



We can and we will

Glebe Primary School

ENGLISH POLICY

Mission Statement

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential – academically, socially and emotionally.

Introduction

At Glebe, we believe that language and Literacy skills are fundamental to the overall development of children and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and high order reading, writing, speaking and listening skills to enable children to become confident and successful individuals, who are able to fully enjoy and participate in all areas of the curriculum.

Aims

At Glebe, we strive for each child to be a “Primary Literate Pupil”. By the end of Year six we aim for all our pupils to be able to:

- Read with confidence, fluency and understanding employing a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment and information.
- Have a developing vocabulary combined with an interest in words and their meanings.
- Have an understanding of grammar and knowledge of linguistic conventions for reading, writing and when speaking.
- Understand a range of text types and genres and to be able to write in a variety of styles, and forms, appropriate to the purpose and audience.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Clearly explain and elaborate their understanding and ideas in discussions and when participating in debates.

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- Have fluent and legible handwriting.

Statutory Requirements

At Glebe, we adhere to the statutory requirements for the teaching and learning of English as laid out in the National Curriculum (2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf .

Children in Nursery and Reception classes are taught in accordance with the Early Years Foundation Stage themes and principles.

In the Foundation Stage children are given opportunities to:

- Speak, listen and represent ideas in their activities.
- Use communication, language and literacy in every part of the curriculum.
- Become immersed in an environment rich in print and possibilities for communication.

During Key Stage One, children:

- Learn to speak confidently and to listen to what others have to say.
- Begin to read and write independently and with enthusiasm.
- Use language to explore their own experiences and imaginary worlds.

During Key Stage Two, children:

- Learn how to change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of texts and responding to different layers of meaning in them.
- Explore the use of language in a range of texts and learn how the structure of language works.

Subject Organisation

The English Curriculum is delivered using key texts in each year group and making cross-curricular links where appropriate. The Early Learning Goals are followed to ensure continuity and progression through to the National Curriculum. Pupil provision is related to attainment rather than age.

English may be taught in mixed ability classes by the class teacher or, where it is deemed advantageous, in sets where children are grouped by ability. Work is differentiated according to the abilities of the children and this differentiation is shown on detailed weekly planning, which is monitored regularly by Phase Leaders and the English Subject Leaders.

Reading, or phonics, is taught separately to this, where children learn to read both as a reader and a writer.

Approaches to Reading

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The new Ofsted framework has a clear emphasis on the encouragement and development of reading, not only as a key skill but also for pleasure and intellectual growth.

Researchers studying the effects reading for pleasure has on cognitive development discovered that “children who read for pleasure made more progress in mathematics, vocabulary and spelling between the ages of 10 and 16 than those who rarely read.” (Sullivan and Brown, 2013)

Studies (carried out by Egmont, 2019) also suggest “reading for pleasure has a positive impact on children’s wellbeing. The benefits include: greater resilience, happiness, empathy, improved communication skills and relaxation.”

At Glebe Primary School we aim to develop a positive reading culture so our students are encouraged to appreciate and enjoy books regardless of attainment or background. Reading is a high value activity that can provide an escape from day to day events, letting imagination and creation take over.



Children in the Foundation Stage and Year 1 are taught phonics daily using the Little Wandle revised letters and sounds programme and this is linked to spelling and handwriting. In both Reception and Year 1 decoding, prosody and comprehension is taught through Reading Practice Sessions. Reading Practice Sessions continue in Year 2 and above for children who have not met the required level of fluency. In KS2, phonics

is linked to spelling as well as reading. In every classroom, there is a phonics sound chart, prominently displayed, to be referred to when teaching. Children who are unable to access the main programme due to cognitive difficulties, follow the SEND programme developed by Little Wandle.

Please refer to our Phonics and Early Reading Policy for More information.

Separate to English lessons, in years 1-6, there are also guided reading sessions in which the class share a text with their teacher. Focussed Guided Reading group sessions or whole-class reading sessions take place enabling teachers to monitor children’s reading and comprehension in more depth. Work is based upon the reading domains, from the national curriculum:

KS1:

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

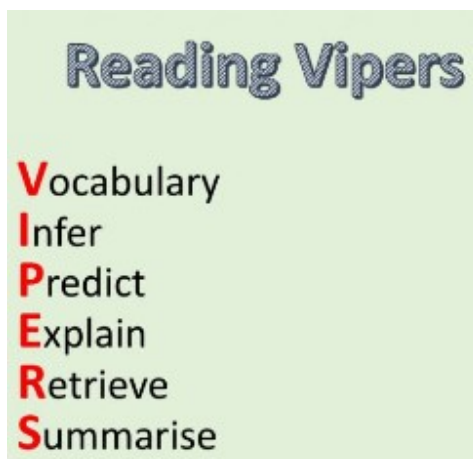
KS2:

When planning activities or questions to discuss, we base our ideas on Reading Vipers:

KS1



KS2



Also, where possible, the work is linked to the English lessons so children are able to analyse different techniques from a range of authors and learn how meaning is conveyed through vocabulary and punctuation so that they can apply this in their written work. This means we read both as a reader but then also as a writer.

Children read books to adults in school whenever it is possible. Priority is given to those requiring the greatest levels of support and Pupil Premium children are heard daily. Our reading books are from a variety of sources but they have been banded by colour to ensure that each child is reading at an appropriate level.

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For those children needing phonetically decodable books, the children are regularly assessed, using Little Wandle's assessments to ensure that we are matching up the book to their phonetic need. In reception and KS1, an E book, from Big Cats, is allocated to the child, which the s/he can read at a 90% accuracy rate. Their Reading Practice books are also matched to the exact phonetic level the children are currently at. The children, however, also take home reading books that they have chosen to share and enjoy with an adult that they may not be able to access completely independently yet but wish share with an adult at home.

In KS2, children needing decodable books are able to access decodable books aimed at older children. They will either be assigned to the Rapid Catch Up Programme or the SEND Catch Up Programme depending on the children's needs. In their Reading Practice Sessions, they will be focussing on decoding, prosody and comprehension and they have specific decodable books, aimed at KS2 children, which are matched to their phonetic knowledge. The children will take home an E book matched directly to their phonetic need.

A 'Reading Buddy' system is in place in some classes/year-groups, where children in Key Stage Two classes read with a regular partner in a Key Stage One/Foundation Stage class. Many classes have parent helpers who come into school to listen to children reading and offer support.

Every classroom has an inviting reading corner, from which children are able to borrow books which interest them. Also, each week every class is given the opportunity to visit the school library where again they are allowed to borrow a book which interests them. We ensure that we regularly check the quality of the books in both the library and our reading corners and update them when need be. This is done through donations from the local community but also through our Scholastic Book fairs, which we run twice a year. We ask pupils to tell us of their interests and ensure that the library reflects this.

Our Pupil Premium Lead, takes the Pupil Premium Children to the local library each half term to encourage these community links.

We promote reading for pleasure through displays, reading corners, personal reading time, class teachers reading to the children, reading weeks, author visits, reading challenges and competitions within the school and run by the local libraries in Hillingdon, reading buddies, videos of staff and governors reading to the children, staff and children recommending texts to each other and of course participating in World Book Day.

Early Years Foundation Stage:

- In Nursery, Daily Phonics group teaching using Little Wandle Revised Letters and Sounds (systematic, synthetic phonics programme) Foundation for Phonics ;
- Daily Phonics group teaching using Little Wandle Revised Letters and Sounds (systematic, synthetic phonics programme) building up to half an hour;
- 3 sessions of Little Wandle's Reading Practice a week;
- Shared reading;
- Independent reading using book banded books & books matched to their phonic knowledge;
- Wider reading (including Library, and Topic books)
- Daily class story time

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Key Stage 1:

- Guided Reading – 5 times a week, 25 minute sessions;
- Daily Phonics group teaching using Little Wandle Revised Letters and Sounds: 30 minute sessions, which is then applied through reading and writing in the first term;
- 2 sessions of Little Wandle's Reading Practice a week;
- If needed, Keep Up Sessions, for year 1 and Rapid Catch Sessions for year 2 children from the Spring Term onwards. Some children may follow the SEND pathway.
- Shared reading;
- Independent reading using book banded books & books matched to their phonic knowledge;
- Wider reading (including Library and Topic books);
- Daily class story time/novel

Key Stage 2:

- Guided Reading – 4 times a week, 30 minutes
- If needed, either Rapid Catch Sessions or sessions for SEND
- Independent reading using book bands and, if free readers, from each class's reading corner.
- Shared reading
- Wider reading (including Library and Topic books)
- Class story time

Throughout the school, the children are encouraged to read regularly at home. Reading records are kept as a means of communication between the parent/carer and teacher. To help guide the parents/ carers "book talk" with their children, each child, from years 1-6, has a book mark- according to their year group- with questions covering each reading domain. For KS2, to help the children reflect on their reading, inside their reading records they have a list of questions they can answer in their reading records, about what they have just read.

Approaches to Speaking and Listening

Speaking and Listening permeates the whole curriculum and children are encouraged to develop effective communication skills in readiness for later life. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Pupils, at Glebe, regularly have opportunities to discuss, plan and work in a pair or in a group situation to share ideas and promote collaboration. They are also given opportunities to rehearse their work orally before they write to develop their confidence and competence.

Other Speaking and Listening activities used throughout the school will include role play, paired talk, drama and hot seating which are often deployed to prepare pupils for the writing process. Children are given opportunities to listen and respond to stories, rhymes, poems, plays, songs and multimedia resources. They learn to speak for different audiences and to perform aloud as well as understand the conventions for discussion and debate.

In the Early Years (Nursery and Reception), children should be given opportunities to use communication, language and literacy in every part of the curriculum; they speak and listen and represent ideas orally in their activities.

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At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say, when discussing. They should also be able to retell famous traditional tales and nursery rhymes.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should also be able to adapt well-known stories and model texts into their own writing.

Examples of where speaking and listening might occur within the classroom:

- Stories, songs & poems.
- Storytelling.
- Describing events, observations and experiences.
- Giving reasons for actions.
- Explaining ideas and opinions in discussion and responding to others.
- Planning, predicting and investigating in small groups.
- Presentation to different audiences.
- Reading aloud.
- Talk for writing- retelling a piece of writing with appropriate actions.
- Imaginative play and role play.
- Conscience alley.
- Role on the wall.
- Hot seating.
- School council.
- Circle time.
- Class Assemblies
- Year Group productions

Spelling

Following on from the introduction to basic phonics in the Foundation Stage, regular spelling practice is carried out in all classes.

In Reception, from the second half of the Autumn Term the children write spellings independently as part of their phonics session. They will spell words using the GPCs taught as well as tricky words.

In KS1, each spelling pattern, from the national curriculum, https://dera.ioe.ac.uk/18288/1/English_Appendix_1_-_Spelling.pdf is explored weekly to ensure that all the required patterns, from the national curriculum, are covered. The children will be introduced to the spelling pattern in class on the Monday and the spellings, with a specific activity to help them learn them, will be sent home. These spellings are **differentiated** so we can support and challenge where needed. Teachers will review the progress and attainment of the children. Therefore, the child's group may change to ensure the spellings match his/her current ability. The test will be the following week.

In KS2, each spelling pattern, from the national curriculum https://dera.ioe.ac.uk/18288/1/English_Appendix_1_-_Spelling.pdf, is explored over two

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weeks so the children are exposed to the spelling pattern frequently and they can investigate related word families, definitions, synonyms and antonyms.

The children are taught the spelling pattern, twice in week one and two early morning soft starts are also devoted to this. A particular scheme of work is not followed but resources from No Nonsense Spelling are used. The spellings given to the children are differentiated by ability so they are learning the pattern not the word. For homework, the children are sent home their specific words and an activity to learn them. This is then repeated the following week with the spelling test resulting on the Friday. Records of the spelling score are kept in the teacher's assessment file and the children's attainment tracked. If scores are regularly not high enough, the child's spelling group may change, interventions put in place and a discussion with the parents will be arranged.

The spellings for each year group can be found on the school website.

Approaches to Writing

In the Foundation Stage, children are given opportunities to produce emergent writing as part of their play. In Key Stages One and Two, 'Shared Writing', where teachers model good examples of writing practice, is a regular component of English lessons. 'Guided Writing' sessions for small groups of children will be used where appropriate. Children are taught the requirements for grammar and punctuation as outlined in the National Curriculum 2: Vocabulary, and Punctuation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf . They are also taught how to plan, edit, revise and evaluate their own work. When writing, children are regularly given the opportunity to produce longer pieces of writing to implement what they have learned. Each unit has a specific outcome, ensuring most genres of writing are covered and then recovered in higher year groups. To ensure progression, the school has progression documents for each style of writing for each year groups. The teachers also use Glebe's English Route Through the school to ensure that specific grammar and vocabulary is taught within their year group and they are able to consolidate the learning from the year group before.

When planning the unit of writing, teachers follow a 3 phase learning journey loosely based on the Talk For Writing approach.

The first stage is warming up the text: This is where the children look at the specific organisational and grammatical features of a model text or WAGOLL (What a Good One Looks Like) in order to develop success criteria for when they will later be writing their own version. Lessons based around vocabulary, characters, setting, "Boxing up" the information and drama will be used in this phase so the children get to know the text really well.

The second stage is the apprentice writes: this is where the grammar and the skills, the children earlier identified, is taught within the context of what they will be writing. The children practice these skills and also practice them in the context of their desired outcome.

The third stage is the writing stage: This is where the children draft, edit, revise and redraft their work. They will finally publish and, where appropriate, evaluate the authorial choices they made.

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The genres covered and outcomes are on the school website.

Cross-Curricular Opportunities

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to all other areas of the curriculum.

The Use of ICT

Opportunities to use ICT to support teaching and learning in English are planned for and used as appropriate. Regular use is made of the Interactive Whiteboards and Visualisers in all classes as valuable visual aids to learning. Use is made of video, film, websites, microphones, camcorders and cameras in addition to software loaded on to the school's network in lessons, when it is appropriate.

Assessment and Target Setting

Children's work will be assessed in line with the Assessment Policy for Glebe Primary School. Termly assessments in reading, SPAG and writing are carried out to monitor children's progress. These assessment grades are in line with National Curriculum Expectations for the year-group: work is classified as 'Pre-key Stage', 'Working Towards Expectations', 'At Expectations' or work at a 'Greater Depth' standard. This information is shared regularly with children and their appropriate parents and carers. Assessments for writing, which can be more subjective, are submitted into an in-house moderation process where work is graded and agreed by several teachers from different year-groups or key stages. Grading informs teachers' planning and enables the setting of appropriate targets and learning objectives for the children. INCAS tests are also deployed to assess the reading and spellings ages of the children and the Collins Reading assessments are used for assessing children's reading too.

Children who are falling behind their chronological age are monitored closely to check their progress. We use the Little Wandle assessments to assess where the gaps are in each phase and these are addressed using either the Keep Up programme, Rapid Catch Up programme or the SEND programme.

Inclusion

We aim to provide for all children so that they may achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups are under-achieving and take steps to improve their attainment. More-able children will be identified and suitable learning challenges provided. Tasks in the classroom are differentiated to take into account the ability of all the children. Where possible, children who are falling behind will benefit from extra classroom support and may be placed on an intervention programme (see below).

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Children who are part of our Specialist Resource Provision (SRP), for partially hearing children, may be withdrawn to work with specialist staff in English lessons, if that is felt to be in the best interests of the child.

Intervention Programmes

Children who are on the register for Special Educational Needs and those who have been identified by their teachers as being in need of extra support, take part in a variety of intervention programmes. Children in all year groups with Speech and Language difficulties take part in groups to help them with these areas of difficulty, working towards targets set by the school's speech and language therapist. There are a variety of groups for children in EYFS who have problems with phonics, listening and speaking and handwriting. Groups for children requiring extra help with phonics take place in Years One, Two and Three. In addition, interventions to support reading, comprehension, spelling and handwriting are devised by class teachers to meet the needs of children from Year One to Six. These programmes are reviewed regularly by the teachers with the Special Educational Needs Co-ordinator and are adjusted according to the needs of the children.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, physical disabilities or home background.

Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring pupil progress and attainment, through analysing data, pupil interviews and the monitoring of books;
- Monitoring the teaching standards of English, through lesson observations, learning walks and monitoring of teachers' marking and planning;
- Analysing the provision of English (including liaison with the SENCO regarding Intervention and support programmes);
- Working to improve the quality of the learning environment;
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD and leading staff INSETS;
- Purchasing and organising resources;
- Keeping up-to-date with recent English developments and implementing initiatives;

Role of the Parent

Parents, carers and other family members can support children greatly with their English. They can ensure that their children read regularly at home as indicated by the school's Homework Policy. They can also ensure that children understand what they read by asking questions

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about what s/he has just read. Reading to young children and sharing books with them will also be of benefit. Parents can support with the learning of spellings and other English homework. The school website also provides detailed information for parents and carers to download and use to support their child's learning. Whole-school initiatives such as World Book Day or writing and reading competitions also provide parents and carers with events and tasks to encourage children's enthusiasm for the subject.

The Role of the Governing Body

It is the role of the English Link Governor to:

- Play a key role in the monitoring and evaluating of English throughout the school. This will include focussed visits, discussions with the English leader, policy evaluation and review of data and results.
- The English Leader will keep governors informed of the implementation and changes in policy and changes in legislation and curriculum.

Reviewed: October 2022

To be reviewed: October 2023