



**Newburgh**  
Primary School

# English Policy



## Newburgh Primary School

### Policy on English

#### Intent

- The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.
- To read easily, fluently and with good understanding.
- To 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.
- The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Ensure that children are encouraged to develop pupil's confidence and competence in spoken language and listening skills.
- A high quality education in English will teach children to speak and write fluently so that they can communicate their ideas and emotions to others through their reading and listening. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
- We aim to help the children develop a love of the English language. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations, thus providing them with the necessary skills for life.

## Implementation

- At Newburgh Primary School, we use a variety of teaching and learning styles in our English lessons with the principal aim of developing the children's knowledge, skills, and understanding.
- In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through adaptations in group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. Teachers deploy their staff to support children, and to enable work to be matched to the needs of individuals.
- All children have the opportunity to experience a wide range of high-quality texts. We use the Power of Reading approach as the basis to teaching writing so that children are given opportunities to explore the text prior to writing and develop their language capabilities. We adapt the approach to ensure there are grammar, punctuation and sentence structure lessons provided to ensure children are building the necessary skills to reach age related expectations in writing. A Talk for writing approach may be used to support children building a model write within their schema and building confidence as writers.

## Reading

- At Newburgh, we use the **Read Write Inc approach** to teach phonics in Reception and Year 1.
- From Year 2, the children will be taught the skills for written comprehension alongside the whole class reading text. Teachers select a range and breadth of well-chosen texts to support the delivery of the teaching of reading through cross-curricular links and engaging literature. These texts are reviewed annually and are recorded on the Year group long term and medium-term plans.
- The English Co-ordinators hold a whole school curriculum map that ensures these texts are sequenced carefully and equip pupils with the ability to understand increasingly complex texts as they progress through school and that the texts chosen are from a range of diverse authors, both contemporary and classic with a range of contexts. Reading lessons involve whole novels, extracts from the novels, shorter texts such as poems and short stories and non-fiction texts.

### Elements of reading within English lessons:

1. Teacher reading aloud

The purpose of the teacher reading aloud is to model fluent expressive reading while allowing pupils to listen, concentrate and think. At this point they will not be following the text. Interspersed will be a discussion or explanation from the teacher of new words, language patterns and ideas (content, plots twists, characters development)

## 2. Pupils reading

Developing reading fluency is an important aspect of reading and continues throughout the school. Pupils may read the same text individually or in pairs to develop accuracy and fluency. The whole class may develop fluency through **echo reading or choral reading** which will also improve their intonation and emphasis to reflect understanding.

## 3. The teacher's modelling and explanations

The purpose is to show what skilled readers do to create a mental model of what they are reading.

Teachers may; model how ideas in the text and ideas from pupils' background knowledge are combined to make meaning, show how to decode the unfamiliar word and then explain its meaning, comment on and consider the impact of specific words or phrases and model how a skilled reader fills in the gaps as they read.

## Speaking and Listening

- We encourage the children to develop their speaking and listening skills through planned drama and role play activities. As a lead Associate school for the Royal Shakespeare Company, drama has a high profile within our school.
- A key part of using the Power of Reading approach allows children to access texts at a higher level than their reading level which ensures children are exposed to a wide range of vocabulary and text formats. Power of Reading relies on whole class discussions and text reviewing, which will develop children's speaking and listening skills throughout school.

## Writing

- Handwriting is taught according to the Handwriting Policy.
- Writing is a process, and we provide children with a range of activities that support their organisation and development of their ideas, their understanding of what a model of excellence looks like, how to improve their own work through drafting, revising and editing and an audience to share their written form with. We teach the sequence of writing through the Talk for writing or Power of reading approach.

These approaches are supplemented with sentence structure and text structure focus.

- We plan opportunities for children to write shorter pieces to build compositional fluency and their ability to write a more sustained pieces at length. Our writing will take place in English lessons, but will be embedded through further practice in cross-curricular subjects.

## **Phonics and Spelling**

- Children in Reception and Year 1 are taught to spell words alongside the **Read Write Inc approach**.
- From Years 2 – 6, we deliver Spelling lessons using the **Spelling Shed approach**.
- Each week focuses on a main objective from the National Curriculum appendix for spelling. Each spelling rule is delivered across four weekly Spelling sessions:

### **Session One:**

During this session, children will revisit sounds and spelling rules from earlier weeks in the scheme. Staff will also introduce the new spelling rule for the week.

### **Session Two:**

Staff and children will explore the words of the week. They will examine aspects such as the number of syllables, tricky sounds and the morphology of the words.

### **Session Three:**

The children will have the opportunity to complete independent activities. These activities will include of a range of approaches depending on the Year group objective. Within this session, children will also be exposed to dictated sentences. This provides children with the opportunity to independently transfer their knowledge of the spelling rules, to develop their transcriptional skills.

### **Session Four:**

At the end of each week, children will be given a spelling test based around the taught spelling rule. Children will be given 7 – 10 spellings to complete during their test. These spellings are sent home at the start of each half term, to allow children to practise their spellings prior to the test.

## **Grammar**

- Grammar can be taught discreetly within the year group objectives or applied within a Literacy lesson or Guided Reading session.
- All children are encouraged to speak and write consciously and to use Standard English.
- Children are taught the vocabulary they need to discuss their reading, writing and spoken language.

- It is important that pupils learn the correct grammatical terms in English for their year group.

### **Digital Reading Records**

- All children will have access to the digital reading record which will track each book they will read at home. This also allows the children to develop a love of reading and understand what genre of books they enjoy. The records are to be filled in each time a child reads with an adult. As the child progresses in maturity and confidence in reading, they should be encouraged to read independently and record this themselves in the digital reading record.
- We encourage all children to read at least 3 times per week. The digital reading log will be overseen by the class teacher and the Literacy Co-ordinators. Class teachers will monitor this weekly and then follow-up with those children who are not meeting this target repeatedly. Teaching staff will support parents to overcome the barrier to supporting their child reading through discussion and support from the SLT.
- Literacy Co-ordinators will provide half termly tracking for SLT meetings where progress towards 95% of the school reading can be analysed.

### **Library**

- The library system is a web-based system thus it can be accessed anywhere. <https://u006347.microlibrarian.net> (See library notice board for 'How to instructions')
- The children are able to borrow the books available and take home to enjoy. The Library will be open before school to allow for Children to change their books and during their class slots throughout the week. An adult needs to oversee the scanning in and out of books and to ensure that the Library is left tidy.

### **English Curriculum Planning**

- We carry out the planning of English in three phases (long-term, medium-term and short-term). The National Curriculum 2012 provides objectives and informs what we teach in the long-term for each year group.
- We use the Long-Term Map of Core Texts document to plan high quality texts each half term. This ensures the children listen to and study a range of high quality texts, and the topic has an interesting starter and allows children to have meaningful discussions around a text.

- Our medium-term plan format focuses on the following elements:

Reading: Decoding, Fluency and Comprehension

Spoken Language Including Vocabulary

Writing: Grammar and Punctuation

Writing Process: Pre-writing, planning, drafting, editing, publishing Years 4 – 6

Writing Transcription: Spelling and Handwriting

- These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for reviewing these plans.
- Class teachers complete a weekly (short-term) plan for the teaching of English using the school proforma. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and shows the differing needs of each class. The class teacher keeps these individual plans, and they are reviewed by the subject leader. Where there are two classes per year group or mixed age classes, class teachers will plan collaboratively to ensure that children are given similar experiences regardless of which class they are in.
- We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

### **The Early Years Foundation Stage**

- English in The Early Years Foundation Stage is taught each day according to The Early Years Foundation Stage Policy.

### **Contribution of English to teaching in other curriculum areas**

- The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school and prepare children for their next stage of education.

### **Inclusion**

- Teachers set high expectations for all pupils in their year group. Lessons are planned based on prior attainment, and appropriate assessment is used to set deliberately

ambitious targets. Teachers take into account their duties under the equal opportunities legislation. Lessons are planned to ensure that there are no barriers to all pupils achieving, allowing opportunities to study a broad, balanced and full national curriculum. Identifying needs and ensuring all pupils have access to any specialist equipment or adaptation to enhance learning. With the right teaching all children should achieve, no matter their identified needs.

### **Impact – How do teachers monitor and assess this?**

- English is assessed and marked in accordance with the Assessment and Feedback Policy.

### **Resources**

- There are a range of resources to support the teaching of English across the school.
  - All classrooms have appropriate books, dictionaries and literacy displays which support the topic and objective being taught.
  - Each classroom has an attractive and inviting reading area with a selection of fiction and non-fiction texts age and ability appropriate, there should also be a section of books linked to the termly topic.
  - KSI and Foundation classrooms must have a role play area and access to small world equipment.
  - Children have access to the Internet through use of Ipad's and Chrome books or Laptops.
  - The library contains a range of books to support children's individual research and enjoyment. The Library is arranged by themes and linked to each year group's current topic.
  - In each year group teachers have access to a range of resources and teacher guides relevant to their age range and topics.
  - Teachers have access to a range on online resources to aid English teaching:
    - Letterjoin
    - Oxford Owl e-library
    - Spelling Shed
    - CLPE Website (Power of Reading)
    - Literacy Trust

### **Monitoring and review from Subject co-ordinators and SLT**

- The coordination and planning of the English curriculum are the responsibility of the subject leaders, who also:
  - Support colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject.
  - Gives the Head Teacher an annual summary report in which s/he evaluates the strengths and weaknesses in English and indicates areas for further improvement.



- Uses specially allocated regular management time to review evidence of the children's work, and to observe English lessons across the school.
- To review the English Policy every 3 years.
  
- A named member of the school's governing body is briefed to oversee the teaching of literacy. The literacy governor meets regularly with the subject leader to review progress.

