



REGENT PRIMARY SCHOOL

English Policy

Reviewed by English Coordinator: August 2022

Previous Review: August 2020

Approved by the Board:

At The Regent Primary School, we believe that reading and writing are essential tools; they are life skills. The use of the English Language is central to our ability to understand, interpret and communicate about the world and with each other. Our English curriculum gives students the opportunity to read with understanding a wide range of different texts, including fiction, non-fiction and real-world texts. Highly developed competence in reading is the key to independent learning and an essential life skill. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing student's self-esteem, confidence and motivation. Writing is a highly complex process that draws upon more than handwriting and spelling; it is the ability to construct and convey meaning in written language for a range of different purposes and to different audiences. The ability to write is vital in communicating and consolidating understanding across the curriculum and beyond. At The Regent Primary School, it is our intention not only to teach our students to write, but also to support them to write with confidence, purpose and enjoyment that will continue into adulthood – writing for life.

At The Regent Primary School, we aim to deliver a high-quality English curriculum that gives **students** the best possible opportunities to become confident and literate members of society with a love and understanding of English language and literature. Teachers have **very** high expectations for all **students** to achieve the very best they can and enjoy English. Our aim is to ensure that all **students** will be able to communicate clearly in **both** spoken and written form.

National Curriculum 2014

The National Curriculum was introduced in September 2014 and is based on four areas:

- Spoken language
- Reading (Word reading and comprehension)
- Writing (Transcription, composition, handwriting and spelling)
- Vocabulary, Grammar and Punctuation

The National Curriculum for Primary Schools is divided into 3 stages of learning; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). Each stage has key objectives, which our students are expected to know, apply, and understand.

Spoken Language

Developing strong speaking and listening skills is fundamental to the teaching of Standard English at The Regent Primary School. Speaking and listening skills are an intrinsic part of the writing process - a student needs to be able to say it before he/she can write it. The strong emphasis on spoken language is evident from the Early Years up to Year 6. Students have the opportunity to take part in drama and role play activities as well as discussions and debates.

Writing

The teaching of writing is embedded across our curriculum and the children write regularly for a range of purposes and in different contexts. Teachers encourage writing from its emergent start, through developmental attempts, to its final, independent stage. Quality texts are at the heart of our teaching and the children are given many opportunities to write in a variety of contexts. Over the course of a term students are expected to have written a minimum of 4 pieces of extended writing. Students are given opportunities to develop and enhance their ability to edit, draft and redraft their work in line with the national curriculum objectives. Students often self-assess or peer assess their writing in Key Stage 2. During the year, students are given the opportunity to write for a range of purposes and audiences through a variety of genre, including poems in a variety of forms such as Haiku, diary entries, blogs, letters/emails (both formal and informal), chronological reports, non-chronological reports, explanation texts, persuasive texts such as adverts and journalistic writing. Modelled (by the teacher) and shared (with the students) writing is used in all classes, with guided writing (teacher working with a small group) used to address any identified gaps in learning. Students are expected to apply and develop their writing skills to other curriculum subjects, and extended pieces of writing from their Humanities and Science books are used as evidence in their half-termly assessments.

Vocabulary, Grammar and Punctuation

Grammar, spelling and punctuation are taught in a contextualized way in our English lessons (often through shared reading and writing) at times in stand-alone lessons and through other curriculum subjects.

Spelling

Spelling may be taken from Read Write Inc, the differentiated lists from National Curriculum or based on spelling patterns being learnt in class. It must be stressed that spelling should be based on prior attainment and phonological need and students' (**Key Stage 1 and 2**) learning should be assessed **weekly** through written work **and testing** to ensure that spelling are fit for purpose.

Handwriting

The skill of handwriting needs to be taught as students learn to form their letters correctly at the Foundation Stage. Effective teaching of handwriting is achieved through modelling. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip. In KS1, teachers demonstrate letter formation and joins regularly and **students** develop a legible and joined handwriting style. It is important to observe **students** writing to ensure they are forming letters correctly. A mixture of whole class, small group and individual teaching is planned for and delivered as the children progress through the school. **For some students this process will need to continue in Key Stage 2.**

Reading

At The Regent Primary School, we aim to foster a love of reading in our students. The quality texts at the heart of our curriculum are chosen carefully to match the needs of our students. In line with the National Curriculum, we look for a balance of contemporary fiction, classic texts, books to build reading stamina, picture books, traditional tales, non-fiction and poetry.

To promote a love of reading:

- We read aloud to students throughout the school, from Early Years up to Year 6, introducing them to new authors and styles of writing.
- Teachers model and encourage reading for pleasure.
- Each class has a focus on quality literature and Lower Primary classrooms have a dedicated book corner.
- Two well-stocked libraries support our Learning Journeys.
- We use the Accelerated Reader (AR) reading Programme to monitor comprehension and develop across the school. This is an established part of our strategy to promote reading.

Guided Reading

In Guided Reading, the skills of reading are developed and students are challenged upon their understanding of whole texts at word, sentence and whole text level. The use of ICT encourages the development of reading in both Key Stages. Book clubs take place to promote a love of reading and challenge for the more-able. In all classes, students have a wide range of abilities, and we seek to provide suitable learning opportunities for all students by matching the challenge of the task to the ability of the student. We achieve this through a range of strategies.

Read Write Inc Phonics

The Regent Primary School follows Read Write Inc. Phonics was developed by Ruth Miskin. It is a structured programme designed to ensure all children learn to read accurately and fluently. The programme provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. Each Read Write Inc. programme meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress and prepare them for the National Curriculum Tests.

We have designed the program for children in Nursery all the way to Year 2. However, we provide one on one tutoring for children in Year 3 who have not met the NC objectives for their year groups. Children are grouped according to their

reading ability and teachers work with different groups. Teachers have weekly practice sessions where they team teach and are coached on what and how to teach the children.

Home/School Reading

Students have access to graded reading scheme books to support the development of their individual reading skills. Students begin to use reading schemes in Foundation Stage and continue until they become competent, independent readers. They can then choose from a wide variety of books from the KS2 library. In FS and KS1 students take home reading scheme books. A home/school reading diary is used to record books read. Students are encouraged to read for 20 minutes daily at home to an adult or an older sibling. The adult signs the reading diary and adds a comment. It is expected that the reading diary is signed at least three times a week. In KS2 students are expected to continue home reading. Reading is not restricted to the English lesson. Many opportunities are provided for students to practice and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this. Whenever possible, 1-1 extra reading is provided, especially to boost basic reading skills for students who are working below age related expectations.

Teaching English to students with special needs

At The Regent Primary School, we teach English to all students, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all students. Teachers provide learning opportunities matched to the needs of students with learning difficulties. Work in English takes into account the targets set for individual students in their Individual Education Plans (IEPs) which also includes advice and guidance for parents. Teachers provide help with communication and English through:

- using texts that students can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication such as signs and symbols;

Time Allocation

The time allocated for English is in line with recommendations for Key Stages One and Two. In addition, it is expected that cross-curricular links will contribute to **students'** effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum.

Teaching and Learning Roles & Responsibilities

The English Coordinator will:

- Monitor the introduction and effectiveness of Read Write Inc.
- Monitor and evaluate English across the curriculum, including observing a variety of lessons.
- Keep up-to-date with current initiatives and recommended good practice such as English Mastery, which focuses on the following aspects: Curriculum Design, Inspirational Learning, Lesson Design and Professional and Development of Teachers
- Deliver INSET Sessions throughout the academic year
- Co-ordinate cross curricular English initiatives and school events such as World Book Day.
- Guide the English Team, through regular contact, on initiatives that they, in turn, can share.

The English Team will:

- Attend/support all English CPD Sessions, meetings and events.
- Report relevant information.
- Follow up and feedback information from their departments.

All teaching staff will:

- Ensure that they are familiar with the specific English demands of their subject.
- Include an English objective in all lessons.
- Use the school/department agreed strategies in order to teach writing (including Guided Writing Sessions), speaking, listening and reading skills as part of planning sessions for each year group.
- Ensure they are familiar with The Regent Primary School English Policy.
- Use ALN information, AfL and reading age information to ensure that resources and teaching and learning activities are differentiated accordingly including for Gifted and Talented Students.
- Support/undertake English activities when working in the classroom or with individual pupils where appropriate.
- Use information about ALN/G&T students or others whose English skills have been identified as weak/advanced, in order to support those students.

Parents and Carers – supporting English at home

- At The Regent Primary School, we aim to work in partnership with parents and carers. Home learning expectations are set out at Early Years meetings during the induction period.

Parents are sent advice and guidance about how to support reading at home and recommended reading book lists

- Targets and activities are discussed with parents at regular parents' meetings/workshops.
- We expect **Students** to read at home every night for 20 minutes and record this in their Reading Record Book. Students are encouraged to read a wide range of fiction and non-fiction texts,
- Parents are welcomed in providing additional reading opportunities for **students**.

Resources

- The Read Write Inc scheme is used through Foundation Stage and Key Stage One
- **English resources** and planning for each year group are stored on Google Drive.
- Resources are available throughout The Regent Primary School. There is appropriate cross-over of materials between EYFS to KS1, and KS1 to KS2.
- As from September 2021 Teachers will use: Read Write Inc, Oxford International Primary English texts books and Teachers Resource Books as and when appropriate.
- All classrooms have dictionaries, thesauruses and a range of age-appropriate small apparatus.
- All classrooms have a selection of fiction and non-fiction texts.
- Students have access to the Internet through their classroom computer and tablets assigned to each year group. Access to the Internet is also available in the classroom, library area and ICT suite.
- Audio and visual aids are also available.
- The library contains a range of books to support students' individual research.

Learning environment

- At The Regent Primary School, we provide a Language -rich environment, surrounded by print and possibilities for communication, including a range of writing styles (handwritten and ICT presented).
- The whole school is used to display and exemplify literacy, language and new vocabulary; including working walls and whole school writing displays which should be designed to be interactive and used as an additional learning tool.
- The classroom is treated as a learning environment where learning walls are developed throughout each unit of work. These are used to support children in English and writing.
- Each classroom has an English working wall and a washing line to display writing.

Planning

Students engage with high quality picture books, novels, poetry and non-fiction through a wide range of teaching approaches. Students are immersed into the text through music, art, drama, discussion and role- play. Other approaches include responding to illustrations, 'Book Talk', story mapping and book making. Students' take ownership of the text and engage with it deeply. English is a core subject in the National Curriculum. We use the National Literacy

Strategy as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term).

Long term planning

Long term planning identifies the texts and genres of writing for the whole course of the year (which is in The Regent Primary School English Overview). We try to choose books that link to our long-term curriculum overviews (including topic plans) and links are made to ensure there is a creative approach to teaching English through a creative curriculum. Teachers ensure that texts and stories they are going to be teaching are connected across all curriculum areas and sometimes reflect whole school or world events. The writing genres they are going to teach over the course of the year is also stated in the plan. This enables the English Coordinator to ensure full curriculum coverage of skills.

Medium Term planning

Medium term planning identifies what the focus for that unit is. Over a term, the teachers plan for 4 extended pieces of writing (2 fiction and 2 non-fiction). Teachers weave into their teaching of these genres to fit into the UbD topic of Inquiry. The teaching of specific writing skills is planned into medium term plans to ensure full curriculum coverage. We use the national curriculum and the year group expectation standards to help with assessment (against a given set of detailed criteria: Emerging, Expected and Exceeding).

Short Term Planning

Short term plans identify specific objectives for each week/lesson and includes details of how the lessons are to be taught.

Short term planning includes:

- Weekly objectives and lesson overviews.
- A Guided Writing session must be planned for each group (4 to 5 students per group) at least once a week. Composition of students for each group can vary according to the aspect of writing being taught.
- A Guided Reading session plan should be included in the English Weekly Plan.
- Teaching and learning requirements including gaps in learning are identified using the students last piece of writing.

Specific skills, learning outcomes, targets and individual needs are identified through the “Big Write” and are planned into the following block of work. Weekly planning identifies which phase of learning is happening and where the identified learning needs takes place.

For Grammar a colour code (Years 1 to 6) is to be used when teach the following parts of speech: Nouns, Verbs, Adjectives and Adverbs. This code can be used by students marking text, for word mats or teacher made word

vocabulary banks and teachers modelling writing.

The Foundation Stage

We teach English in Reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the Reception class is part of the Foundation Stage of the National Curriculum (2021 New EYFS Framework-Communication and Language and Literacy), we relate the English aspects of the student's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for students aged three to five. We give all students the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practice and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Assessment

Teachers assess students work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each student before discussing it with the student's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests and teacher assessments. Children undertake GL Assessment Tests at the end of Years 1, 2, 3, 4, 5 and 6. Teachers also make annual assessments of students' progress using the level descriptions of the National Curriculum. Summative writing level judgments are made throughout the year using the following assessment tools:

- Assessment for Learning – used daily by all staff as an ongoing strategy for information gathering. Teachers assess students' work daily using the grading system 1-7 or giving written/verbal feedback. A wide range of writing evidence and information is gathered through day-to-day learning/outcomes and other independent writing. Students' work books (all subjects) and provide the majority of writing evidence. Also, samples of the same 6 students (2 L.A., 2 M.A., and 2 H.A.) English writing per class is to be gathered throughout the year in order to track progress. In addition, this will enable to evaluate the effectiveness of English planning for writing within each year group.
- A new suggested addition for assessing students writing is using 'Tickled Pink and Growing Green.' (See Addendum) For SLT to approve
- We use a cycle of writing moderation over the year, including phase, school and cluster moderation for consistency and accuracy.
- School, class and individual targets are dictated by rigorous AfL, as appropriate to needs, as outlined above and

in the 'planning' section.

- Data is gathered and analysed and where appropriate uploaded onto Classroom Monitor. Analysis of data can be used for group teaching and intervention.
- Fluid intervention groups are set up based on data and AFL.
- 6 x yearly pupil progress meetings give opportunity to discuss individuals, groups, cohorts of children.
- Speaking and listening is an essential part of deepening writing skills and evidence from talk will be used as an assessment tool. The opportunity to do is provided through class assemblies, poetry recitals, whole school plays, debates, role play activities and shared learning sessions.

Addendum

Tickled **Pink** and Growing **Green**

Marking student' work

The Feedback and Marking Policy is a working document which encourages students to edit and improve their work, whilst generating and informing good practice for the adults within our school. It is also a means of promoting learning. The aims of the marking of students' work are to:

- Give students a realistic picture of the measure of their success and areas for development;
- Develop a positive attitude to mistakes, valuing these as a way of learning;
- Provide opportunities to give praise and encouragement;
- Help students to become reflective learners;
- Evaluate the effectiveness of the teaching and inform next steps in relation to future planning.

Feedback and Marking Process

- When students have a piece of work to complete, the adults leading the session will always set clear 'Learning Objectives'.
- Student's work will be marked in **green**.
- A **pink pen** or highlighter will be used to underline or tick where the Learning Objective has been achieved.
- Target areas for development will be marked in **green**.
- A set of marking symbols will be used to show children where errors have been made.
- Throughout the week, students will be given a chance to respond to their marking; acknowledging their success and reflecting on the aspects they need to check and change.
- Students in KS2 will initial using a **red pen** or pencil. Discussions with adults will also take place.
- **TICKLED PINK** LO or SC has been achieved
- **GREEN FOR GROWTH** Target Areas for development
- **RESPONSE**. Students' response Marking presents pupils with a clear idea of their achievements, areas for further development.