



The Globe Primary Academy

English Policy

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Background and Aims

At The Globe we recognise the vital need for children to be confident, creative readers and writers who develop an enjoyment of the subject and a desire to develop their skills post primary school.

As a school we have the following aims for the learning of reading and writing for all children:

- Developing fluency in reading, including the ability to decode, comprehend and infer meaning from a wide variety of genres.
- Be confident and accurate with their use of grammar.
- Use a variety of techniques to ensure accurate spelling.
- Use fluid and legible styles of handwriting.
- Write creative, interesting and well-structured texts for a variety of genres and audiences.
- Be exposed to and enjoy high quality texts.
- Have positive attitudes towards both reading and writing.

English Subject Intent

Reading

It is our intent that children will read widely and often at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. They are immersed in a reading curriculum that is rich and varied. Teachers model expert reading and use quality texts for children to interrogate. Through captivating imaginations, it is our aim that our children are motivated to apply progressively advanced skills that are transferrable to the digital and global world. Our children not only learn to read, they read to learn: reading is at the heart of our curriculum.

Writing

It is our intent that children are inspired by high-quality literature and a range of stimuli, which makes readers engage with and enjoy writing. Writing for a variety of purposes and audiences, the children apply progressively more complex skills to communicate ideas fluently and with interesting detail in a range of genres. Vocabulary is also 'taught not caught' through demonstration writing and, therefore, the children will have a highly developed repertoire of words using meaning seeking strategies, which extend detail and description. Writing in our school is well-organised and structured, which includes a variety of sentence structures. The children's excellent transcription skills ensure that their writing is well-presented and punctuated and spelled correctly using their knowledge of spelling patterns and rules. Throughout the

writing process, our children will edit and redraft their work, responding to feedback from teachers and peers.

Implementation

Statutory Requirements

Teaching in the Foundation Stage follows the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013. Teaching from Year 1-6 follows the New National Curriculum for English (2014) This is divided into three key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and Comprehension); Writing (transcription, spelling, composition, handwriting and presentation); Grammar and punctuation. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Inclusion

At our school, we teach English to all children, whatever their ability and individual needs. Through our whole class English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those that are gifted and talented, and those learning English as an additional language, and we take all reasonable steps to achieve this. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs. 4 All children have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assisting children with specific needs may involve the following:

- texts that children can more easily read and understand
- visual and written materials in different formats
- ICT or other technological aids
- alternative communication, such as signs and symbols
- differentiated work
- adult support
- learning support interventions

Read, Write, Inc. Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development. At the end of each half term phonics assessments are carried out and RWI groups are altered as appropriate. Phonics screening checks are held termly in KS1 and for those in Year 3 who have not passed the screener check.

Aims and Objectives.

To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

Reading

Early Reading

We prioritise the development of early reading by putting reading at the heart of our curriculum. Using robust and systematic teaching of phonics, we provide an effective transition into independent reading, which subsequently encourages our older pupils to read widely and often. Phonics is an essential tool, but we are aware that, whilst phonic knowledge enables pupils to decode words, it does not teach them to understand meaning. We achieve this by providing opportunities for our pupils to sing, hear and engage with stories and rhymes, to gain an understanding of what words mean through early, verbal comprehension. These solid and secure foundations are then built upon to enable the children of The Globe to be fluent, confident readers, fostering a love for reading

Accelerated Reader

Moving from phonics to fluency, Accelerated Reader continues to support each child's love of reading, as well as continue to develop their fluency through their primary education. Accelerated Reader is a programme we use to ensure that each child in KS2 has a reading book that will comfortably challenge pupils of all ages and abilities, while continuing to support their vocabulary acquisition and fluency of reading. Each half term, pupils undertake a short assessment called a 'Star Test' on a computer, in order to inform their class teacher of their level of comprehension, which in turn allows their teacher to help each child set goals and direct ongoing reading practice. Half termly, each child will be given a new ZPD (Zone of Proximal Development) range from which they can select their daily class reading books within. After each book they read within their ZPD range, they will complete an online quiz and receive immediate feedback on their comprehension of the book, which motivates them to make progress with their reading skills. Their first book will be at the lower end of their ZPD range and as they achieve and succeed with each book they will move towards the higher end of their range.

End of Day Reading Experience

We acknowledge the importance of sharing stories with children at all ages. At the end of each day, class teachers create an 'End of day Reading Experience' for children. This may consist of the teacher reading the class reader, shared reading in groups or independent reading. This is to encourage a love of reading in our children. Stories are shared through the progression of excellent texts using the 'Pie Corbett Reading Spine'.

Bookworms

Each class elects a bookworm at the start of an academic year. This is a pupil who demonstrates a great love of reading and acts as an advocate in our school. These children carry out many important responsibilities, from organising Book Fairs to

leading assemblies, recommending new texts and developing the reading repertoire of pupils across the school.

Writing

At The Globe Primary Academy, we have adopted 'The Write Stuff' approach to our teaching and learning of English to ensure clarity to the mechanics of writing. Following a method called 'Sentence Stacking', the approach places emphasis on sentences being 'stacked together' chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. Within each genre studied by the children, they will learn to sentence stack, focusing on the style of the author and impact of words and sentences most appropriate for that particular genre.

Within each writing lesson, pupils learning is 'chunked' into three distinct parts for a writing lesson; initiate, model, enable. The initiate stage is a time to inspire: through the use of a stimulus, pupils are immersed in a rich language discussion and activities to provide a wealth of vocabulary to aid their writing. The model stage is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices. The enable stage is the opportunity for pupils to showcase what they can do within particular writing parameters known as The Three Zones of Writing: FANTASTICs, GRAMMARISTICs and the BOOMTASTICs.

The Three Zones of Writing are essential components to support pupils in becoming great writers. Through the nine idea lenses known as the FANTASTICs, pupils focus on intended purpose of a sentence. The GRAMMARISTICs allow pupils to focus on the grammar element of writing which focuses on sentence structure, grammar rules and punctuation. The BOOMTASTICs allow pupils to capture and create a vivid visual for the reader through the use of poetic devices. Throughout the writing process, children edit and redraft their work in response to feedback from their teacher and peers

Speaking and Listening

All staff model Standard English in the classroom. Staff promote and build in opportunities for active speaking and listening in the classroom and English curriculum. Speaking and listening form the foundations of literacy development and plays an essential role in enabling children to become effective writers. The strands of speaking and listening are as follows:

- Talking to others - Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content

- Talking with others- Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions
- Talking within role-play and drama- Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues
- Talking about talk- Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others

Each of these areas are planned for in the weekly teaching sequence. Staff utilise these skills and select as appropriate activities that meet the overall learning objective. Children have the opportunity to develop their speaking and listening skills through a range of strategies and a rich speaking and listening environment

Weekly English Structure

In Foundation Stage and KS1, phonics teaching occurs daily for 45 minutes using the Read, Write, Inc scheme of work. Pupils who have not secured their phonic understanding by the end of Y2 will continue to have phonic specific teaching throughout Y3, according to need. KS2 use reading workshops and guided reading to develop comprehension and inference understanding.

There is an expectation that children write some work every day, with four days of the week dedicated to topic based writing. The fifth day is an independent write, which allows pupils to choose the writing that they do and apply the skills of writing in an unaided context.

Dedicated grammar sessions occur in each year group, with the expectation that the pupils are then able to apply this in their work.

The Globe has a dedicated spelling scheme which specifies, by year group, spelling expectations. Spelling practice occurs every day, with the contexts decided within year group teams and appropriate to the children's stage of development.

Planning and Teaching

Lesson planning is conducted by class teachers, under the monitoring of year group leaders and SLT. Sequences of lessons should be flexible enough to respond to the needs of the children and annotations should indicate how the lessons have been altered to take this into account. Writing targets for each child, based on their next steps in learning, should be fixed into their books and accessible during each lesson. These targets are regularly reviewed by the class teacher and updated accordingly. Teachers approach the delivery of English with the same high expectations for all children and whilst differentiation (for example through the use of resources, scaffolded tasks and deployment of adults) allow pupils to make progress from

different starting points, the aim for the final attainment of the large majority of pupils is the same.

Working walls

Working walls are used as an integral part of English teaching. Each classroom has a working wall allocated for English and this is used as a tool to assist in the teaching of each genre covered. Working walls illustrate the learning journey taken in the build-up to an extended piece of writing. Each staff member is given a toolkit at the beginning of each academic year to assist in the development of their working walls which includes the following materials:

- Flip chart paper for scribing ideas, building success criteria and modelled writing
- Sentence strips
- Post-it notes to generate vocabulary and key words
- Marker pens
- Drawing pins / blue-tac
- Headings for working wall

In each lesson the teacher will explicitly share the learning intention with the children and then give them the opportunity to identify what success will look like in order to achieve their learning intention. This success criteria ('Steps to Success') will be clearly recorded along with the children, giving them ownership and enabling them to refer back to them throughout the lesson when necessary. These 'Steps to Success' will also be recorded under the learning intention and stuck into the children's English books as part of the lesson. In most cases these will have been typed prior to the lesson by the teacher, allowing the children to have them to refer to during their independent or guided group work. At the end of the lesson, the teacher will ensure that all children have the opportunity to self-assess against these 'Steps', allowing the children to consolidate their success criteria before moving on to new learning in the following lesson. When appropriate these 'Steps' can be built on as the week progresses, enabling children to re-visit key skills and concepts and develop them throughout the week.

Marking and Assessment

Children should be involved in the marking of their work wherever possible and feed forward comments are left by teachers in at least three pieces of written work per week. These take the form of questions designed to extend the understanding of children in their class and encourage them to think critically of their work. Peer marking is also used across the school and children are taught how to be critical friends to their peers. Time is given each day for pupils to respond to teacher and peer comments.

Attainment and progress data for reading and writing is recorded half-termly on O-Track, the school's data tracking system. In order to have mastered a particular concept pupils are required to show independent application through a range of problems.

Testing Arrangements KS1 national curriculum test outcomes are reported using scaled scores. The tests consist of the following:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

KS2 national curriculum test outcomes are also reported using scaled scores. The KS2 tests consist of the following:

- English reading: reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- mathematics Paper 3: reasoning

Presentation

Children must be set high expectations for the presentation of their work and be taught to have pride in their learning. Every piece of work should have a date (written on the top line of the page) which is underlined using a ruler. Learning intentions and success criteria should be cut accurately and stuck in, under that date and title, parallel with the horizontal lines on the page. Where children have made an error, one horizontal pencil line should be used, with a ruler, to cross out the unwanted writing. The expectation is that pupils will have developed their handwriting to a point where they can use pen to write by the end of Y2. However, for those pupils that find this more challenging, extra support with pencil handwriting will be given, in the form of interventions, to bring the children up to this standard. Presentation issues should be picked up, either verbally or during written marking, but should NOT form the basis of feed forward comments.

Evaluation and Monitoring

High quality writing and reading will be maintained through the following monitoring procedures:

- Lesson observations
- Book looks
- Monitoring of reading records
- Planning monitoring
- Learning walks
- Data analysis

Teachers will be given timely feedback if any actions are required to maintain consistency and quality of learning. Staff development meetings will also be used to disseminate up to date developments in best practice reading and writing teaching and the English lead will look for appropriate CPD to help develop staff confidence and competence in the teaching of mathematics.

Equal Opportunities

English at The Globe is taught so that all pupils can succeed.

- Our expectations do not limit pupil achievement
- Targets are set with each individual pupil's next steps at the forefront
- Children are challenged and extended to increase their need for independent thinking

- Interventions take into account the level of understanding of the child and help them to develop appropriately

Parental Involvement

Reading Online Tutorial To support parents with ways in which they can help their child to access Accelerated Reader, an online tutorial has been created, which details information about the range of books available, ZPD ranges and incentives to read widely and often.

Phonics Workshops Parents of children in KS1 are invited to look at the teaching of synthetic phonics and how this can be supported at home.

Parent Helpers

We promote the involvement of parent helpers to act as reading buddies when children read aloud. Parents are invited to hear children read and this invite is shared at the beginning of each academic year, those that wish to be involved meet with the English leader to look at questioning stems to use when hearing the children read. Once they have received their DBS clearance, they attend school.. If year groups identify that they wish to have further support letters are sent asking for volunteers at different points in the year.

Year six teachers hold a SATs meeting with parents. They share the testing arrangements for the children and give guidance on how the parents can support their child at home.