



# Ryelands Primary and Nursery School

## English Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

The implementation of this policy will be monitored by: The school leadership team and Headteacher.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Handwriting Policy (Appendix A)
- Assessment Policy
- SEN Policy

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

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<b>Approved by (Headteacher)</b>	<b>Approved by (Governor)</b>	
<b>Date:</b>	<b>Date:</b>	
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<b>Date:</b>	September 2018	<b>Date:</b> May 2021
<b>Date:</b>		<b>Date:</b>
<b>Key Changes:</b>	<b>Key Changes:</b>	<b>Key Changes:</b>
<ul style="list-style-type: none"> <li>• Guided Reading across the school</li> <li>• Combination of handwriting policy</li> <li>• Minor updates to teaching and planning organisation</li> </ul>		
<b>Presented to Governors:</b>	<b>Presented to Governors:</b>	<b>Presented to Governors:</b>
Curriculum Committee 26.09.2018		

## 1. Ryelands School – Mission Statement

### ***Imagine believe achieve***

*In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.*

*We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.*

*We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.*

## 2. Aims

- To develop the children's ability to listen attentively and communicate effectively in speech and writing
- To develop enthusiastic readers who gain pleasure and understanding from the written word
- To ensure that every child enjoys exciting, stimulating English lessons and exceeds their full potential

## 3. Subject Statement

### **To develop our pupils as speakers and listeners we:**

- Give them opportunities to express their ideas to a range of audiences
- Give them opportunities to take part in group discussion and drama activities
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech for different situations
- Give them opportunities to evaluate and reflect on their own speech
- Encourage them to use the vocabulary and grammar of Standard English.

### **To develop our children as readers we:**

- Place a high importance on the teaching of phonics as the foundation of learning to read. In Reception and KS1 a discrete phonics lesson is taught daily.
- Teach Phonics to KS2 children who still require the support
- Teach them to read accurately and fluently using a range of strategies both at school and at home
- Help them to understand and respond to what they read using inference and deduction where appropriate
- Encourage them to read a wide range of fiction and non-fiction books, including classic fiction
- Encourage them to read independently and with enjoyment
- Teach them to seek information and learn from what they read.
- Encourage them to use their reading skills as an integral part of their learning across the curriculum
- Read regularly to children so as to model good practice in reading

### **To develop our children as writers we:**

- Teach them to write effectively for a range of purpose and readers, adapting their vocabulary

- Encourage them to write with interest commitment and enjoyment
- Show them how to write in a variety of forms such as stories, poems, reports and letters through good quality teacher modelling
- Teach discrete grammar sessions, modelling the correct use of terminology
- Teach discrete spelling lessons concentrating on rules and patterns of words
- Show them how to evaluate and improve their own writing
- Teach children how to punctuate to make meaning clear to the reader
- Give them the knowledge and strategies to become confident and accurate spellers
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately

#### **4. Teaching and Learning including Planning and Organisation**

All classes across the school have a daily English lesson which is planned using the National Curriculum in order to achieve our school aims for English. The Early Years Foundation Stage programme of work is used by Foundation Stage practitioners leading on to National Curriculum English objectives for the rest of the school. Literacy should be linked to cross curricular themes wherever possible.

##### **English in EYFS**

Children begin to develop the skills they need for English at the beginning of the EYFS. In Nursery, there are opportunities planned every week to develop children’s communication and language (listening and attention, understanding and speaking) skills. These can be a mixture of adult led activities and child initiated activities, in which staff extend children’s language skills. There are also daily opportunities to develop children’s gross and fine motor skills. When children are ready, they are taught to copy letters from their name and then how to write their name independently. There are also opportunities planned each week to develop children’s literacy skills (reading and writing). In the final two terms of nursery children have a discrete daily phonics session to develop their skills in Phase 1 of Letters and Sounds. Reception children continue all these skills, as started in Nursery. Reception children have a daily phonics session working through the Letters and Sounds programme, using the actions from Jolly phonics programme. These are in differentiated ability groups. Reception staff plan weekly opportunities so the children can practise their reading, writing and handwriting skills. Each week children have a guided reading session, a guided writing session and a daily handwriting session. There are numerous opportunities inside and outside for the children to practise and develop their literacy skills through fun, exciting continuous provision activities.

##### **English in Key Stage 1**

Teachers plan daily English lessons which last approximately one hour. Weekly extended writing sessions are taught from Y1 upwards. Children participate in guided writing sessions within the English lesson, but guided reading usually takes place outside the English lesson. The children all receive a daily 20 minute phonics lesson which also takes place outside of the English lesson. Children are taught in **class group sets for these phonics lessons with some children receiving additional support in smaller groups.** Staff plan using the Letters and Sounds scheme, but supplement this using the actions from the Jolly Phonics programme. Teachers plan using the *‘Introduce, Revisit, Teach, Practise, Apply and Assess’* structure every day. Handwriting is also taught discretely and linked to spelling – see handwriting policy.

##### **English in Key Stage 2**

Teachers plan English lessons which last approximately one hour for four days a week. On the remaining day of the week, the English lesson should take a writing focus through an extended writing session. Spelling is taught as a discrete lesson and grammar skills are taught throughout the school, with each year

group having a specific number of allocated skills to teach. Literacy is also encouraged across the curriculum and links are made with other subjects where appropriate. English lessons are supplemented by a discrete 20 minute daily **whole class** guided reading session. Children who are not secure in their phonic knowledge when they leave KS1 continue to have phonics lessons, **or an appropriate spelling/reading intervention** throughout KS2, until they become secure at this phase. Handwriting is also taught discretely – see handwriting policy.

### **Guided Reading across the school**

The aim of every guided reading session is to encourage and extend independent reading skills. **The majority of each class work** together on the same text. These texts are selected to match the reading ability of the **class**; challenging but not so difficult as to disrupt the flow of reading. A range of fiction, non-fiction, poetry and plays should be chosen throughout each term. The teacher leads the session, guiding the children to focus on words, sentences and understanding the whole text and **focusing on key objectives obtained from the National Curriculum expectations from their Year Group**. While working with the **class**, the adult gives focused attention to individuals and sessions follow the structure of: *introduction, strategy check, independent reading and returning and responding to the text*. **A minority of children may not be able to access the whole class guided reading. If this is the case, a teacher will plan for a Teaching Assistant to lead a daily guided reading session with focuses on addressing their gaps and ensuring their progression.**

### **Planning**

Teachers in EYFS plan following the guidelines set out in the Development Matters in the Early Years Foundation Stage. They plan to cover all 7 areas of learning. Teachers **plan in the moment** for adult led sessions and continuous provision activities. Teachers plan to cover development statements from Development Matters, which are appropriate to the development of the children in their class/group. Separate plans are created for phonics and guided reading in Reception.

Teachers in Years 1-6 plan following the guidelines laid out in the National Curriculum 2014. They plan each unit of work following the teaching sequence moving from text immersion, analysis and discussion through to producing a written or ICT based end product. Objectives from National Curriculum are clearly recorded in planning, as are the different phases, final outcomes, use of ICT and differentiation. Units of work usually last between 2 and 4 weeks, but teachers produce weekly plans, which should then be retained for evaluation and scrutiny. Separate plans are created for guided reading sessions

## **5. Curriculum Overview and Progression including visitors, trips and extra-curricular provision**

Each year group uses the Lancashire County Council Suggested Units of Work overviews to ensure Ryelands children receive a broad and balanced English curriculum, being exposed to a range of texts: narrative, non-fiction and poetry. Progression is ensured by teaching using the yearly objectives set out in the National Curriculum.

Literacy is at the heart of the whole school curriculum. Skills, knowledge and understanding gained in English lessons are planned for and revisited during lessons in other subjects to allow children the opportunity to practise and apply.

Teachers take opportunities to teach other subject areas in English lessons, whilst still ensuring that the Literacy age appropriate skills are being taught within that lesson. Work in non-fiction texts is a particularly

effective way of ensuring coverage of Foundation subject content when it is linked to topics eg Science, History and Geography. For this reason we have a **Writing Book** rather than an English book. All pieces of writing across the curriculum should go into this book.

“Import other subjects into Literacy and export Literacy skills into other subjects”

### **English at home**

All children will be given opportunities to work at home with parents/carers. The nature of this work will vary according to the year group they are in.

All children will take a reading book home and should read every day. They will also be asked to learn spellings each week. Children may also have talk homework to prepare them for a longer piece of writing they will later do in school. As children get older, they may have written comprehensions, research or other types of English homework to complete.

## **6. Assessment, Recording and Reporting**

Assessment opportunities should be planned for within lessons and used to inform planning, monitor standards and feed back to pupils, parents, teachers and governors.

### **Reading and writing**

Formative assessments in reading and writing occur using the Key Learning In Primary Schools (KLIPS). Additionally to this, a piece of independent writing will be assessed each half term by teachers for each child. The writing is assessed using the KLIPS documents and summative judgements from all reading and writing assessments are entered onto the school’s tracking system termly. Amendment November 2015: writing is assessed formatively throughout each term using the **school’s Writing Assessment Framework, derived from the National Curriculum and the KLIPS**. Twice termly, a class teacher chooses a piece of writing to showcase the child’s progressions and this is then inserted into their ‘Assessed writing’ portfolio.

Reading assessments: as well as guided read annotations, teachers collect a variety of evidence from across the curriculum which can also add to their teacher assessments. The range of evidence includes: shared reading activities; research based tasks; class novel contributions; drama and role play work with reference to character or setting and home school reading commitment. These should also be listed in a class file alongside the KLIPS.

### **Phonics**

Formative assessment occurs within sessions and children are assessed at regular intervals. Their progress is tracked on the whole school server and these assessments are analysed regularly with actions implemented as appropriate.

### **EYFS**

Formative assessment using Early Learning Goals and Key Skill objectives occur daily through rigorous observations and these are collated into a Learning Journey for each child. Rigorous next steps are then created and actioned to ensure the progress of every child.

### **Statutory National Assessments**

Children in the EYFS are assessed using the Early Learning Goals at the end of Reception year. These results are published to parents and nationally.

The Phonics Screening Check is administered at the end of Year One and attainment details are published to parents and nationally. Any child who does not obtain the national pass mark is required to re-sit the test at the end of Year Two.

Standard Assessment Tests take place in Year Two and in Year Six. Children are tested in reading, spelling, grammar and punctuation. Attainment details are published to parents and nationally.

### **Moderation**

Regular moderation of reading and writing occurs in Team Phase Meetings and at Senior Leadership Team meetings (SLT). Teachers and leaders moderate work using the KLIPS and exemplar pieces of work (both externally and internally)

### **7. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding**

Planning should indicate any additional provision needed for children with SEN or specific PPG needs. This provision may be adult support, modified texts or additional resources to enable children to access the English curriculum.

Intervention in speaking, listening, phonics, reading and writing is also provided throughout school. These vary depending on the year group.

ILPs, with specific, focused English targets as appropriate are set up and maintained for individual children

### **8. Resources**

Resources are kept centrally and in the classroom. English teaching is enhanced through the use of ICT in the form of laptops, PCs and Ipads in each classroom. Teachers are able to request additional resources through the Subject Leader and these will be granted according to school requirements and budget.

### **9. Professional development and training**

Staff professional development is organised in line with school priorities. Training in phonics, speaking, listening, reading and writing occurs regularly in staff meetings and INSET events. External courses or internal 1:1 support is also arranged for individuals where the need arises.

### **10. Health and Safety**

As with all Ryelands curriculum, any English activities undertaken that might be considered a risk to children (such as food tasting) should be risk assessed to ensure any potential hazards can be managed effectively.

### **11. Roles and Responsibilities**

The class teacher will:

- Plan and deliver English, Guided Reading and Phonics lessons in accordance with the details within this policy
- Assess phonics, speaking and listening, reading and writing in accordance with the details within this policy
- Ensure that every child is heard reading regularly both at home and at school

The English subject leader in school will:

- Maintain an overview of English teaching and be aware of strengths and areas for development
- Take a strategic lead in subject review and development
- Support and advise colleagues
- Provide a model of good practice
- Keep abreast of new initiatives and disseminate appropriate information to relevant staff.
- Undertake regular monitoring of progress and standards in line with our Monitoring and Assessment policy
- Provide or organise staff professional development in line with school priorities
- Allocate available funding to areas of most need and manage resources throughout the school
- Write and evaluate an annual action plan for the subject which will become part of the school improvement plan.

## **12. Monitoring and Evaluation**

It is the responsibility of the Subject Leader and the Head teacher to undertake regular and systematic monitoring and evaluation across the whole school, in line with our Monitoring and Assessment policy.

Monitoring will take place through:

- Classroom observation
- Planning scrutiny
- Scrutiny of work done in English and other work across the curriculum
- Pupil questionnaires
- Learning walks
- Discussions with staff about English successes and where they feel improvements need to be made
- Analysis of termly assessments and end of Key Stage SAT results

## **Appendix A – Handwriting**

Handwriting is a skill that, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff.

*The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. Children who have been allowed to invent their own ways of forming letters will find it harder to change the longer they are allowed to persist.*

Suzanne Tiburtius of the National Handwriting Association

The correct formation of all letters needs to become quite automatic and may require a lot of practice. At Ryelands Primary School we believe that neat, well formed handwriting and presentation of written work helps to raise standards, as the pupils take pride in and have a sense of ownership of their work. As a school we are adopting the cursive method of handwriting.

There are four main purposes to this policy:

To establish an entitlement for all pupils

To establish expectations for teachers of this subject

To promote consistency across the school

To state the school's approaches to this subject in order to promote public and parents' and carers' understanding of the curriculum.

### **Aims:**

To raise standards in writing across the school.

To have a consistent approach across EYFS, Key Stage One and Two when teaching handwriting throughout the school.

To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

For pupils to:

Achieve a neat, legible style with correctly formed letters in cursive handwriting.

Develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.

Handwriting is taught daily through short, focused sessions and is linked with spelling, grammar or phonics objectives. Teaching generally occurs outside Literacy lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.



## **Teaching and Learning**

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

The role of the teacher:

To follow the school policy to help each child develop legible and fluent handwriting

To provide direct teaching and accurate modelling.

To provide resources and an environment which promotes good handwriting

To observe pupils, monitor progress and determine targets for development

To deliver intervention to any child who falls behind age expectation in this area

## **EYFS**

In the pre-communicative stage pupils are encouraged to mark make and these experiments are recognised and praised as an important stage in the child's understanding that marks convey meaning. Pupils are given the opportunity to experiment with a range of mark making materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand and the upper arm.

The emphasis at this stage is with movement rather than neatness. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils are to be taught to use lead-in and lead out strokes, following agreed policy, as soon as they are ready for letter formation. (For agreed letter formation please see Appendix 1). To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

## **Strategy for Implementation**

Continuity and Progression (Dependent on ability not age/ year band of child)

### **Key Stage 1**

Building on the EYFS, pupils at Key Stage 1 develop a legible style and use cursive handwriting in Year One. Pupils are taught to use lead-in and lead out strokes, following the agreed policy, (for agreed letter formation and terminology please see end of Appendix). This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing as well as in discrete subject teaching. Correct letter orientation, formation and proportion are taught daily in line with the school's agreed handwriting style. This continues in Year 2, moving towards joining the letters within a word by the end of Year Two.

### **Key Stage Two**

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words. Children will have regular handwriting sessions and daily practice using appropriate prepared resources, in the agreed handwriting style.

Children in Year Three, Year Four and Year Five will write with pencils until the class teacher assesses that they are joining competently and consistently. They will then be given a handwriting pen.

In Year Six children most children will use a handwriting pen. Pencils will be used in Numeracy, or for drawing and completion of diagrams.

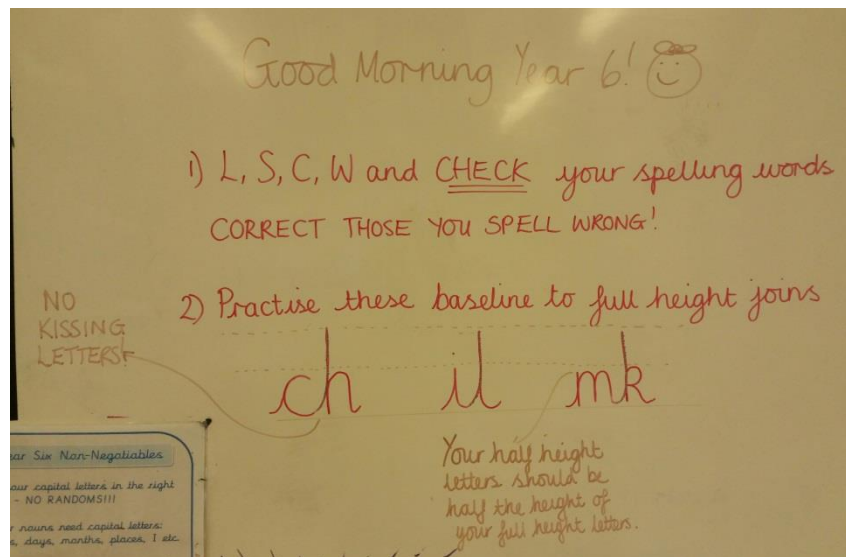
All children in Key Stage Two will practise their letter formation at all times. The vast majority of pupils are able to write legibly and fluently with most children writing using cursive joins by the end of Year Four as stated in National Curriculum guidelines. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SENCO. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

### **Inclusion**

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision: paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case; pencils should not be held too close to the point as this can interrupt pupils' line of vision; pupils should be positioned so that they can place their paper to their left side; left-handed pupils should sit to the left of a right-handed child, so that they are not competing for space; extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.



## Handwriting: a common language



Baseline to half height: io ar ev cw

Half height to half height: \_\_\_\_\_

Baseline to full height: ch al dh

Half height to full height: \_\_\_\_\_

“Form your whole letter before you join.”

“I want to see your joins...no kissing letters!”

“Take your join to where the letter should begin.”

“Your half height letters should be half as tall as your full height letters.”

“Descenders fall below the line.”

“Ascenders should rise above half height letters”

“Half height letters should all be a consistent size. I should be able to draw a straight line along the top of them.”

“When you write your ascending letters, their bottom half should be the same height as a half height letter.”

“Make sure you go back over the join line again rather than create new lines.”

Progression in letter formation and handwriting

Step One

a b c d e f g h i j k l m n o p q r s t u v w x y z - see posters in classrooms for handwriting examples of agreed formation

Step Two

a b c d e f g h i j k l m n o p q r s t u v w x y z

Step Three

Confident use of joins:

Half height to full height joins

Baseline to full height joins

Baseline to half height joins

Half height to full height joins

(see classroom displays for correct joins)

Exceptions:

o r v w x - These letters join at half height.

Step Four

Children are confident when joining letters. In normal circumstances, by the end of Year Two, children will be joining. There will always be exceptions to these rules and children should only progress to each level when they are ready. Good letter formation, with the correct height and size of letters, (positioned correctly) is the most important factor.