



# St. Luke's Church of England Aided Primary School

## English Policy

### Persons Responsible:

**Reading Leader** – Miss N. Holding

**Writing Leader** – Miss L. Dinardo

**English Team** – Mrs J. Attwood, Mrs E. Barnard, Mrs K. Klosowicz and Mrs H. Patel

**Review Date: October 2016**

### Rationale

English unites the important core skills of reading, writing, speaking and listening and enhances the ability to use and understand both oral and written language to communicate. The development of English skills enables young people to access the whole curriculum and good communication skills improve future life chances. English is essential to close the gap between the advantaged and disadvantaged, as concluded in research carried out by the National Literacy Trust (2008) which states:

"This research presents overwhelming evidence that literacy has a significant relationship with a person's happiness and success. It gives a clear indication of the dangers of poor literacy and also the benefits of improving literacy for the individual, the community, the workforce and the nation<sup>1</sup>."

At St. Luke's therefore, which is in an area of significant social and economic deprivation, we believe it is the right of every child to develop key skills in English in order to enable them to succeed in later life. There is also a large proportion of children with English as an Additional Language in school and so it is important to us to value the development of language skills as the key to success in other areas of the curriculum.

We believe that systematic phonic teaching creates the foundation for developing these key skills, as concluded in the Rose Report (2006) and related publications:

"High-quality phonic teaching...secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically freeing them to concentrate on the meaning of the text.<sup>2</sup>"

### Aims, Objectives and Expectations

At St. Luke's we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils are given opportunities to use and apply their abilities across the curriculum, with many opportunities to consolidate and reinforce taught English skills.

We aim through our English teaching to enable children to:

**By the end of YN:** The majority of children to recognise their name; use and understand complex sentences; use a sentence to explain mark making and understand simple concepts.

**By the end of YR:** achieve national expected standards in Reading and Writing. In reading, children to be working on Green/Purple RML which is working within Phase 3+ in Phonics. (*Knows that print carries meaning and knows how to handle books, recognises familiar signs and labels and hears and says initial sounds in words, links sounds to letters, naming and sounding the letters of the alphabet and can blend CVC words*). In writing, children to use the ditty to write graphemes, to be able to use fred fingers to support spelling and simple sentences to represent sounds (*represents initial sounds when writing, ascribes meaning to marks they make, can segment CVC words and use appropriate letters, writes for different purposes*).

**By the end of KS1:** achieve age related expectations (ARE) in Reading and Writing by the end of Year 2. (*Reading is divided into word reading and comprehension with 4 key elements: comprehension, passion for reading, author's language, viewpoint and effect and responding to text. Writing is divided into key areas; transcription, handwriting, composition and vocabulary, grammar and punctuation*).

**By the end of KS2:** achieve age related expectations (ARE) in Reading and Writing in Year 6. (*Reading is divided into word reading and comprehension with 4 key elements: comprehension, passion for reading, author's language, viewpoint and effect and responding to text. Writing is divided into key areas; transcription, handwriting, composition and vocabulary, grammar and punctuation. Pupils should use Standard English when communicating in an increasing range of contexts. In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader*).

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## Progression

At St. Luke's we deliver Phase 1 Letters and Sounds provision in Nursery, early use of games and oral activities helps the children to hear and repeat a variety of phonemes before being introduced to the Ruth Miskin Literacy Programme (Read Write Inc.) when they are ready. The children continue the Ruth Miskin Literacy Programme through to Reception. Children are expected to reach Green/Purple level by the end of Reception and to be able to read these books fluently. The 44 most common graphemes of the English language are introduced gradually to enable the children to build up their phonic skills from day to day. In Phases 2-5, we then gradually introduce new graphemes and alternatives, in accordance with the Read Write Inc.

The children are assessed regularly according to their phonic ability and are regrouped as necessary and placed in an appropriate ability group. All children have story time on a Friday for 10 minutes in order to hear a text linked to the following week's book. In Ruth Miskin Literacy children have spelling homework on a Monday to practise daily, a reading task on a Tuesday and a short writing task on a Wednesday. From Yellow Book to Grey Books children complete a Big Write activity each week linked to the text they have been reading and each week are awarded a prize for a Big Write Winner. Children are expected to reach Blue RML by the end of Year 1 (reading books at a fluent speed of 90 words a minute).

English lessons from Year 2 onwards follow Primary National Curriculum objectives. A structure for the weekly pattern of lessons has been put in place to complement the rigorous structure of the Read Write Inc. scheme. Lessons generally follow the following sequence:

- Monday: children are introduced to the text and the focus is Reading. The WillBBA (We will be better at) for Monday's lessons is to be a 'Reading Detective'
- Tuesday: children are developing their Spelling, Punctuation and Grammar skills, and the children are known as 'Spagologists'
- Wednesday: Children are being 'Sentence Stylers' as the focus of the lesson is based upon sentence types. Children have the opportunity to build a varied and rich vocabulary and increase their knowledge of a range of sentence structures
- Thursday: Children are being 'Literal Masterminds' as they plan and prepare for their 'Big Write' activity. This builds upon the skills that they have been introduced to throughout the week
- Friday: This is 'Authors' day. Children are asked to produce a final product which links to the week's theme. This can be written, presented, videoed, performed, etc

Teachers mark to the ARE secure targets and an 'Author of the Week' is chosen from each class and awarded a book prize.

Short homework tasks are given each day (Monday - reading, Tuesday - spellings, Wednesday – perfect paragraph, Thursday – Handwriting and Friday – Bug Club/reading and optional creative task)

Stop! Reading Time is an additional session to the daily English lesson and lasts for 30 minutes four times a week. It is an opportunity for children to develop a passion for reading, participate in wider reading and develop their comprehension skills. It is taught on a fortnightly basis. One week is a taught comprehension skill week and the second week the children rotate around focused reading different activities. This is achieved through the use of Bug Club programme, comprehension boxes, teacher led activities and independent reading using the wide variety of reading areas across the school. At St Luke's we value the importance of storytelling and sharing short stories, poetry and classic novels with the children, therefore we have incorporated whole class story time into the weekly timetable throughout the school. The children are also encouraged to use the library to develop their passion for reading. In KS1 children access the library once a month during Stop! Reading time sessions and in KS2 they access the library during English sessions.

## Teaching and Learning

Planning is done following the Read Write Inc. Handbook and follows the rigid timetable set out by Ruth Miskin. Each day children are taught a new sound within the speed sound lesson and are constantly reviewing previous sounds taught. Staff selects an appropriate reading objective for the group and a writing objective for the individual child from their target cards. All staff complete two days Read Write Inc. training and lessons are taught or covered, where necessary, by the RWI Manager or trained staff. There is a set scheme for English Lessons and planning is done, using Smart Notebook and shared in One Note.

Medium term planning for English organises learning objectives from the National Curriculum into the focus strands which form the weekly structure (as above, see Progression). Each week learning objectives are chosen for each session to focus teaching and learning. As we set for English by ability across the year groups, most English groups are only working at one ARE and objectives for the lesson are selected according to that year expectation. Where children in a set group are working at different stages, the gap is generally very small and the class teacher chooses the most appropriate objectives for the children's needs. The children study texts in blocks with a balance of fiction, non-fiction focuses and classic texts.

## Inclusion

Children are taught English in ability groupings, with some specialist groups led by SEN support assistants or an EAL teacher. At St. Luke's we value the individual and strive for all children to reach their potential. However, children are not segregated from their peers, as they are based within mixed ability classes for lessons in other areas of the curriculum.

(See also SEN Policy, EAL Policy, Equal Opportunities Policy)

## Learning Environment

All classrooms should have a simple or complex speed sounds chart displayed for reading and separate sounds chart for spelling so that children have access to the graphemes to support them in their reading and writing across the curriculum.

Classrooms where Read Write Inc. is taught should have green words that are new and green words that are old, red words to refer to, and also Speed Sound friezes, or part of the frieze relating to the sounds that are being focused on in lessons currently or recapping. Children are also taught nonsense words to support the Year 1 Phonic Check.

Classrooms where English lessons are taught then they should have a word wall to display words from the RWI spelling programme or new vocabulary for the week linked to their text. (From the RWI spelling scheme orange word lists related to the National Curriculum).

## Monitoring

A whole school programme of monitoring is planned into the schedule for the year to distribute monitoring activities throughout the year and eliminate conflicts of interest. Monitoring is conducted based on data analysis to identify target groups. This group will then receive the following monitoring over a week which is called a triangulation monitoring system: A Learning Walk to monitor English and Read Write Inc. lessons. This will entail spending five to ten minutes in each lesson to get a feel for the delivery of the learning objectives, the response from the children and the impact of the teaching on the learning and progression of the children. There will also be a focus related to the English Action Plan. A book trawl to monitor the standards of pupil's work, marking and feedback and reference to the school's target system. Monitoring of pupil's views will take place in the form of pupil interviews, in collaboration with the Link Governor for English where possible. Finally, there will be monitoring of planning, to maintain a consistency of approach. Staff will be involved with feedback from monitoring which will give them an opportunity to voice their opinions. Staff are requested to complete a questionnaire annually and can request support or training, share good practice and innovative ideas, evaluate the previous year, request resources for the following year etc.

## Assessment

Children working on the phonic programme, Read Write Inc., are assessed, using the formal assessment from the Read Write Inc. Handbook, on a termly basis to ensure that they are grouped appropriately to their phonic skill level. However, assessments are carried out more regularly where necessary if children are either struggling in their group or seemingly finding it not enough of a challenge.

Children who have exited the phonic programme are assessed on a day-to-day basis against the learning objectives and the 'Can I' statements taken from the school's target systems for Writing. The children's writing is also assessed each week, using the secure writing targets for that year group. Reading is assessed during Stop! Reading time sessions, using reading target cards. In reading the children complete a half-termly reading assessment from the Bug Club Programme, Salford Reading tests and Miscue Analysis grids across all year groups. Children in Year 2 and 6 practise formal assessments through completing old SATs papers or similar type questions. The results of these tests, however, are not taken in isolation, teachers use the results to inform their judgements but will use their own Teacher Assessment judgements to level their children's attainment. Formal testing takes place in Years 2 and 6 and results are submitted. Rising Stars SPaG assessments are carried out half termly from years 3 to 6 and results are recorded in the Rising Stars analysis grids.

Moderation weeks have been timetabled into the school yearly staff meetings in order to provide opportunities for staff to gather evidence to corroborate their judgements with their colleagues against AREs to reach shared conclusions. Thus, ensuring conformity of standards, regarding AREs

## Resourcing

English resources are mostly online but some are kept in the cupboard near year 5. Home Reading Books are kept in the reading areas of each classroom. RML and Bug Club resources, are kept in the four locked cupboards on the landing by the staff room, the keys to which can be found in the PPA room. Also, in the PPA room are teachers' resource books and photo-copiable material.

The Library is located in the KS1/ Lower KS2 Multi-Activity Space.

## Appendices

English plans, pupil assessments, programmes of study and all other English resources can be found on the school's learning platform or via the English Support OneNote or Ruth Miskin OneNote.

## Review

Termly reports are made to the governors on the progress of English provision and to our English Governor, Audrey Jones-Ferguson. This policy will be reviewed annually to ensure it is up to date with current practice.

Date:

Signed: