and developers of children's language skills is very important.

We see parents as:

- Partners in the process of supporting language by being an audience for their children in their development as speaker and listeners, readers and writers as they move through the school;
- Supporters of home reading, storytelling and homework.
- Reading Partners.

### External Organisations

- Barclays
- Accuris
- RWI Model School days

## 10. Monitoring Arrangements

This policy will be reviewed as guidance from the DfE is updated, and as a minimum triennially by English Lead. At every review, the policy will be approved by the LGB.

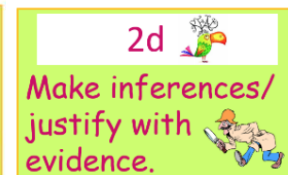
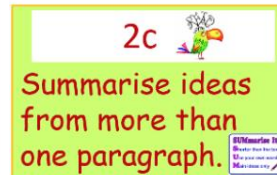
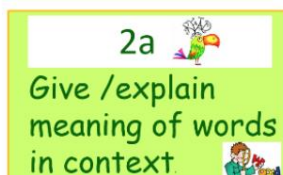
## 11. Links with other Policies

This policy links to the following policies:


- Teaching and Learning policy
- Equality Policy
- PSHE Policy
- Development Plan

## 12. Appendix


### 12.1. Appendix 1




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**2e** 


Predict what may happen next from details.




**2f** 


Identify/explain how text is related and adds to meaning as a whole.




**2g** 

Identify/explain how meaning is enhanced through choice of words and phrases.

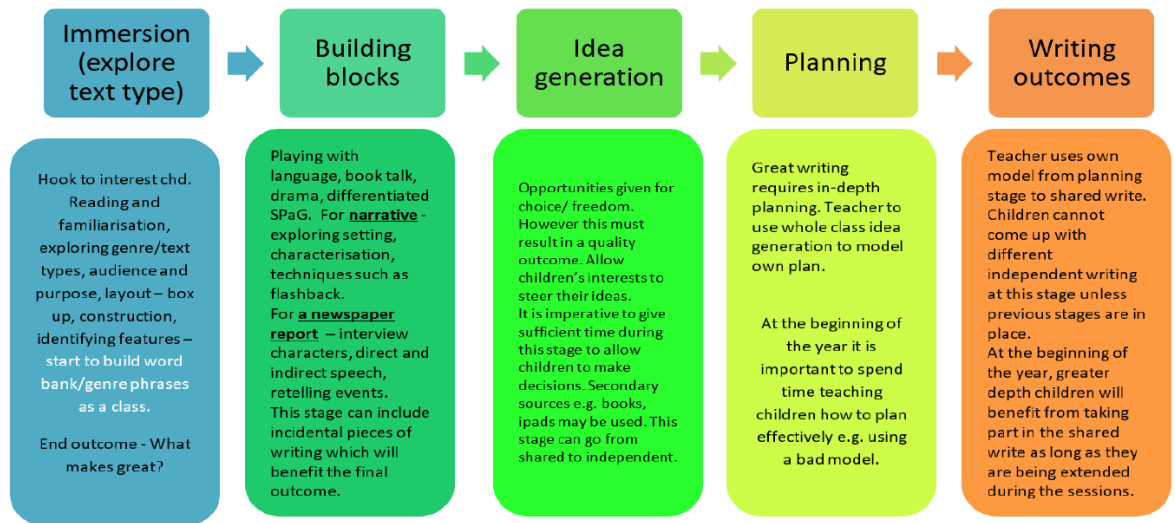


**2h** 

Make comparisons within the text.



## 12.2. Appendix 2



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