

Springwell
Park

English Policy

2022

At Springwell Park Primary, we believe that the ultimate aim of a high-quality English curriculum is to develop children's ability and their love of reading, writing and spoken language. We pride ourselves on our curriculum being able to successfully deliver this aim due to its rigorous and well organised structure, with high quality texts and progression in mind.

Our curriculum has been carefully planned with the aims of the National Curriculum in mind, with the aims being embedded across our English lessons and the wider curriculum. The children start their journey with us by taking part in our chosen systematic phonics programme (Read Write Inc), where they are able to consolidate their early reading skills through the use of phonetically decodable books closely matched to their phonic ability. For our reading and writing lessons, the high-quality texts at the heart of the curriculum have been selected with progression in mind – by following our extensively researched and carefully planned long term plans, the children encounter a rich diet of quality literature throughout their time at Springwell. Our poetry spine has also been created with progression in mind – and by following our poetry spine, our children encounter high quality literature in addition to their reading and writing lessons, and develop their spoken language.

We strive to instil a love of reading into our children, so reading for pleasure is a huge part of the curriculum. The children will encounter a reading for pleasure text, read by their teacher, every single day. The books chosen will inspire our children and make them reflect. We pride ourselves on our dedication to diversity within texts. Regular assessment at Springwell Park means that the children are constantly receiving the appropriate amount of challenge. Through our assessment, we are able to determine what children need to receive additional support to ensure they are not left behind.

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Springwell Park School we strive for children to be a 'Primary Literate Pupil'
We aim for a child to be able to

- read and write with confidence, fluency, accuracy and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write for a variety of purposes and audiences appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the EYFS Statutory guidance.

In the Foundation Stage (Nursery and Reception), children should be given opportunities to

- speak, listen and represent ideas in their activities.
- use communication, language and literacy in every part of the curriculum.
- become immersed in an environment rich in print and possibilities for communication.
- develop Phase 1 phonic strategies. (Nursery)
- develop phonic strategies for Read Write Inc. set 1 and 2 sounds (Reception)

At Key Stage One children should learn to speak confidently and listen to what others have to say. They should begin to read with fluency and comprehension and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. They will develop their phonic strategies and use them in a variety of contexts.

At Key Stage Two children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. They will develop their strategies for spelling by learning rules and exceptions according to their year group.

Regular reports are made to the governors on the progress of English provision and to our Curriculum Governor. This policy will be reviewed every three years or in the light of changes to legal requirements.

SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary National Strategy framework. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to year group expectations.

At Springwell Park, we use a shared planning format for our weekly planning. It clearly highlights the objectives each day along with the input, child activity and opportunities for the working wall. From foundation stage to the end of key stage 1, pupils are set for phonics to ensure the children are able to reach their full potential. In key stage 2, children follow a spelling programme that follows each year group's expectations.

SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We use our carefully constructed poetry spine to aid with our speaking and listening, whereby our children encounter a range of high-quality poetry with the aim being for the children to be able to recite the poetry by heart.

READING

At Springwell Park, all teaching of reading is fast paced, varied and engaging. It constantly reinforces knowledge to consolidate understanding. The teaching of reading is highly consistent in approach; across groups, classes and the school as a whole. Formative assessment is incorporated into sessions.

Our use of Read Write Inc for our early reading has been successfully implemented into our curriculum. We are committed to creating fluent readers as early as possible. Our children are assessed regularly to ensure they are receiving the correct level of challenge.

A balance between decoding and comprehension is very clear at Springwell Park, from EYFS straight through to Y6. We have a guided reading session in addition to Read Write Inc, starting from EYFS. Reading sessions, with a focus on comprehension, start in our EYFS setting, where they are able to listen to a high-quality text, read by the teacher, before completing comprehension activities in small, adult led groups. The skills that the children learn here set them in good stead for when they start their whole class reading sessions in Y1. Our approach to whole class teaching has been carefully planned to ensure maximum positive impact for our children, with the Friday sessions enabling the children to test their taught skills on an unseen text.

Whole class guided reading - There is a daily reading lesson in every class from Year 1-6. A rich diet of challenging, diverse and inspiring literature has been built across school, with novels forming the main stimulus for whole class reading lessons. Non-fiction extracts, poetry, songs, pictures and videos are to be interspersed throughout (teachers supported with a variety of choices from their year group reading spine – see Appendix 1 for an example page).

In addition to this, we are put a heavy focus on reading for pleasure. At Springwell Park, every class has a 'reading for pleasure' text. This is a book that is not linked to the reading or writing curriculum and is escapism for our children. From this book, the children are able to engage in high quality book talk and also branch out (see appendix).

Years 2 through to Year 6 will structure their whole class reading in the following way:

Year 2 - 6				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading to occur during all sessions in some form (teacher-led, choral, child-led, independent etc).				
Vocabulary to be embedded in all lessons: could be in the form of the first 5 minutes of every lesson in relation to the extract being read that day, or it could be a group of words that are focussed on and explored all week. Teachers are to use their professional judgement as to what is taught each week to suit the learning and progression of their class.				

Below skills to be taught flexibly through the week to ensure curriculum coverage of reading skills/domains. Teachers to ensure a range of skills/domains are covered with extracts/texts used effectively to suit the skill taught. However, the balance of the teaching and learning of reading should be more heavily weighted towards retrieval and interpretation skills.

KS2 content domains:

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

KS1 content domains:

1a	1b	1c	1d	1e
<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>

Stand-alone lesson
(does not have to link to the anchor novel)

Can be stimulus from the reading spine

or
Extracts from 'classics' book.

This is to give the children the opportunity to apply their skills on an unknown text.

Home Reading

All pupils from Reception to Year 6 take home a school reading book. Parents are encouraged to hear their children read on a nightly basis and record it in their communication books. Parents are invited into each year group once a half term to take part in a 'Come Read with Me' session with their child. These sessions provide an opportunity for teaching staff to share activities and model reading with the children to the parents, as well as time for parents to enjoy reading with their child. The pupils who are still accessing phonics take home their phonetically decodable RWI storybook as well as the corresponding book-bag book and a reading for pleasure text.

The pupils who are no longer accessing phonics use reading books from Oxford Reading Tree and Collins Primary for home reading, which are organised within the book band system. Staff use a 'Benchmarking kit' to help secure teacher assessments to ensure pupils are reading at an instructional level.

All pupils from Nursery (when developmentally ready) to Year 6 also have accounts for Reading Planet, an online reading library with low stakes quizzes. All children are assigned books that are at their reading level and in-line with the school book banding system. Children in Reception and Year 1 are assigned books linked to their Read, Write, Inc. phonics stage using the correlation table (see Appendix 2).

CROSS-CURRICULAR READING OPPORTUNITIES

Where possible, rich literature is used as a stimulus and a teaching and learning resource across the curriculum to encourage subject specific language use in all areas of school life. Again, where and when possible, reading and writing novels are linked to other curriculum areas to fully immerse the children in subject specific language. All class libraries have a wide range of subject specific literature, as well as a wealth of resources in the school library.

READING ASSESSMENT

Children's reading is assessed using a variety of resources for teaching staff to triangulate data:

- Children in phonics are assessed half termly through the RWI assessment documents.
- We use Lexplore to provide an analytical view on the child's reading ability.
- Children are benchmarked, which then leads to a more in-depth analysis of their fluency and comprehension skills using the 'Simple View of Reading'. This may highlight specific areas for improvement and will therefore lead to 1-1 intervention support.
- Children will complete termly PIRA reading tests
- On-going formative assessments throughout reading lessons, sometimes in the format of low-stakes quizzes/tests.

SPELLING

Phonics in EYFS

Phonics is taught through Read, Write, Inc. on a daily basis in Nursery and Reception. Children are set in small groups.

Phonics in Year 1

In Year 1, phonics is taught using the Read, Write, Inc. phonics scheme, with all children set in groups. Phonics is taught using fun and engaging activities, ensuring all children succeed. The 30-minute phonics session, which is carried out daily, follows a four-part lesson structure:

1. **Revisit and review**- Children to practise prior learning.
2. **Teach** – Children to learn a new sound or rule.
3. **Practise** – Children are to explore a phonetically decodable book with the taught sounds in.
4. **Apply** – Children to then apply the sound in context of reading or writing words and sentences.

Spelling in Years 2 - 6

From Years 2 – 6, all children participate in a 30-minute spelling session using the Spelling Shed scheme: these sessions happen at least four times a week.

The spelling lessons follow a four-part lesson (the revisit, teach, practise and apply approach using spelling rules and patterns), with the lessons providing opportunities to consolidate and revise grammar and punctuation skills previously taught, with a focus on sentence structure, to reinforce the application of the spellings in context.

WRITING

Emergent writing – In Early Years, our children are given lots of opportunities to develop their mark making and early writing skills. These opportunities are available both indoors and

outdoors. Children are taught writing skills through adult-led activities and are given opportunities to consolidate these skills through their independent learning. The Pie Corbett 'Talk for Writing' model is used to develop pupils understanding and retelling of familiar stories. The children create story maps which they then use to recreate their own stories.

From Year 1 through to Year 6, classes use high quality texts as a stimulus. The reading to writing process follows the same structure:

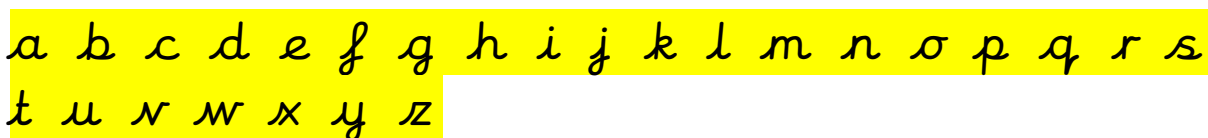
Immersion – pupils are immersed in the text through a variety of activities, such as role play and comprehension work, whilst investigating the text in depth, looking at vocabulary and word and grammar choices. Throughout this phase, children will be applying their skills in short writing opportunities, as well as revising previously learnt skills. Children will also be exposed to model texts that convey the year group expectations. Attention will be drawn to year group spelling, punctuation and grammar to ensure the children are writing for purpose at their expected level.

Imitate – This is the model/write stage. Teachers will model each stage in the writing process for children to use and alter to build their own text.

Invent - The children apply the skills that have been taught throughout the unit of work independently to produce their own piece of writing. Pupils are given the opportunity to proof-read and edit their work before being marked by the teacher.

HANDWRITING

There is a whole-school handwriting policy and its application is encouraged across the curriculum by staff and pupils. When entering Reception, children are taught common letter formations. This then develops into cursive style in year 2.



CROSS-CURRICULAR WRITING OPPORTUNITIES

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

ASSESSMENT OF WRITING

Children's writing is assessed against the National Curriculum expectations. At Springwell Park, we use the 'Teacher Moderation Toolkit' to support judgements and to inform moderation of work. Children's writing is assessed throughout the year when children have completed an independent piece of writing. Teachers plot children on a whole-class summary sheet according to the assessment criteria which will then inform future planning to support the children's learning and ensure progress.

Throughout the year, teachers moderate internally with their year group colleague and within and across Key Stages. There are also opportunities to moderate with other schools from within the authority when meeting with cluster groups.

Children are also given success criteria against which they can self-assess to ensure they are writing appropriately for the purpose and audience (age dependent).

Appendix 1

Example of Year 6 reading spine for one of their anchor novels.

<u>Anchor Novel</u>	<u>Related Novels/Auth or Links</u>	<u>Picture Books</u>	<u>Non Fiction</u>	<u>Poetry and Songs</u>	<u>Videos and Films</u>
Wonder - R J Palacio	<p>The Unforgotten Coat by Frank Cottrell Boyce. https://www.love4reading4kids.co.uk/book/8261/The-Unforgotten-Coat-by-Frank-Cottrell-Boyce.html?cb=76295</p> <p>Firegirl by Tony Abbott.</p> <p>Auggie and Me by RJ Palacio. https://www.love4reading4kids.co.uk/book/11928/Auggie-and-Me-Three-Wonder-Stories-by-R-J-Palacio.html?cb=83108</p>	<p>White Bird - R J Palacio (graphic novel about Julian)</p> <p>We Are All Wonders by RJ Palacio.</p> <p>Perfect by Nicola Davies.</p> <p>The Green Children by Kevin Crossley Holland.</p> <p>It's Okay To Be Different by Todd Parr.</p> <p>A Bad Case Of Stripes by David Shannon.</p> <p>Perfectly Norman by Tom Percival.</p>	<p>You Are Awesome by Matthew Syed. https://www.love4reading4kids.co.uk/book/15248/You-Are-Awesome-by-Matthew-Syed.html?cb=39917</p> <p>Treacher Collins Syndrome: https://ghr.nlm.nih.gov/condition/treacher-collins-syndrome</p> <p>Information on Joseph Merrick aka The Elephant Man. https://en.wikipedia.org/wiki/Joseph_Merrick</p>	<p>Beautiful by Christina Aguilera. https://www.youtube.com/watch?v=Q3KQZQbL-l</p> <p>Wonder by Natalie Merchant. https://www.youtube.com/watch?v=v611MIWMTL8</p> <p>Mirror, Mirror by Spike Milligan. https://www.poemhunter.com/poem/mirror-mirror/</p> <p>True Colours by Cyndi Lauper https://www.youtube.com/watch?v=LPnOKFlbqX8</p>	<p>The Present. https://www.youtube.com/watch?v=WjqU5FgsYc</p> <p>Bitesize - Bullying: https://www.bbc.com/education/topics/zrhhvcw/resources/1</p> <p>Wonder Trailer https://www.youtube.com/watch?v=Ob7fPOzbmzE</p>