



# ENGLISH POLICY

## **School Mission Statement**

At Garstang Community Primary School we treasure each and every one of our pupils. We create inspirational learning opportunities in a vibrant, supportive environment in which our pupils grow together and are excited about their future in an ever changing world.

## **Aims**

- We recognise the individuality of each of our pupils and nurture them emotionally, socially, spiritually, morally and culturally.
- We create inspirational learning opportunities within an exciting curriculum which equips our pupils with the skills and knowledge needed to be successful in a dynamic world.
- Our pupils become enterprising, inquisitive young people with high expectations of themselves and a lifelong love of learning.
- We develop strong partnerships with parents, creating an atmosphere of mutual trust, and working together to provide the very best for our pupils.
- We create opportunities for our pupils to be active participants in the local and global communities and to develop an understanding of their place in the world.

Policy created: September 2016

| Date reviewed | Changes made  | Signed |
|---------------|---|--------|
| July 2017     | Full review   | ST     |
| October 2019  | Full review. New interventions added, guided reading update, writing update | SN     |
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## English Curriculum Policy

At Garstang Community Primary School we recognise that achievement in reading and writing in the primary phase plays a huge part in the future life chances of our pupils. The English language enables us to learn, acquire knowledge and gives us the tools to think for ourselves and be creative. It provides us with the ability to communicate our ideas and emotions, and allows us to understand the ideas and emotions of others. Furthermore, English enables us to experience other cultures, countries and periods of time, allowing us to enter new worlds and extend our immediate experience.

At Garstang Community Primary School, we place a strong emphasis on reading and writing for pleasure and are committed to nurturing a love of literature. We believe that the study of English should be a source of delight and fascination. Our English curriculum provides intellectual challenges for our pupils and creates excitement through the discovery of our language's patterns, structures and origins. By responding to a wide range of literature, our pupils learn what it means to be human. They learn about human hopes, fears, dreams and achievements.

### Introduction

*“English has a pre-eminent place in education and society. A high-quality education in English will teach pupils to write and speak fluently so they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables pupils to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (The National Curriculum in England, DfE, 2014)*

### English Teaching at Garstang Community Primary School

We enable our pupils to develop their knowledge, skills and understanding of English within a rich, integrated programme of speaking, listening, reading and writing. First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose.

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Our children learn to:

- speak clearly and audibly with a distinct purpose and consideration of their audience
- listen carefully to others, identifying key points and views
- express their opinions clearly and listen to the opinions of others, challenging views with sensitivity when participating in formal presentations, discussions and debates
- use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- enjoy listening to and sharing stories, developing a love of books, and reading widely for pleasure
- build a repertoire of known traditional stories and poetry, appreciating our rich literary heritage
- have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- write with confidence and creativity, while developing the skills to self-edit, correct and improve
- be curious about the grammatical structures of the English language, using their grammatical knowledge to support their writing through thematic, topic-based work
- understand a range of fiction genres and non-fiction text types, enabling them to write in a variety of styles and forms appropriate to the context
- be imaginative, creative and challenge themselves

### Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

### Governing Body

Regular reports on the progress of our English curriculum are made to the Governing Body via the Link Governor, through the English Curriculum policy and through presentations to the Curriculum Committee. This policy is reviewed every year, and in light of statutory changes to the National Curriculum.

### Linked Policies

The GCP English Curriculum Policy is to be read alongside the following policies:

- The GCP Phonics Policy
- The GCP Handwriting Policy
- The GCP Spelling Policy

### Early Years and Foundation Stage

Our pupils are given opportunities to:

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- experience a rich language environment;
- express themselves and to speak and listen in a range of contexts;
- participate in *Talk for Writing* activities, developing their repertoire of traditional stories and rhymes and thus becoming increasingly familiar with the patterns of the English language;
- link sounds and letters and begin to read and write;
- experience a wide range of reading materials including books, poetry and other written material to ignite their interest and develop a love of books;
- participate in a wide range of fun activities to develop their fine and gross motor skills
- develop a good pencil grip and learn to form letters accurately in line with our school handwriting policy
- to write with purpose and for enjoyment throughout the curriculum

Pupils in EYFS are taught to write formally through group and whole class activities. Teachers in EYFS create engaging writing opportunities for our pupils to write during Continuous Provision activities.

### Key Stage One

Our pupils:

- continue to participate in enriching and engaging speaking and listening activities, learning to speak confidently and listen to what others have to say
- further develop their repertoire of known stories and rhymes through *Talk for Writing*
- continue to build and consolidate their phonic knowledge and understanding, blending sounds for reading and segmenting for spelling
- are encouraged to choose and explore a wide range of exciting and engaging books as well as sharing and discussing books with their friends and adults
- read with greater understanding, independence and personal enjoyment
- explore the grammatical patterns and structures of the English language
- have secured a comfortable pencil grip, know how to form all letters accurately and are beginning to learn how to join
- write at greater length, with increasing independence in a wider range of contexts

### Key Stage Two

Our pupils:

- participate in discussion and debate, presenting ideas clearly, listening to and sensitively challenging the views of others
- adapt the way they speak to suit different situations, purpose and audiences
- may participate in shared *Talk for Writing* activities in order to further develop and consolidate the patterns of the English language from word-, to sentence-, to text level
- engage in varied writing opportunities in response to thematic books
- continue to apply their phonic knowledge for spelling

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- use other knowledge of spellings (such as morphology and etymology) to learn to spell common words correctly, using their knowledge of spelling patterns to spell unfamiliar words by the end of the Key Stage
- take great pleasure in their reading, read with greater independence and develop a healthy, regular reading habit
- are encouraged to access a rich diet of reading materials including fiction, poetry, non-fiction and electronic texts; participating in purposeful discussion, debate and responding to texts in a variety of ways, including using a reading journal
- become increasingly confident in their understanding and knowledge of the conventions of English grammar and punctuation, using their understanding to take greater control of their own compositions
- learn to handwrite fluently, at speed, using a semi-cursive script (in line with our school Handwriting Policy)
- write effectively for an increasingly wide range of contexts, becoming more independent, creative and showing a greater consideration for their audience and purpose

### Subject Organisation

Our English curriculum is organised and delivered in line with the NC Programmes of Study. Early Learning Goals are followed in EYFS to ensure continuity and progression from the Foundation Stage through to the National Curriculum. In Key Stages 1 and 2, all of our pupils participate in a daily English lesson in addition to discrete units of teaching and learning for phonics, reading comprehension, handwriting and spelling.

Our curriculum planning map ensures that our pupils are introduced to a wide variety of high-quality texts at an appropriate level, gain knowledge and understanding of a broad repertoire of types of writing and that progression is made across our key stages. Class teachers plan individual units of work using age related learning objectives from the National Curriculum (found in our Key Learning Documents), making strong cross-curricular links in order to create real and meaningful purposes for writing.

Class teachers are encouraged to research and trial new methods for teaching English and/or new texts in their year group in discussion and agreement with the English Subject Leader.

### Speaking and Listening

We strongly believe that the ability to speak and listen is fundamental to pupils' language, learning and social development. Speaking and listening are essential tools for all areas of the curriculum, as talk underpins learning and thinking. At Garstang Community Primary School, we provide our pupils with many, varied contexts for talk across the curriculum. We look for and create opportunities to explicitly teach the skills of speaking and listening. All our pupils develop their knowledge, skills and understanding of speaking and listening through group discussion, debate, presentation, paired and group interactions and drama. Speaking and listening is used as a tool to assess our pupils' understanding in all areas of the curriculum and to enable our pupils to share their thinking and learning together.

*Talk for Writing*, an approach developed by educationalist Pie Corbett, is used alongside other approaches to support our pupils' development in writing.

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### Teaching Phonics

Please see separate Phonics Policy

### Teaching and Learning in Reading

Reading is a central part of our culture at Garstang Community Primary School and we work hard to nurture a love of reading amongst our pupils. Our pupils are given wide ranging opportunities to participate in enjoyable independent, shared and group reading activities, using high-quality texts, throughout many points of the school day.

As well as daily phonics, class teachers plan and deliver regular guided reading sessions in EYFS and KS1. In EYFS, all pupils read with an adult once per week and as they progress through their reading, also begin to participate in guided group sessions. In Key Stage 1, pupils continue on this journey, participating in guided reading sessions each week. Sessions are led by either the teacher or TA, with a focus on word reading, ensuring that our pupils apply their phonic skills when reading texts and reading comprehension. Sessions may involve a reading journal task.

All pupils in Key Stage 2 participate in shared and independent reading activities at least 4 times a week during our 30-minute Reading Workshops. In these sessions, pupils are organised into groups of between 5 and 8 pupils, all of whom are reading at the same level. Reading Workshop sessions are planned and delivered around age and skill appropriate, high quality texts that allow children to experience a wide variety of literature including poetry, picture books and a range of fiction and non-fiction. Over a period of one week, every group participates in a group guided reading activity with a teacher or TA, using time on other days to prepare for their guided reading, complete a follow-up task, visit our school library and develop their own reading preferences during ‘free choice reading’. The purpose of the Reading Workshop is two-fold. Firstly, to create opportunities for our Key Stage 2 pupils to develop higher-order reading comprehension skills, and secondly, to create opportunities for our pupils to explore, enjoy, share and celebrate their reading.

### The Role of the Adult in Reading

The role of the adult whether leading a guided reading session or reading 1:1 with a pupil is to create a sense of excitement about the book to be read. In addition, adults support pupils in applying their phonic skills, ensuring that pupils understand that they learn phonics so that they can read and write.

A reading session in EYFS or KS1 might follow a structure as outlined below:

1. Discuss the book cover and create a sense of excitement/anticipation
2. Phonic warm up (recap two or three key phonemes that will appear in the book)
3. Word warm up (on a whiteboard, look at two or three key words using sound buttons)
4. Discuss one key question linked to the events in the book
5. Give pupils time to independently read as much as possible during the session
6. Encourage pupils to apply their phonic skills and to read ‘smoothly’
7. Discuss the key question

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### 8. Return to and address any miscues

In EYFS and Key Stage 1, pupils follow our book-banded reading scheme. Our banded books are drawn from a range of published schemes and we look to continually update and improve our provision to make sure it is inline with the phonic phases being taught. Parents are encouraged to read with their children daily and record their observations and comments in their child's Reading Diary, provided by the school. This is monitored carefully by class teachers. At the beginning of the year in EYFS, pupils take home one book which is changed twice per week. By then end of EYFS and throughout the rest of Key Stage 1, pupils are given two books to read, twice per week. This ensures that our pupils are given regular practice and make rapid progress through the reading stages.

By the beginning of Key Stage 2, the vast majority of our pupils have completed our Key Stage 1 reading scheme and move on to our Year 3 reading programme. In Year 3 pupils are supported as they are given access to a carefully chosen range of free-choice reading materials. Initially, pupils are supported in their choices, and reading in Year 3 is closely monitored to ensure that pupils continue to make progress. As many of the books take longer to read, pupils in Key Stage 2 may change their books when they are ready and greater responsibility for taking home a new book is passed to the child. We continue to encourage parents to read with their children daily and record this in the reading diary. Again, pupils' home reading is monitored carefully and where we feel a child is not reading enough, or their reading diet is too narrow, we speak to parents and discuss ways to support their child's reading progress.

Pupils who do not complete all stages of the KS1 reading scheme by the beginning of Year 3 continue to work through the KS1 reading scheme. When this occurs, we take care to ensure that reading materials are appropriately matched to each child's interest. If a child hasn't completed the KS1 reading scheme by the beginning of Year 4, we support their reading progression by providing them with some high interest, lower ability reading material, by reading daily with them in school and providing them with access to intervention programmes for example, Nessy Reading and Spelling and Toe by Toe.

For pupils throughout our school who are working below age-related expectations, additional reading programmes are put in place quickly to enable those pupils to catch up. At Garstang Community Primary School, we strongly believe that our pupils should be provided with high-quality, up-to-date, relevant and inspirational reading material. As such, we have an ongoing programme of investment in our reading resources for guided reading, cross curricular reading and in our school library. We currently subscribe to the School Library Service for project loans and long term loans. In addition, we run an annual book fair and will continue to look for opportunities to fund the ongoing replacement of our book stock. We take great pride in our school library and strive to ensure our library is an inspirational space where our pupils want to visit to enjoy reading.

We never underestimate the value of sharing stories with and reading to pupils and every teacher makes time within the school day to read to or tell stories to their class. This may be through oral storytelling, the sharing of picture books, poetry or through a longer class novel.

### Approaches to Spelling

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Please see separate Spelling Policy

### Approaches to Writing

We aim to develop an enjoyment of writing by providing our pupils with rich, purposeful cross-curricular writing tasks, making full use of ICT opportunities when appropriate. In EYFS, Key Stage 1 and Lower Key Stage 2, one of the main approaches to teaching writing are through *Talk for Writing* and through thematic, book/text/film-based units of teaching. In Upper Key Stage 2, pupils continue to have opportunities to read, explore and analyse and write in a wide range of fiction genres, non-fiction text types, poetry and film units.

### Talk for Writing

*Talk for Writing* is an approach to teaching writing developed by educationalist, Pie Corbett. This approach is particularly useful when teaching key language and structural features of a particular genre of writing. Children orally imitate the key language they need for a particular topic before reading and analysing texts. The aim is that children internalise vocabulary and language structures, therefore improving the quality of their writing. Teachers create fun activities that enable our pupils rehearse and learn a range of texts, by heart, using 'Text Maps' to support the process.

Once pupils become familiar with the 'tune' of a particular text type, teachers create opportunities for them to analyse the chosen text in detail. Pupils are given opportunities to look for key word and vocabulary features, paragraph structures and important sentence and punctuation types.

By this point, pupils are ready to write their own versions of a text type. Our teachers model the entire writing process as follows:

- Gathering of information, generating ideas and content
- Shared planning, focusing on the paragraph structure of the given form
- Modelled and shared writing to teach pupils how to craft their writing and engage with their audience

Over time, children build up a bank of stories, text structures and language patterns to use independently. Our pupils are encouraged to make careful and adventurous vocabulary choices and to apply their sentence grammar and punctuation skills. The focus is always to create an impact on the reader.

Talk for Writing summarized:

- Pupils learn a text by heart using text maps and actions;
- They have opportunities to explore the meaning of a text, its purpose and its audience;
- analyse the text looking at key word, sentence and structural features;
- They learn how to plan and write their own versions by watching their teachers model the writing process;
- The process is repeated as pupils move from imitation, to innovation and finally to independent application of their newly acquired skills

By Years 5 and 6, our pupils are sufficiently able to read and analyse texts without needing the 'learning by heart' stage of the process. Nevertheless, we strongly believe that our



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pupils should have many opportunities to take part in rich discussion about texts and should develop the language that makes writing enjoyable and effective for its purpose.

### Thematic, book/text/film-based approaches

Thematic, book/text/film-based units of teaching enable teachers to make strong links across the curriculum using inspiring stimuli that spark our pupils' imagination. Pupils are given many opportunities to write at length for different purposes.

Our curriculum is based on high-quality, age appropriate books, texts or films covering a wide range of fiction, non-fiction and poetry. Through these units, pupils have many opportunities to write in a variety of different genres and for different purposes. A writing curriculum map is attached in Appendix A. In order to build a progression of skills, teachers plan from our Key Learning documents that set out what pupils should know by the end of each year. These can be found on the Staff One Drive and have been adapted from the Lancashire County Council Key Learning Documents and National Curriculum to meet the needs of our pupils. Pupils also revisit text types during their primary school education. We also create opportunities for our pupils to apply their learning outside of their English lessons, writing for purpose in other subjects and across the curriculum. For example, in Year 3 children may learn how to write instructions through *Talk for Writing* in their English lessons. Later in the year, they have the opportunity to use their learning to independently write instructions relevant to their Stone Age history topic.

In addition, pupils are encouraged to take part in a range of writing competitions, for example Wicked Young Writers, where pupils have an opportunity to write creatively on a subject they are interested in. These opportunities enable children to use the skills they have learnt in school and apply them independently to their own creative writing. Time within lessons is provided to allow children to discuss, orally rehearse and edit their writing before they complete their work.

### Teaching Grammar and Punctuation

The teaching of the conventions of grammar and punctuation is embedded within our daily teaching of reading and writing as well as through discrete lessons where necessary. We provide our pupils with a balance of engaging, active learning opportunities where they are introduced to grammar and punctuation rules through games and puzzles. Pupils then have further opportunities to consolidate their learning through analysis of the impact of grammar and punctuation during reading and writing activities.

### Marking and Feedback for Writing

Marking and feedback is in line with the school Marking and Feedback Policy.

### Inclusion

All of our pupils are provided with equal access to our English curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Where pupils have fallen behind their peers and cannot access age

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related content, class teachers will differentiate the curriculum to ensure those pupils are able to progress, succeed and catch up.

Rigorous, ongoing assessment for learning ensures that teaching and learning activities are aimed at the point at which these pupils can develop their understanding and skills. Pupils may be scaffolded through the provision of differentiated activities, carefully levelled reading materials, support from a TA, through the use of word-banks and place mats, differentiated success criteria and by differentiated expectations of outcomes during open ended tasks.

Our assessments enable us to quickly identify individuals or groups of pupils who are working below age related expectations. Steps are immediately identified to improve the attainment and progress of these pupils. Our current suite of intervention programmes includes:

- Talk Boost (in EYFS)
- Early Literacy Support (Years 1 & 2)
- Bounce Back Phonics
- Rapid Phonics
- Fast Track Phonics
- Small group phonics
- IDL (Dyslexia, spelling, reading)
- Nesy Reading and Spelling
- Teach Your Monster to Read
- Read Theory
- Daily 1:1 readers programme
- Reading buddies
- Fast Forward Grammar
- Toe by Toe
- Spelling Shed
- Small group spelling

### Approaches to Handwriting

See separate Handwriting Policy

### Presentation of Written Work

In all pupils' written work we expect to see:

From Y1 onwards:

- Date, title (or learning objective) underlined
- Correct use of full-stops, capital letters and question marks (in addition to other age appropriate punctuation)
- Neat, joined handwriting (in line with our Handwriting Policy)
- Correct spelling of common, non-decodable words (tricky words)
- Application of age-appropriate vocabulary, conjunctions and punctuation
- Careful use of line-guides or lines
- If a child wishes to change parts of their written work, whether a single word or larger section of text, this should be crossed out using a single, ruled pencil line. We do not use rubbers in written work.

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Work drafted in exercise books should be completed using pencil unless the pupil has gained a Pen Licence or is in Year 6 where blue pens are used as standard. Published work for presentation may be done using handwriting pen from Year 3 onwards if the child is able to work at the age-related standard for handwriting.

### Parental Involvement

We recognise and appreciate the huge part that parents play in their child's progress in English, especially reading. It is at home that a child's love of reading is ignited. When parents read with their children, the child develops a broader vocabulary, a wider knowledge of the world around them and a deeper understanding of other people and cultures. Children who read for pleasure are exposed to a wealth of characters, worlds, events and phenomena. It is well documented that reading for pleasure has a huge impact on a child's future development and achievement. We strongly encourage all of our parents to read daily with their children.

Regular communication with parents, especially in relation to reading and spelling, is essential. In addition to our procedures for termly reporting, parents are kept informed of their child's progress in reading through the use of an individual reading record, which follows each child from school to home each day. Should we have any concerns about a child's progress in reading, or any area of the English Curriculum, we speak to parents at the earliest opportunity to discuss how their child might best be supported.

The parent's role in supporting their child's progress in reading and spelling is a key focus of our annual Curriculum meetings. Additionally, over a period of time, we deliver parental information workshops on the subjects of reading, phonics and GPS.

### Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in English through monitoring, evaluation and by developing a strategic vision for the future.

Activities to be regularly undertaken by the subject leader include:

- monitoring and analysis of pupil work samples, teacher's plans and lesson observations
- analysis of data, both internally tracked and nationally published
- auditing, evaluating and monitoring CPD and its impact
- purchasing resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments
- managing our school library
- provision of intervention
- monitoring and evaluating the quality and effectiveness of the learning environment
- reporting to the school's Governing Body

### Assessment in English

Assessments of our pupils' performance in English is in line with our school's Assessment Policy. Teacher Assessments are made against the age-related expectations as set out in

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the 2014 National Curriculum using a combination of pupils' responses during lessons and from their written work. Published tests are used to support our teacher assessments. End of EYFS and Key Stage Assessments are made in line with statutory frameworks.

### Other Linked Policies

This policy should be read alongside other school policies including:

- Teaching and learning policy
- Assessment, marking and feedback policy
- SEND policy
- Computing policy
- Equal opportunities policy
- Acceptable use policy