



Griffin Primary School

English Policy

Reviewed By	Approved By	Date of Approval	Version Approved
James Storr, Zoe Mitchell, Jade Corlass and Tara East	Governing Body	30.6.21	1.0

Aims

We aim to continually develop all children's abilities within an integrated programme of speaking and listening, reading and writing. Children will be given opportunities to progress their skills in the use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, that consolidates, reinforces and extends taught literacy skills. The teaching, learning and assessment of English will be consistent across the school to ensure best practice and allow for smooth transitions between year groups and classes.

Children at Griffin Primary School will:

- Learn how to read, starting with the teaching of systematic, synthetic phonics
- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning
- Be encouraged to develop a love of reading and to read for enjoyment
- Develop their ever-growing vocabulary, through an interest in words and their meanings
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing
- Develop a technical vocabulary with understanding of grammatical terminology
- Learn how to apply grammatical terminology in their own writing
- Have the opportunity to write for pleasure; to explore and develop their own ideas

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage (2012).

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

Roles and responsibilities

The subject leaders for the areas of English are:

- Reading - Zoë Mitchell
- Phonics - Tara East and Jade Corlass
- Writing, including grammar and punctuation - James Storr
- Spelling and Handwriting – Zoë Mitchell

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English provision across the school to include: lesson observations, book scrutiny, learning walks, pupil interviews
- Pupil progress meetings
- Analysis of data
- Curriculum coverage
- Leading moderation of work
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Leading CPD
- Regular meetings with other English co-ordinators
- Purchasing and organising resources
- Keeping up to date with recent English developments and disseminating to staff
- Termly meetings with the link Governor for English

Planning

The long-term plans for writing and reading are completed by the subject leaders and reviewed by staff annually. Medium-term plans are completed in year group teams and teachers plan English from these.

Phonics long-term and medium-term plans follow the Letters and Sounds teaching sequence and identifies matched phonically decodable texts.

PHONICS

Letters and Sounds

At Griffin Primary School, we follow the principle and practises of Letters and Sounds across EYFS, Key Stage 1 and for those children who require phonics teaching in Key Stage 2. Our principal aim is to develop children's phonological awareness, ability to decode, segment and blend words and read tricky words on sight; to become fluent readers.

Teaching of phonics at all levels should include:

- Teacher and Teaching Assistant exposition
- Whole class, group and individual work
- Tricky word and High Frequency word (HFW) vocabulary
- Opportunity to read and write all 44 graphemes

Aims

- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.

- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To give children strategies that will enable them to become fluent readers and confident writers.

These aims will be delivered by:

- Following the teaching sequence set out in Letters and Sounds.
- Quality daily phonics lessons that last at least twenty minutes.
- Careful differentiation for all ability groups, addressing the needs of children with special educational needs, including gifted children, based on ongoing formative assessment and teacher judgement.
- Use of Griffin's Long-Term Plan (LTP) to support the sequence and delivery of lessons
- Phonics lessons delivered consistently and at a brisk pace, that keep children engaged and focused.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.
- Providing children with a home/school reading book which matches or consolidates what children are learning in phonics.

Phonics Planning

The teaching of phonics is planned to follow the format that includes the revisit/review, teach, apply and assessment sections as recommended by the Letters and Sounds document.

All EYFS and Key Stage 1 classes are split into differentiated groups for daily phonics sessions. Phonics planning has been devised to follow Griffin's Long-Term Plan, which sets out the Letters and Sounds sequence; this is located centrally and is available to all staff.

Early Years

In the EYFS, high quality phonics sessions are taught daily. Phase one is taught throughout nursery and concentrates on developing children's speaking and listening skills; this lays the foundations for phase two, where children are first introduced to grapheme, phoneme correspondences. From phase two, phonics teaching follows the same structure as phonics lessons in Key Stage 1 and 2 and children are organised into differentiated ability groups.

During continuous provision, children have the opportunity to apply their phonic skills in the writing area and access phonics games through ICT.

Key Stage 1

Phonics continues to be taught daily in Key Stage 1. The children are organised into differentiated ability groups to ensure specific needs are met and expectations of achievement are appropriate. As in EYFS, groups are taught using the review, plan,

teach, apply method as suggested in Letters and Sounds to ensure progression and effective high-quality teaching.

Children who need extra support are identified and targeted for intervention strategies.

At Griffin, all children read daily. Children have access to a wide range of home/school reading books which are phonetically aligned to Letters and Sounds. Reading books are selected to match or consolidate where the children are working within their phonic phase. The children in Key Stage 1 who did not achieve Early Learning Goal (ELG) at EYFS are identified as 'target readers'.

Phoneme choice mats with tricky words are available to all children throughout the school day to support with spelling choices.

Year 1 Phonics Screening Check

The Phonics Screening Check is a statutory assessment for all children in Year 1. The Phonics Screening Check is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard.

At Griffin, children undertake practise Phonics Screening Checks at regular points in the year. Firstly, this is to ensure familiarity with the format prior to undertaking the actual check. Additionally, this enables teachers to identify gaps and provide appropriate support where required.

Children who do not achieve the threshold at the end of Year 1 receive intervention to develop and improve their phonic decoding skills. These children then retake the Phonics Screening Check during Year 2.

Parents receive a report informing them if their child met the required standard.

Key Stage 2

For those children who did not pass the Phonics Screening Check during Year 1 or 2, or those who have not made the necessary progress through the phases, several strategies are used to support them and ensure progress is made. In the first instance, teachers ensure lessons are differentiated appropriately.

Support is provided in smaller, more focussed groups where necessary and teachers and teaching assistants will target specific children for support during lessons. Resources including word mats, personal flashcards and personal tricky word bookmarks are used daily.

Children are placed into intervention groups which are determined through assessment and gap analysis data. Intervention lessons are structured in the same way as daily phonics lessons and taught by a consistent member of the team.

Classroom Environment

In Reception and Key Stage 1, each classroom has a phoneme choice wall and the relevant tricky words on display; this is located at the front of the classroom for the children to utilise during the school day to support their spelling choices in other lessons.

Griffin's approach to the delivery of phonics is consistent. Each group uses a working wall pouch to display the GPCs and corresponding words and captions each week. This is updated on a Friday ready for the following week.

Assessment

It is the role of the class teacher to track children's progress and ensure they understand progression in their class. This is done through assessment for learning and through half termly phonics phase assessments. Teacher's assessment of individual children will inform the rate at which their children are able to progress through the phases.

Teachers are responsible for updating their class phonics progress tracker on a **half-termly basis**. Phonics assessments and trackers should be passed on during transition to a new class in order to ensure continuity of progression.

READING

Reading is a valuable, lifelong skill that intersects all areas of the curriculum. We develop our children through independent and guided reading as well as cross-curricular sessions which empower them to find pleasure in reading. To be a successful reader, children need to be able to decode, be fluent and read with expression, have vocabulary knowledge and use inference drawing on prior knowledge which will in turn lead to good comprehension. We use a range of strategies to facilitate this success.

Early reading

The reading offer in Nursery and Reception is wide and varied. Books are available in all areas of provision. Children vote daily for their choice of story promoting reading for pleasure. Puppets enhance the reading offer and link to themes and nursery rhymes. Children are exposed to various genres including fiction, non-fiction, poetry and traditional tales. Adult led activities take place in nursery while in reception children take part in 3 sessions of whole class guided reading per week focussing on predictions, vocabulary and our three question types: Looking, Clue and Thinking. There are many opportunities for children to read to adults and the lowest 20% read every day.

Key texts in Nursery and Reception, covering both fiction and non-fiction, are mapped out over the year according to themes.

Children have access to a wide range of home/school reading books which are broadly or fully aligned to Letters and Sounds. Reading books are selected to match or consolidate where the children are working within their phonic phase. The children in key stage one who did not achieve Early Learning Goal (ELG) at EYFS are identified as 'target readers'.

Guiding reading

At Griffin, a variety of different genres, both fiction (including poetry) and non-fiction, are chosen each term as part of whole-class guiding reading. The medium-term plan for reading maps out reading skills showing progression from Y1-Y6.

Guiding reading follows a 4-day cycle in KS1 as follows:

Day 1 – Read aloud, think aloud – the teacher reads aloud, modelling key skills and thinks aloud at the point of reading to show children how good readers read.

Day 2 – Vocabulary activity – using a range of strategies, children clarify and explore the meaning of words

Day 3 – Children answer comprehension questions based on Looking, Clue and Thinking questions.

Day 4 – Using the Medium-Term Plan for reading, teachers model the reading skill. Children then independently apply the skill in the same lesson to a different piece of text.

Guiding reading follows a 5-day cycle in KS2 as follows:

Monday – Read aloud, think aloud – the teacher reads aloud, modelling key skills and thinks aloud at the point of reading to show children how good readers read.

Tuesday – Vocabulary activity – using a range of strategies, children clarify and explore the meaning of words

Wednesday – Children answer comprehension questions based on Looking, Clue and Thinking questions.

Thursday – Using the Medium-Term Plan for reading, teachers model the reading skill

Friday – Children independently apply the skill modelled on the previous day

Home reading and reading records

Home reading books are given at the children's reading level with some at the level below to develop fluency or because they have chosen that book as they enjoy it. Children will have regular opportunities to change their reading books. Children can choose their own books, to promote enjoyment and free choice but guidance will be given if needed. Parents, children and class teachers will use the reading records to communicate about the pupils reading.

We use the Book Band approach for our home reading scheme. We also have access to hundreds of online books through Bug Club that can be accessed both at school and at home by our children. We encourage children to select their own books from the class libraries and welcome suggestions regarding the texts they would like to read in future; an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum.

Other reading opportunities

Reading for Pleasure forms part of our weekly timetables. This is a chance for children to choose books for themselves while recommending books to their peers. This supports love of reading and reading stamina. Story time also features on timetables

in which teachers read aloud to children; this may be their class read, a child's recommendation or a text taken from our Fantastic Fiction collection.

Assessment of reading

Children are continually assessed in reading at school and this is documented on OTrack using the following:

- Responses in Guiding Reading support teacher assessment.
- Fluency assessments take place 3 times a year to assess children's word reading skills
- Bug Club quizzes are monitored by class teachers
- PM Benchmarking is used where necessary and carried out by the reading leader
- Year 2 and Year 6 complete the statutory end of key stage tests each year

Assessment is moderated by the subject co-ordinators as per the monitoring timetable and moderations take place between Venn schools each year.

WRITING

Our aim at Griffin Primary School is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged.

Children in both Key Stages are given daily opportunities to write in a range of genres and contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions and share their work with others. Our long-term planning for English covers the range of text types set out in the National Curriculum (2014), ensuring a breadth of coverage, often linking to foundation subjects, through tailored opportunities. Throughout the school, teachers use our lesson structure cycle to plan from.

Writing sequence

This begins with the children becoming familiar with the text, picking out key features including genre and specific vocabulary, figurative language, punctuation, and grammatical devices. From this, teachers plan specific grammar and punctuation lessons, which allow all children to explore, experiment and discuss grammar and punctuation, through gamified, dramatised, and contextualised tasks through a variety of meaningful activities. Following on from this, children plan and generate ideas for their writing, through a variety of different avenues.

Once this is complete, children and teacher will create a shared write as a class with a focus on features from WAGOLL, plan and the grammar and punctuation elements. During the same session, children then apply the skills they have practised and looked at from the shared draft. In KS1, children and teacher apply the skills together to create a shared redraft of children's work. In KS2 children then apply the skills they have practised and looked at from the shared draft.

These skills are then applied into a final piece of writing, where children from both Key Stages are then given the chance to independently write, using the focused areas (previous day's work). Following on from this, children are given the opportunity to edit and improve. Children share their work with the class.

Working walls

Working walls for English are in each classroom. They are used throughout the process for children to refer to always when planning and writing their independent writing.

Assessment of Writing

Children's writing is assessed by class teachers at the end of each unit. This is documented using the writing standards (KPIs) in the front of books and used to inform termly teacher assessment which is recorded on OTrack.

Book scrutinies are carried out as per the monitoring timetable to assure the assessment judgements are accurate. Writing moderation takes place each term with the teaching team and with Venn schools annually. Subject co-ordinators attend network meetings where samples of work are assessed.

HANDWRITING

As a school, we have developed our own handwriting scheme to help children develop fluent, clear and legible handwriting. Letter and number formation is displayed in every classroom. Key vocabulary in classrooms and wording for displays around school use sentence strips so that children see consistent handwriting on their journey through school.

Handwriting is taught in Year 1 and Year 2 with some teaching in Year 3. Joined handwriting is expected from Year 2 (greater depth) Secure joins will be evident in Year 4-Year 6; interventions take place where necessary.

SPELLING

In EYFS and Year 1, our pupils follow a high-quality, systematic programme of phonics teaching following Letters and Sounds (DfE 2007). We encourage all of our pupils to apply their phonic knowledge when spelling. By the end of Year 1, it is our expectation that most of our pupils will be secure at spelling Phase 5 words. Any pupils who are not secure are closely monitored and given additional support where appropriate in Year 2. Teachers follow the phonics long term plan, to ensure coverage and pace. Common Exception Words are taught through English lessons.

In Years 2-6, spelling is taught using the spelling long term plan. Weekly spellings are displayed in the classroom with the appropriate rule. Spellings are tested weekly.

SPEAKING AND LISTENING

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

In order to promote high quality speaking and listening, teachers adopt roles that involve:

- modelling dialogue, e.g. turn taking, offering opinions and inviting response;
- modelling listening, e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others;
- modelling values, e.g. encouraging the participation of retiring or reticent pupils, praising those who display sensitivity;
- modelling participation, e.g. recognising the value of being seen as a learner alongside the pupils;
- providing a wide range of contexts for speaking and listening;
- supporting the pupils by providing clear structures for tasks which require the pupils to learn through talk;
- sharing roles with the pupils, e.g. as questioner, the 'expert' on a particular topic.

Pupils in Reception are taking part in the Nuffield Early Language Intervention (NELI). This is a 20-week programme proven to help young children overcome language difficulties and to improve spoken language ability. It is targeted at children with relatively poor spoken language skills and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.

Pupils take part in three 30-minute sessions per week in groups of 4-6 children during the Spring and Summer terms (20 weeks). They also attend an additional two 15-minute individual sessions per week.

The children are assessed at the start of the programme using the language screen assessment and then reassessed at the end of the 20-week programme to see how much their language acquisition has improved.

Griffin Primary School, along with other Venn schools, is part of an academy wide oracy project in partnership with Oracy Cambridge. This aims to develop language skills, effective talk, group talk and presentational speaking. Oracy will be taught and embedded in teaching leading to effective classroom dialogue.

Cross curricular opportunities

Teachers plan carefully for children to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with opportunities for cross curricular writing.

Inclusion

The needs of all children are considered carefully when planning and teaching English at Griffin Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English in liaison with the SENCO.

When pupils are working significantly below their peers, we assess their understanding using the Standards documents. These show where pupils need to go next in their reading and writing journey to narrow the gap between themselves and their peers. Pupils will work on content from previous year groups to close gaps.

More-able and talented children are identified, and suitable learning challenges are provided.

SMSC

Through English, we will promote

Children's spiritual development by;

- Providing opportunities for children to explore feelings and emotions through role play, storytelling, responding to different texts and communicating their attitudes and beliefs in class discussions and debates.

Children's moral development by;

- Providing opportunities for pupils to research and explore a broad range of views and the reasons for these views.
- Children will form their own opinions on these views and use their speaking and listening skills to respond, either challenging or demonstrating their support for them.
- Asking open-ended questions that require children to consider their moral standpoint and discuss these views with their peers.

Children's social development by;

- Teaching the essential lifelong skills of reading, writing and communication that will allow them to actively take part in a culturally diverse society.
- Providing opportunities to engage in exploration, problem solving and decision making when completing English-based tasks.
- Providing opportunities for children to develop the skills necessary to participate as contributing members of a group.
- Delivering the English curriculum in a way that allows the children to develop their creativity and raise their self-esteem.

Children's cultural development by;

- Focusing on traditional texts, texts from other cultures, and exploring the wider community, city, country and world through research.

- Providing the opportunities for the children to reach out through social media to the wider community.
- Providing opportunities to perform to parent/carers and the wider community.
- Celebrating children's success in English.

This policy will be reviewed every two years.