



English Policy 2022-2023

Intent

The teaching of English is at the heart of our Northburn curriculum where children develop the essential knowledge and skills to succeed and thrive in life. The skills taught in English ensure that children can access all other areas of the curriculum with growing independence and confidence to equip them for their future.

Our English lessons develop pupils' spoken language, reading, writing, spelling, punctuation, grammar and vocabulary skills. The teaching of writing is given a high priority, ensuring there is a clear purpose to all learning and children are provided with opportunities to practise their skills across the curriculum. We help our children become successful readers who develop a lifelong love of reading through direct teaching of reading, with an emphasis on books, reading and vocabulary in teaching and learning across the curriculum.

Children start their reading journey with us in Early Years where a systematic phonics approach (Read Write Inc.) is introduced. This continues throughout Year 1 and beyond, for those children who might need extra practise and support. In Key Stage 1 and 2, we explicitly teach reading during English lessons, individual reading and Guided Reading sessions, these skills are practised and reinforced across the curriculum.

Implementation

At Northburn Primary School, we recognise that literacy skills are a key component for all learning, therefore English is always a priority in our school. We follow the Early Years Statutory Guidance and the National Curriculum 2014 when planning all of our learning opportunities.

The teaching of writing is purposeful, robust and shows clear progression for all children. We teach writing in English lessons throughout the school using a quality text/stimulus which exposes the children to a wide range of genres as set out in the National Curriculum. The teacher purposefully selects a text/stimulus in order to promote a love of English and high-quality writing from each child.

The English curriculum at Northburn is delivered within an eight-year school curriculum. This includes:

- Nursery
- Reception
- Key Stage 1 Cycle A and B where Year 1 and Year 2 are in mixed age classes

- Lower Key Stage 2 Cycle A and B where Year 3 and 4 are in mixed age classes
- Year 5 (Upper Key Stage 2)
- Year 6 (Upper Key Stage 2)

Our English curriculum factors in that some cohorts experience Cycle A first and for others, Cycle B comes first. We have clear end of key stage expectations, which are used on our school assessment system (FROG), and all pupils have two years to acquire the desired skills and knowledge outlined in our key performance indicators (KPIs on FROG).

A range of teaching styles are used to promote quality learning and ensure children are motivated to achieve success.

Teachers will:

- plan for well-paced lessons which drive learning forward, using quality texts and digital literacy for teaching.
- consider the opportunities for developing English skills across the curriculum.
- be mindful of the literacy needs of the child in all subject areas and differentiate questions and activities to allow all children access.

EYFS

At Northburn Primary School, we plan from the Early Years Foundation Stage Curriculum (EYFS). On entry, judgements are made against the Development Matters bands to identify each child's starting point and ensure teaching and learning meets the needs of all. A mixture of child-initiated planning and accurate assessment for learning (AFL) ensures an exciting and hands on cross curricular approach which enables children to make good progress.

In EYFS, children are taught English through 'The Big 5'. Teachers use exciting, high-quality books, poems and songs as a stimulus to teach new vocabulary and build upon emerging literacy skills through focused whole class teaching, group work and individual tasks. The children hear the shared story, poem and song daily and writing is promoted using both the inside and outside learning environments. Pupils also follow a structured phonics programme: Read, Write, Inc. which takes place daily.

KS1

In Years 1 and 2, children develop their reading, writing, speaking and listening skills as they work towards the end of Key Stage 1 standards. Pupils continue to build their knowledge of phonics using the Read, Write, Inc. programme to develop their reading skills as well as continuing to build upon their recognition of common exception words. Pupils engage with a wide range of texts, which fosters a love of reading, and they begin to further develop their vocabulary knowledge and comprehension skills.

Daily English lessons build on the children's previous knowledge. The teaching of writing is robust and shows clear progression for all children. The teacher purposefully selects a text/stimulus exposing the children to a wide range of genres, in order to promote a love of English and high-quality writing from each child.

We have high expectations of our children as writers and all adults model good standards of writing and use of expressive vocabulary. Pupils write for a range of purposes and audiences

using increasingly varied grammar. Spelling and handwriting are a daily focus as we aim to embed the basic skills necessary for children to meet the expected standards in English for the end of the key stage. We want our children to develop and sustain a good pace for writing so that in KS2, children can write confidently at length.

KS2

At Northburn, we want our children to be confident and enthusiastic writers. They are encouraged to develop resilience throughout the writing process, ensuring that editing and redrafting is an integral part of the learning experience.

We use rich, high-quality texts to support our children's experience of their spoken language. We feel our children produce their best writing when audience and purpose are at the heart of the process. Within a sequence, we learn the text to embed language and form for the children. They learn about the structure and organisation of a variety of genres. Shared writing provides an opportunity for teachers to demonstrate writing, including the thought processes required. We believe the editing and redrafting process is an important part of the sequence. Teachers explicitly teach genre features as well as word and sentence work within the context of writing. Pupils contribute to class composition by discussing and verbalising thoughts with partners, working in small groups to refine ideas. The success criteria are developed through the teaching sequence as the children explore the effect we want our writing to have on the reader. Constructive feedback is given throughout the process and children reread and edit their writing with support from peers and adults. Cross curricular writing opportunities are planned in every topic to ensure an engaging and purposeful stimulus for children.

Grammar and punctuation knowledge and skills are taught through English lessons. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers will occasionally focus on particular grammar and punctuation skills as standalone lessons, if it is felt additional lessons are needed to embed and develop understanding or consolidate skills.

Phonics

As a school we have adopted the Read Write Inc. phonics scheme with the sounds and images displayed throughout school. This consistent approach gives the children familiar reference points, particularly with writing. In Nursery, there are planned opportunities to teach early phonics every day through small group work, songs and carpet sessions.

The Read Write Inc. programme starts in Reception in the Autumn term. Teachers follow the Read Write Inc. programme initially teaching five sounds per week. As children progress, opportunities to read and write sounds are carefully planned and learning is tailored to each child's needs.

There is careful transition work between Reception and Key Stage 1 which ensures carefully targeted teaching of phonics at the correct level for each child.

Pupils are RWI assessed on entry into Key Stage 1 and grouped accordingly. Again, phonics is taught daily in similar ability groups. Children begin to develop reading fluency and attempt

simple comprehension in small groups, ensuring they build confidence. Pupils are regularly assessed to ensure appropriate challenge.

In Key Stage 2, Read Write Inc. (Fresh Start) is used as an intervention programme, supporting children with their reading, writing and spelling, with age-appropriate resources which are carefully matched to the pupils' increasing knowledge of phonics.

Spellings

The systematic teaching of phonics in EYFS and KS1 using the Read, Write Inc. programme ensures that children are given the strategies they need in order to spell. Children use their phonic knowledge to phonetically attempt unknown words. During phonic sessions, children learn to read and spell common exception words.

In Key Stage 1, spellings are given weekly using the 'Purple Mash' programme. This allows children to access the spelling test in a fun and engaging way, either at home or school. Using a digital platform such as Purple Mash ensures children become familiar with alternative methods of learning, developing responsibility for their own learning and becoming more digitally independent.

In Key Stage 2, we investigate spelling patterns and extend word families derived from particular root words. Children are taught to prove or disprove a spelling hypothesis and build their vocabulary at the same time. Children receive words to practise and are challenged to apply this to other words which follow the same rules.

From Reception to Year 6, children are encouraged to use words from word banks in classrooms, on displays and in 'Blue Books / Planners' independently in their writing. In Lower Key Stage 2, children are taught to use a dictionary and thesaurus to support the correct spelling of unfamiliar words. Throughout KS2, children are expected to use them independently.

Handwriting

At Northburn we follow the Letterjoin scheme for teaching handwriting and have high expectations of work presented. We use a consistent approach of teaching handwriting throughout the school, using the guidelines and clear terminology to ensure high standards across the school.

Guided Reading

Guided reading is a session where a group of pupils read, discuss and respond to questions posed about a shared text. In EYFS and Key Stage 1, guided reading is taught during Read, Write Inc. phonics sessions. Children record their answers in writing after orally rehearsing them, building confidence and fluency.

From Year 3 to Year 6, the class have a shared text which they read together. Teachers will pick out particular features, vocabulary or grammar points that are explored and discussed. The children are then set comprehension questions which they answer and record. Comprehension questions include vocabulary, inference, prediction, explanation, sequencing and summarising skills.

Individual Reading

In EYFS and KS1 we use books from Read Write Inc. during phonic sessions until children are confident and secure with their phonological knowledge. Children use the books daily in school and also have access to the books and fun quizzes through the 'Oxford Owl' website. In addition, the website has access to many online books for free reading. As the Read Write Inc. books are tailored to the child's ability, we would expect each child to be able to decode the majority of their Read Write Inc. book, ensuring early success in reading. All children will benefit from reading aloud regularly to family members. When we are confident that a child is secure with phonics and can read with accuracy, fluency, expression and understanding then they then can begin our Accelerated Reader reading programme.

All children in Key Stage 2 use Accelerated Reader. Accelerated Reader is a computer programme that helps teachers manage and monitor children's independent reading practice. Each child receives a book matched to their reading level. When completed, each child takes a short quiz on the computer; passing the quiz is a good indicator that the reader has understood what was read. School staff help each child by providing books at an appropriate level that are challenging without being frustrating, ensuring that each child can pass the quiz and experience reading success.

Accelerated Reader assessments (STAR Reader) are carried out each half term so that there are regular opportunities to move onto harder texts. We find that as Accelerated Reader books are at the child's reading and interest levels, they are very likely to experience success. This tends to be a great motivator and best of all, they learn and develop at their own pace. We devote 20 minutes of each school day to Accelerated Reader as research suggests that this will see the greatest gains in comprehension success and therefore progress in the Accelerated Reader system. We encourage all pupils to read regularly at home to further support and develop their reading.

Reading for Pleasure

A love of reading is promoted through the use of our school library and the children are encouraged to visit weekly to borrow a book which they can take home and read. Staff direct children to books which are suitable for them or which are linked to their interests. We have opened a 'Book Club' as part of lunchtime provision which children enthusiastically attend to enjoy books of their choice. Each half term we promote reading through a reading assembly where we present reading certificates across school and reveal the winners of each half termly reading raffle.

Spiritual, Moral, Social and Cultural links in our Curriculum

In our Northburn curriculum, English contributes to our children's SMSC development through developing confidence and expertise in language, which is an important aspect of individual and social identity. English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.

At Northburn we develop children's awareness of moral and social issues in a wide range of genres including newspapers, fiction, television and other media. Children are encouraged to express opinions and acknowledge those of others. Children are also reflective learners often

reviewing their own and others' learning and structuring feedback. English supports social development by helping children to understand how written and spoken language has changed over time. English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.

We are mindful of the protected characteristics outlined in the Equality Act 2010 and use literature as a means to challenge historical stereotypes and promote people. Within our Key Stage 2 library there is a section with book titles specifically chosen for the inclusion of protected characteristics. Pupils discuss the book and subject matter with an adult before reading it independently. This supports discussions which our children are used to having about shared texts.

Monitoring and Evaluation

The Senior Leadership Team (SLT) including governors and our English and reading governor, will monitor pupils' progress in English. Having identified priorities, the SLT and subject leaders construct an action plan that form part of the school development plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g., classroom observation, pupil voice or book scrutiny.

Impact

Regular and ongoing formative assessment informs planning and teaching. Adult support, in class, targeted interventions and tuition all enable the success of each child. The impact on our children is clear: progress, sustained learning and transferrable skills.

As all aspects of English are an integral part of the curriculum, opportunities for cross curricular reading and writing are developing, and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and text features. We hope that as children move on to further their education and learning that their creativity, passion for English and high aspirations travel with them.