

# Aughton Town Green Primary School

## English Policy

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.

### Aims

The aim for English at Aughton Town Green 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. 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.

### **Organisation**

#### **EYFS:**

When children enter school in September, the baseline assessment, in conjunction with transition data, provides an overview of each child's individual prior learning. In EYFS, the children work towards achieving their Early Learning Goals for the specific area of literacy. Children are taught phonics daily and English 4 x per week. The children enhance and develop their Literacy

skills through high quality continuous provision which is enhanced regularly to develop and consolidate the children's skills.

A weekly short term planning framework is used by teachers to plan English. These short term plans identify the specific learning objective (s) for the lesson and give details of how the lesson is to be taught.

### **Years 1 and 2**

Children work towards achieving the Key Learning Indicators of Performance (KLIPs) in spoken language, reading and writing. These match up to the objectives of the National Curriculum.

A weekly short term planning framework is used by teachers to plan English. These short term plans identify the specific learning objective (s) for the lesson, give details of how the lesson is to be taught and identify how different ability groups will achieve the learning objective. Units often stretch over several weeks and so planning is linked over these weeks.

### **Years 3-6**

We have two mixed-age classes in Key Stage 2, therefore we work a two-year cycle for topics and planning.

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## **Teaching and Learning**

We use a variety of teaching styles to cater for the different learning styles of pupils in English lessons.

### Speaking and Listening

Speaking and Listening is recognised at Town Green as a key feature of the English curriculum. From September 2022 we will use the Key Learning in Spoken Language document produced by Lancashire.

## Phonics and Spelling

From September 2022, the school has adopted the 'Little Wandle' scheme for phonics. All staff throughout the school have completed training on this new scheme and the school is now a validated 'Little Wandle' school.

Discrete spelling lessons continue in Key Stage 2.

## Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

At Town Green, teaching focuses on developing pupils' competence in both dimensions.

## Reading in EFYS

The Early Learning Goals for Literacy at the end of EYFS focus on the areas of comprehension, word reading and writing.

In Reception the teaching of reading is delivered through the Little Wandle Letters and Sounds Revised phonics programme. We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11-20 of 'Application of phonics to reading'.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

(Please also refer to the school's Little Wandle Phonics and Early Reading policy).

### Reading in Key Stage 1

In Key Stage 1 the children are taught reading through the Little Wandle Letters and Sounds Revised phonics programme. We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

Once children have passed the Year One phonics screening and have completed the Phase 5 books from Little Wandle scheme they will continue to read twice weekly in guided reading sessions using books from Stage 6 onwards.

Children are also taught reading skills through a daily phonics lesson and through a range of activities during our English lessons.

### Reading in Key Stage 2

In Key Stage 2, children read every day. Reading takes place in English lessons, guided reading sessions, teacher-led reading of a class text or novel and cross-curricular reading.

- Guided Reading

We use a combination of small group guided reading and whole class guided reading. Small group, or carousel, guided reading involves one or two groups reading with a teacher or teaching assistant. The group discussion and tasks focus on decoding and reading comprehension strategies. During the session,

other groups will take part in an independent task such as a follow-up reading task, a pre-reading task, a comprehension task, 1:1 reading with an adult, independent reading for pleasure or a vocabulary task.

Whole Class reading involves a task which is shared by the class. The specific text will be read with or by the class in different ways, such as in pairs, individually, modelled by the teacher or using 'echo' reading. There will be a specific focus for each session, using the VIPERS approach (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise). A range of tasks and teaching will take place, involving discussion, quick tasks on whiteboards or in books and answering comprehension questions. Most children will work with the class teacher in whole class guided reading, but there may be times when some children need extra support and so will work in smaller groups with an adult.

Some children will need regular 1:1 reading outside of guided reading sessions, such as in early morning slots.

Guided Reading sessions take place throughout the week and will last for approximately 20 minutes.

At the start of each academic year, each class in Key Stage 2 will begin by using small guided reading sessions. This is to ensure that teachers and teaching assistants have a good grasp of the ability of their class, can easily identify those who may need extra support and can plan for future guided reading sessions more effectively. It is expected that years 3 and 4 will continue with small group sessions until at least after Christmas, and that years 5 and 6 will use small group sessions until at least after half term, before moving on to whole class guided reading.

'Reading for Pleasure' continues to be a key part of our curriculum and children in Key Stage 2 take part in a weekly 'Author of the Week' assembly.

### Writing

The programmes of study 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 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their

writing. These aspects of writing have been incorporated into the programmes of study for composition.

### Writing in EYFS

The Early Learning Goals for Literacy at the end of EYFS focus on the areas of comprehension, word reading and writing.

In Reception the teaching of writing is delivered through Literacy sessions, phonics and continuous provision. During daily phonics the children are taught to segment and blend words to enable them to spell words by identifying sounds within them and representing the sounds with a letter or letters.

Writing tasks are planned for weekly during the English sessions. Initially children are supported to hear and write sounds in words but are soon encouraged to write independently. The children's writing may begin as mark making; being able to distinguish between a picture and their writing, writing simple words by identifying some sounds within words. They will then progress to writing simple words or phrases and will then progress to simple sentences which can be read by themselves and others.

Children have the opportunity to develop their writing skills during Continuous Provision and their mark making is regularly displayed within the classroom.

### Writing in Key Stage 1

In Key Stage One children are taught writing during English lessons. We use a wide range of texts during our English lessons as prompts and examples. We follow the Lancashire Teaching Sequence and Skills when planning our units of work.

Phase 1: Creating interest.

Phase 2: Reading Response and Reading analysis

Phase 3: Planning and gathering content

Phase 4: Scaffolded writing and independent writing

### Writing in Key Stage 2

We use a range of resources to plan and deliver writing units, to ensure that our children can access a broad, balanced diet of writing opportunities. We use the Lancashire Suggested Units as a basis for our curriculum map.

The teachers at our school use a phased approach when planning writing units, based on Lancashire's 'Teaching Sequence and Skills' planning circles format.

Phase one : Creating interest- A 'hook' into the topic.

Phase two: Reading response and reading analysis (with grammar skill warm-ups included).

Phase three: Planning and gathering content (with grammar skill warm-ups included).

Phase four: Scaffolded and Independent writing (with application of grammar skills taught plus a presentation focus).

### **Cross-Curricular Links**

Throughout both Key Stage 1 and Key Stage 2, children will access high quality texts and produce written work across subjects, including History, Geography, Science and RE.

### **Computing and ICT**

ICT will be used in various ways to support teaching and motivate children's learning. Teachers will use the Interactive White Board (IWB) to support the delivery of English lessons. Word games and activities are used regularly on the IWB. We use Spelling Frame on ipads and IWB. Children use ipads to record and edit presentations.

### **Special Educational Needs**

Where possible, pupils should be actively involved and fully integrated with the rest of the class. Children with Special Educational Needs should be involved through differentiation. If children are working within a lower year groups, the teacher will plan appropriate learning activities. 'More able' pupils will have planned opportunities to stretch their learning through vocabulary, reading and writing tasks

### **Assessment and Monitoring**

Formative assessment opportunities are built into every lesson. Teachers will be able to gather evidence from work in books and discussion within a lesson to judge whether they have understood new learning. This will help inform teachers whether they can move the learning on or need to spend more time on a particular concept.

Summative reading and SPAG assessments are completed in February and June. Test base materials are used for Years 3 to 5. Years 2 and 6 use SATs

materials. Assessments are entered into the school tracker. These are used to analyse and track pupil progress.

Writing assessments are made against our school's bespoke assessment documents, which are based on the Lancashire writing KLIPS document. Writing judgements are made in January and June. In Key Stage 2, our green 'I am a writer' books are used to monitor and assess progress. Children write a final end of unit piece in these books regularly and teachers use these to assess their independent writing.

Writing is moderated within Key Stages at least twice during an academic year.

Monitoring takes place by the Subject Leaders and Senior Leadership Team throughout the year. Monitoring includes the following: discussions with staff, pupil interviews, 'walk throughs', book scrutiny.

## **Review and Development**

The English Leader will attend courses as appropriate, including Lancashire's termly Subject Leader Network meetings, and pass current information about curriculum developments to other members of staff. This will be done regularly through staff meetings and INSET days. The English leader will also work with the Reading Leaders to regularly discuss areas for development.

### **Linked Policies:**

**Little Wandle Early Reading Policy**

**Handwriting Policy**

**SEN policy**

**Updated - CJ**