

# Moorside Community Primary Academy



## English Policy

## **Moorside CP Academy**

**At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, happy and ready to learn. The ethos of our school is that the foundations are built firmly on peace and respect, regardless of an individual's role in the academy. Our children and their families are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of learning. Our nurturing approach ensures that our curriculum is fully inclusive for all learners and we work hard to challenge all of our children and develop in them the resilience that will accompany them on their future learning journey.**

### **Philosophy**

At Moorside, we believe that all aspects of English are at the heart of education. It pervades all aspects of school life and the skills of reading, writing and spoken language development are evident in all curriculum areas. Through reading, writing, speaking and listening and language development, children develop their powers of imagination, inventiveness and critical awareness. Language and literature are an essential part of everyday life, preparing children to live and work as valued citizens and know that there is a purpose to reading, writing, speaking and listening in the wider world. In order to become fully literate, children must understand that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose. We believe that in order for every child to achieve their potential, it is essential that they have solid foundations in reading and writing.

### **Aims**

The aim of our English teaching at Moorside is to provide children with a range of rich literacy and language experiences. Our English curriculum covers all aspects of the National Curriculum 2014. We teach early reading in a systematic and focussed way, using the accredited scheme, Bug Club Phonics, as our central resource. We also use Rapid Phonics and Rapid Reading as programmes to support some of our children in developing fluent reading with accuracy and prosody. Grammar, punctuation and spelling are taught within the contexts of the English units of work or, where appropriate, are taught explicitly.

## **Reading**

If we are to develop children's reading we must not push them on too quickly, hold them back or destroy any natural enthusiasm children have for books. While reading schemes are useful in supporting children's reading progression in the early stages of reading, it is important that children have the opportunity to choose books themselves because they find them interesting and enjoyable to read. As such it is important to give thought about the quality of books we provide for children. Children should be encouraged to express preferences and reject books if they are not enjoying them. We need to be sensitive to children's reading preferences. Reading stamina is not necessarily built up by making children read books they have little interest in. As an adult you would not continue to read a book that you had chosen if it failed to arouse your interest. We are trying to engender a love of books. Perseverance can be taught through other means.

## **Aims for Reading**

1. To develop rapid, early coverage of phonic knowledge and skills ensuring that pupils have a strong foundation for developing decoding skills as well as the ability to segment and blend.
2. Early identification of pupils' difficulties in reading, track progress and use intervention programmes when necessary to try to ensure children do not fall behind in expected progress.
3. To develop children's ability to research information and to use information to good purpose.
4. To build on children's own reading interests ensuring a wide variety of both fiction and non-fiction books are available.
5. To encourage parental support in developing children's engagement with reading.
6. To use a range of strategies with children to ensure that they have an explicit awareness of how to approach an unknown or difficult word.
7. To develop a positive attitude to reading.
8. To develop children's ability to understand text through improving their higher order reading skills.
9. To develop children's reading fluency and stamina.

## **Phonics**

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. To ensure our children are able to do this, we use phonics in the early teaching of reading.

Phonics is taught daily to all pupils in Nursery, Reception, Year 1 and Year 2.

We believe that phonics should be taught systematically and consistently. As a school, we follow the highly regarded *Bug Club Phonics* programme. Our staff are very experienced in the delivery of *Bug Club Phonics* and children really enjoy learning their lessons. *Bug Club Phonics* also aligns to the decodable books found in the *Bug Club Reading Scheme* that we use.

Progress in phonics is tracked termly and then links to intervention and additional support. Children who do not pass the Year 1 Phonics Screening check continue to receive additional support to help them to close the gap.

To develop our children as readers we provide them with the opportunity, through access to a range of fiction, non-fiction, interactive and poetry texts to:

- Develop a range of reading strategies, which can be used and adapted to different situations.
  - Experience reading a range of genres and identify links to other curriculum areas.
  - Experience the enjoyment of reading and develop the expectation of 'reading for meaning'.
  - Linked to the ethos of 'reading for meaning,' children have a large choice of books that are age and ability appropriate.
  - By exposing the children to a range of text types, they are able to develop preferences for different texts and explain their choices.
  - Develop the ability to understand as they read and to infer and deduce from a range of texts.
  - Develop the ability to evaluate and discuss texts with their peers.
  - Discuss words and build vocabulary over time in planned curriculum time and in reading sessions.
- **Reading aloud to children/Telling stories**
- It is extremely important that we read with and to children as well as children reading to adults and their classmates. They need to hear good, expressive reading being modelled by more experienced readers across the school. Throughout their time in school they need to be introduced to stories that they will love. Children need to be given the opportunity to listen to authors/ stories they may not necessarily choose themselves and to recommend books to each other.
  - Telling stories is also an important device that teachers can use to support the development of writing.
  - In addition to using books to develop children's reading skills, teacher's ensure that stories and books are also shared with their class for pleasure (e.g. storytime, shared novel) often followed by rich discussion.

## **Writing**

To develop our children as writers we:-

- Encourage them to write with commitment, resilience, interest and enjoyment.
- Teach the importance of purpose and audience when writing.
- Provide the opportunity to write across the range of genres.
- Promote an understanding of the links between spoken and written language.
- Teach children how to structure sentences and use punctuation and grammar to give sense and meaning to writing. Grammatical elements are taught progressively with new knowledge added to the grammar 'toolkit' each year.
- Develop the ability to plan and organise writing through use of a variety of planning and writing frames.
- Provide the opportunity from Early Years to Year 6 for children to regularly participate in cross curricular writing:-
  - In Key Stage 1, focus on developing their "writing voice" through talk and phonic strategies, giving them the confidence to transfer their skills into writing.
  - In Key Stage 2, continue to develop their "writing voice" through fast, fun, lively oral sessions that support and develop children's writing ability when writing a selection of genres.
  - Within both Key Stage settings, children are encouraged to write for purpose and develop 'audience awareness' through meaningful writing activities. Wherever possible children are provided with a real audience for their writing task.
  - Provide children with a variety of different ways to plan their writing
  - Revisit fiction and non-fiction genres previously taught to enable children to apply skills particular to genre throughout the year.
  - Make purposeful cross-curricular links.

## **Handwriting**

A joined, cursive script begins to be taught from Reception class. Reception children begin by being taught a pre-cursive script. Children are taught to form

the letters correctly, with the body of the letter sat on the baseline with letters becoming increasingly uniform in size and shape. In order to progress from individual letters to joined script, children are taught that letters end with an exit stroke to enable it to be joined to the next letter. Children who need more support to develop their handwriting are provided with intervention. See Handwriting Policy for additional detail.

## **Spelling**

To develop the children's skills in spelling we:

- Develop an understanding of the phonic system through the systematic teaching of phonics and teach children how to apply this knowledge to spelling.
- From Reception upwards the children are taught age appropriate spellings as a whole class. Those who need additional help are withdrawn as an intervention group to work on the gaps in their spelling knowledge.
- Develop the confidence to "have a go" at spellings and be given the time to complete correction spellings.
- Develop a problem solving and investigative approach to spelling.
- Enable children to confidently use a range of spelling strategies and apply them in different situations.
- Use of dictionaries and thesauruses. Children are encouraged to ask for spellings and/ or check for themselves using a dictionary.

## **Vocabulary**

Children are introduced to new vocabulary from the EYFS, where the environment is language rich and ambitious vocabulary is used and taught. Throughout the school, the vocabulary encountered in texts, both studied and read for pleasure, is discussed and explained to improve children's comprehension. This, alongside the curriculum themes, provide opportunities for new vocabulary to be introduced and for pupils to develop a broader and richer vocabulary. The new words are subject specific or are words that are transferable across the areas of learning. Children are encouraged to be ambitious with their choice of vocabulary, both in their written work and in their spoken language.

## **Spoken Language**

To develop our children's spoken language skills we:

- Create a climate in which children are encouraged to express their thoughts and feelings and where their contributions are valued.
- Promote the skills of spoken language in order to communicate effectively.
- Support children's writing through spoken language activities.
- Provide a wide range of activities to develop spoken language skills (e.g. drama, role-play, debates and whole class assemblies) which enable children to develop their confidence throughout EYFS, KS1 and KS2 and provide dedicated resources and role-play areas in this regard.
- Promote an understanding of the impact of spoken language on performance in literacy.
- Provide regular opportunities for discussion and working in groups.
- Provide opportunities across the curriculum for children to work with talking partners.
- Talk for writing is used as a vehicle for learning and developing language and early writing. In KS2 talk for writing helps to familiarise the children with the features of the genre prior to writing.
- In the EYFS, 'talk' is at the forefront of the curriculum and embedded into all daily activities and provision. This is carried out through staff modelling, vocabulary development, shared read and a number of child led and adult led speaking and listening opportunities.

### **Cross Curricular Links**

We promote a cross curricular approach to learning and promote links to literacy and the range of genres identified in the National Curriculum 2014. Each creative theme aims to have meaningful and enjoyable writing outcomes that stimulate and develop the children as confident writers.

We provide a range of opportunities to reinforce the teaching of writing in other curriculum areas and we encourage the children to write for meaning within the context of the creative curriculum.

Through the use of creative themes, teachers can embed a variety of genres throughout the academic year and allow for a clear, balanced approach to teaching and learning, providing lots of opportunity for independent writing to occur.

Embedding a novel or relevant non-fiction texts within each creative theme is required within Moorside Academy. Facts, life experiences and inspirational writing examples can all be explored within the text, as can the skills of inference.

We provide children with the opportunity to use ICT in English and develop their independence in selecting appropriate forms of ICT for the delivery of an end of unit outcome.

By emphasising the cross curricular links, children are encouraged to recognise the purpose and audience in writing and the meaning and enjoyment of reading.

## **Planning**

We use the National Curriculum 2014 as a useful reference point in order to promote English as the foundation to learning, planning in order to provide children with the necessary knowledge and skills to produce quality written outcomes. This is supported by the use of schemes of work where appropriate.

Across the year, the full range of genres are planned for and children have experience of a wide variety of texts.

Staff use the following guidance for planning:

- National Curriculum 2014
- EYFS Framework
- Bug Club Phonics
- Range of Guided Reading Text
- LCC planning
- Additional resources to support learning

## **EYFS**

Early reading and writing are promoted as early as possible in the Early Years Foundation Stage. This is evident in our EYFS curriculum mapping. Reading and writing are promoted through a wide range of carefully planned focused activities, adult led and child initiated activities relating to the Early Years Framework. Continuous provision is carefully planned for and set up in the environment to promote a high quality of rich, stimulating learning opportunities for literacy.

The areas of literacy covered within the Foundation Stage are:

### Prime Areas

#### Communication language and literacy

- Listening and attention
- Understanding
- Speaking and listening

### Specific Areas

#### Literacy

- Reading
- Writing

Expressive arts and design



- Being imaginative

All these are areas that are specifically focused on literacy. A wide range of cross curricular literacy is covered throughout all areas of the EYFS both indoors and outdoors. By the end of EYFS, we aim to ensure that an increasing majority achieve a Good Level of Development ready for the demands of the KS1 curriculum.

## **Policies**

The following policies support the teaching of English:

- Assessment
- Marking
- Special Educational Needs
- Behaviour

## **Assessment**

Assessment in English follows the Assessment Policy.

**Formative assessments** are used in the following areas:

- Reading
- Writing
- Grammar
- Spelling
- Phonics
- Speaking and Listening/ Talk
- Handwriting – all children must be able to write legibly by the time they enter Y6. Most by the time they enter KS2.

Formative assessments enable class teachers to plan and adapt their teaching effectively according to the ongoing needs of the children and to implement Wave 2 and/or Wave 3 interventions where appropriate rather than waiting for the results of summative assessments.

Each year there is a different focus in the scrutiny of English work and progress in the different areas is monitored. Staff are given feedback, supported and where necessary take recommended actions. Further monitoring of these actions is carried out.

## **Summative Assessment.**

- Optional SATs
- KS2 SATs

- KS1 SATs
- Phonics Screening Test
- Foundation Stage Profile
- Reception Baseline Assessment
- Running records for reading
- Testbase

### **Writing Assessment**

Writing is assessed at least termly. End of unit outcomes and cross-curricular writing are used to develop an accurate assessment of each child's writing progress.

Staff use the statutory framework for end of KS1 and KS2 to assess writing. Moderation of writing meetings are held termly between the staff. By marking a sample together, using a low prior attaining, middle prior attaining and higher prior attaining script, staff have the opportunity to discuss and familiarise themselves with the criteria prior to marking all the scripts. In addition, marked scripts are moderated to ensure consistency and accuracy and further support provided to staff if required. Where possible, the school takes part in external writing moderation with other schools in the local area. Writing at the end of KS2 is moderated by the Local Authority on a 4 yearly cycle.

### **Reading Assessment**

Reading is assessed termly using the test materials outlined above.

Children are encouraged to access a wide range of texts and to develop an enjoyment of reading. In addition to reading as part of the creative curriculum, reading strategies and comprehension skills are taught as whole class sessions. Guided reading sessions aim to build upon these skills.

All children have a reading book, which they can take home to share with parents/carers. They are encouraged to read regularly at home.

They have a reading record in which parents make comments and develop their communication with staff. Older children (Upper KS2) may complete their own reading record. Teaching staff and TAs use running records when necessary to assess the progress of individual children.

### **Spoken Language Assessment**

The Wellcomm Toolkit is used to screen children in the EYFS. This identifies any delayed language skills or barriers to speech and language development that some children may be experiencing. The Wellcomm Toolkit then provides tailored intervention to support individual pupils to close any gaps that they may have.

### **Intervention**

Through pupil progress meetings children are identified for extra support in areas of English and the following resources can be used as appropriate:

- Rapid Reading
- Rapid Phonics
- Running Records
- Individual Reading Programmes
- Phonic games and activities
- Speaking and listening activities
- Fine motor skills
- Listening Skills in small groups
- Grammar & handwriting support – small group and/or 1-1 intervention where required.
- Spelling support – small group and/or 1:1 intervention

### **Special Educational Needs & Disabilities**

All staff ensure that all children have access to the learning in class where appropriate, through careful planning of accessible tasks and activities. They use a variety of adaptive teaching and learning strategies to enable all children to make progress in reading and writing and to be able to access the curriculum at their level.

Staff set realistic and challenging targets for children with SEND and support the individual progress of these children in aspects of their English learning. Staff place great emphasis on developing the confidence of these children, which impacts positively upon their knowledge and skills.

Children's progress is monitored closely. The need for intervention is quickly identified and staff deployed accordingly.

Children are encouraged to work independently which gives them a great sense of achievement.

**Updated: September 2024 by R. Russell - English Coordinator.**

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