

English Policy for Grafton Primary School

* LOVE * INCLUSION * CREATIVITY *



* KINDNESS * EMPOWERMENT * RESILIENCE *

Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation.

Noam Chomsky

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1. Aims and Objectives

- To **teach English as a subject in its own right**, covering all aspects of reading, writing, speaking and listening; as children move through the school, this will involve phonics (decoding and encoding language), grammar, spelling, punctuation, handwriting, diction, composition and Comprehension among other skills. At Grafton, we expect children to become confident, articulate users of the English Language.
- To **embed English in all aspects of the wider curriculum** at Grafton, incorporating all strands of The National Curriculum 2014, to ensure a broad and balanced English curriculum and to raise standards.

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

- To **foster a climate of excellence and enjoyment**, where every child understands the purpose of, and is motivated to participate in, speaking, listening, reading and writing.
- To **promote children's thinking skills** in order to develop their independence and application.
- To encourage all children to become **confident and articulate speakers and receptive listeners**, in order to facilitate their learning and develop an open and focused mind.
- To enable all children to **read and write with confidence, fluency and understanding**.
- To **minimise the barriers to achievement**, through providing structured and intensive support programmes.
- To **promote opportunities for MAT children to develop their skills at an appropriate level**.
- To foster an environment where **home languages and dialects are valued**.
- To enable all children to **communicate in Standard English** and have a sense of relevance and audience.
- To provide **equal access and opportunities** for all children regardless of race, gender, class, disability or ability.
- To **involve parents** in their children's learning.

2. Ways of working

- Teachers to follow The National Curriculum in a Creative way that is relevant to our setting and families, while modelling and maintaining high standards at all times.
- All Classes have additional time outside the literacy session for speaking and listening, handwriting, reading, writing and stories.
- Cross-curricular links should be made wherever possible. In particular, links should be made with computing, where appropriate. The IWB, Class computer and computer suite should be a part of everyday learning and teaching.

Reading:

- While there are many different approaches to the teaching of reading, we have found that in **The Early Years and Year 1**, a rigorous phonic approach is an essential element. ReadWriteInc has been in place since 2004; when it is well taught, it is a highly effective model for early decoding.
- Children in **Year 1-Year 6** follow The National Curriculum which draws on various reading strategies and encourages cross-checking for meaning.
- **Guided Reading:** All children from Year 1 to Year 6 have either guided reading or class reading with their teacher at least once a week. During this session, teachers should make explicit, the strategies that all readers use when trying to read and understand a new text: drawing on previous knowledge and experience; using the full range of cues to attempt new words; re-reading more slowly; reading on; using a dictionary to establish the meaning of unfamiliar words; inferring meaning from information given; and understanding authorial intent.
- Some children in Y1 and Y2 follow the **Champion Readers** programme, which provides them with 5 guided reading sessions/week; 4 of these are with the Class TA and 1 is with the class teacher.
- In **YR**, children have 1:1 reading as much as possible, particularly for any at risk of reading delay; from the summer term, children should do guided reading.
- In **YN**, children have daily stories and 1:1 reading with TAs, volunteers, nursery nurses and the teacher.
- Opportunities are provided for children to read **1:1 with an adult** whenever possible. This happens every week in infant classes during the independent/guided reading time.
- The children making slowest progress in the **RWI** programme are offered **additional 1:1 support** each day.
- We work with **Beanstalk reading volunteers**, to further support children who need 1:1 reading at school. We also have a dedicated group of additional volunteers, made up of parents, governors and local residents.
- Children in Y2 and Y3, who need extra 1:1 support, work with **Bea** an adult to consolidate their learning and accelerate progress.
- We have a **Dyslexia** teacher who works intensively with children in **KS2**, to support their reading development.

- **Stories** will be read to children on a regular basis, in order to extend their experience of different genre, authors, and ways of reading aloud, and to introduce them to unfamiliar and sometimes inaccessible text. This will take place in the literacy session, story time, and in additional workshops and events such as World Book Day, National Poetry Week, theatre trips and so on.
- Stories will also be read and used as a stimulus for the wider curriculum; there are many stories which link very well with Religion, History, Geography, Science, Maths, PSHE and Art. These stories can make the links between subjects clear to children and can form the basis of topic work.
- **Non-fiction** texts will be readily available and well-organised in all classrooms. Children should use these to research topics and also to read for pleasure.
- **PATCH:** Children in Year 2-Year 6 take a reading book home every day in their PATCH folder. Children in YR And Y1 take a book home three times a week. Children in the Nursery are free to choose how many days they want to keep a book for. Parents are expected to read with their child and comment on their reading in the reading diary. Teachers should write a comment in the books once a week following the guided reading session. Any other adults who read with children should also comment in the books.
- In order to **inspire children**, we get involved in many exciting projects over the course of the year, some at class level and others at school level. Introducing children to authors and making links between the authors, the books they write and the books we read, is an important aspect of the way we work.
- The books in our classrooms, the library and around the school should reflect the diverse community and world in which we live; we consciously buy books that realise this belief.

Writing:

- Children in **The Early Years** follow The Foundation Stage 'Communication, Language and Literacy'. They are given many opportunities throughout the week to write in a variety of genre, both for a given purpose and for fun. In addition, all children in YR follow the ReadWriteInc Programme, which systematically teaches children to spell words using their knowledge of phoneme-grapheme correspondence. They are then taught to build sentences and link these together until they can write more fluently. Children in Y1 also follow the RWI scheme of work and learn to write words and sentences in this way.
- Children in **Year 1-Year 6** follow The Primary Framework, which draws on various text genre as stimuli for writing. The purpose and audience for the writing is always made explicit to the children.
- **Guided writing** sessions with small groups form part of the daily Literacy session. Teachers model writing in a variety of genre, for a range of purposes and audiences.
- **Extended writing** sessions take place once a week and may be fiction or non-fiction. Teachers provide a stimulating and inspirational start to all creative writing sessions, through the use of artefacts, stories, theatre etc. Teachers

should make explicit, the purpose, style, organisation and audience of all non-fiction writing.

- **Cross-Curricular writing:** Writing should also form part of the wider curriculum, and as such, children are expected to write in most lessons. This may be as simple as labelling or writing captions, or it may be an extended piece for a topic. Non-fiction writing is well covered in this way.
- **Spelling:** Children throughout the school are taught to spell through looking at a grapheme chart, common letter strings in English, prefixes, suffixes, words within words and breaking polysyllabic words into chunks. In The Early Years and Year 1 this is part of the RWI reading and writing curriculum, while in Y2-Y6 there is a distinct RWI spelling programme which forms part of the daily literacy lesson.
- **Handwriting:** All children learn the continuous cursive handwriting script. In the Early Years, this takes the form of making patterns with sand, paint, crayons, markers and so on. From Year 1, children use handwriting books to practise continuous patterns and letter strings in words. From Year 2 onwards, children are expected to write in continuous cursive script at all times.
- At Grafton, we encourage teachers to embed the **Talk for Writing and Opening Doors** methodologies in their planning.
- **Presentation:** All presentation elements should be modelled and explained to children, every time they write in their extended writing books.
 - * **Write the long date on the top line, eg Wednesday 8th May 2024**
 - * Miss a line, then write the title
 - * **Use pencil in EYFS and KS1, then a black handwriting pen (occasionally different pens for SEND or left-handers) after children obtain their pen licence in Year 3**
 - * Cross mistakes out with one straight line
 - * **Write neatly, on the line, using clear ascenders and descenders**
 - * Use continuous cursive, once ready
 - * **Space words neatly and keep capitals and lowercase letters an appropriate size, relatively**
 - * Keep books neat, doodle-free, unbent and looking smart
- **Marking:** **Extended writing should be marked every week, in red pen.** Clear targets for action should be set and time allocated for **children to edit their work, using a green pen.** **Peer marking should be in blue.** Teachers should check peer marking and editing, discussing the processes regularly with the children as a class and 1:1.

Speaking and Listening:

- **Speaking and Listening underpins all language development** and has now been given the high profile the school believes it needs, in the Primary Framework. Children will follow S & L objectives in 'Communication, Language and Literacy',

The National Curriculum, The Primary Strategy and the RWI scheme of work as appropriate.

- Children are encouraged to speak and listen in partner work, group work, 1:1 with an adult, as part of a class, and as part of the whole school. Many opportunities for this are given throughout the day to enable children to become confident, articulate speakers, and careful, thoughtful listeners.
- Speaking and listening is an integral part of the RWI project; children are expected to talk to their partner about questions posed, before sharing their ideas with the class. This partner discussion has been extended so that it is used in most lessons.
- Regular **Philosophy** sessions enable children to discover their own thoughts about issues and develop these through social interaction based on talk.
- During lessons, children are given the opportunity to **speak for a variety of reasons and in a variety of styles**. They are encouraged to consider purpose and audience when thinking about the way they speak. Examples of activities would be discussions, hot-seating, presentations, story-telling, explaining, recounting and so on.

Cross-curricular activities:

For example –

- **Science:** acquiring and using technical, scientific vocabulary; writing instruction, report and explanation texts; making notes of observations and activities; using books, the internet and other sources of information to find out about The World
- **ICT:** using various programmes to enhance writing and acquire literacy skills; reading information from the internet and making notes on key areas of interest; using Word to acquire word processing skills
- **RE/Philosophy/Circle Time/PSHE:** listening to the opinions, feelings, beliefs and traditions of others; sharing ideas about their own opinions, feelings, beliefs and traditions; reading about the wider world and the experiences of others; acquiring and using specific vocabulary to express themselves succinctly and effectively when talking to others
- **History:** acquiring and using specific, History vocabulary; using books, the internet and other sources of information to find out about the past
- **Geography:** acquiring and using technical, Geography vocabulary; using books, the internet and other sources of information to find out about The World
- **Music:** listening and responding verbally to music; composing song lyrics; reading and learning words to songs; expanding vocabulary to include specific musical terminology; using books, the internet and other sources of information to find out about music
- **Art:** looking at and responding verbally to art; expanding vocabulary to include specific art terminology; using books, the internet and other sources of information to find out about art

- **PE:** listening carefully to instructions and responding appropriately; describing actions and expressing opinions

Extra-curricular activities:

For example -

- We regularly have workshops and visitors including storytellers, poets, drama groups, puppeteers, Shakespeare Theatre and authors.
- Breakfast/After School Club. At Breakfast Club, children play games, have discussions, prepare performances – speaking and listening.
- Board Games Club
- Debating Club
- Tutoring Clubs
- SATs Boosters
- Choir - Language through song
- Our Playground Friends project encourages speaking and listening between peers.
- School Council is the perfect opportunity for children to discuss ideas at different levels. School Council Reps have the responsibility of speaking to their class and the School Council and disseminating information to the school more generally.
- Pupil surveys and projects involving pupils, empower them to use language for change
- Family events and coffee mornings bring families, authors, artists and schools together to enhance the skills and interests of all involved
- Trips to Parliament, libraries, museums and heritage sites all celebrate the power of language in our lives

EMAS/EAL:

- Grafton has bilingual teachers, support staff and parents, who can share stories from all cultures, offer in-class support across the key stages, provide partnership-teaching, give 1:1 and small group support as appropriate
- Multilingual signs and labels
- Dual-language book-making
- English homework clubs
- Family literacy events/coffee mornings/breakfasts
- Story sacks, story boxes, props, puppet-making etc.
- Dual-language books and storytapes. Listening corners.
- Songs in other languages and or from other cultures.
- Presentations and discussions around International Day, refugee week, Black History Month.

SEN:

- The RWI programme provides all children who struggle with literacy, with a daily session of speaking and listening, reading and writing. Additional one to one sessions are provided for those at risk of falling behind or who have an EHCP/other individual plan
- Teachers and support staff work with children with behavioural and educational needs
- Speech and Language therapists work with both individuals and small groups
- Learning support tutors work on a one to one or group basis with children who have specific literacy needs e.g. dyslexia
- Therapists work with children with emotional, behavioural difficulties in order to help them express themselves using language

3. Classroom Environment

- All classrooms should have a print-rich environment, in order to stimulate, support and reinforce children's learning. Displays should be both informative and interactive, with clear labels and challenging questions to further engage children's interest.
- Teachers should create an inviting book corner, housing a variety of fiction and non-fiction books, suitable for all abilities. Books for reading time or for taking home should be clearly colour coded according to difficulty level.

These are as follows:

RWI	Bookband	Approx. Year Group	Catch Up	National Curriculum	Reading Recovery
Green words	Pink	EYFS	2	P8	2
Ditties & Ditty Books	Red		3	P8	4
Green	Yellow	1	4	1C t	6
Purple	Blue		4	1C s	9
Pink	Green		5	1B t	12
Orange	Orange		6	1At	16
	Turquoise			1As	
Yellow	Purple	2	7	2C	19
Blue	Gold		8	2B	22
Grey	White /Silver	2/3	9	2A	24
N/A	Lime	3/4	10	3C	N/A
	Brown	4	11	3B	
	Grey	4/5	12	3A	
	Sapphire	5/6		4C	
	Burgundy	6		4B	

- Remaining information books should be organised by topic or subject. Remaining fiction books should be organised by author or genre. Some books should be displayed, both in the book corner and as part of subject or author displays.
- All classrooms and other teaching areas should display a phonics frieze and/or grapheme chart, as appropriate.
- All classrooms should display the continuous cursive script and marking symbols used so that children have something to refer to.
- All classes should have some labels and signs reflecting the languages spoken in that class.
- All resources should be accessible and labelled clearly.
- Examples of different types of writing should be displayed around the room; these might be general information signs and labels, reference displays, children's work, rules and routines etc.
- Examples of grammar should be displayed in all KS2 classrooms.
- Where there is space, classrooms should have a dedicated writing area with a variety of exciting and stimulating writing resources.

4. Resources

Classrooms:

- Each classroom has a set of core books, fiction and non-fiction, housed in the book corner for children's access. Some of these books are colour-coded according to National Curriculum levels. Further fiction and non-fiction books can be found in the library.
- Each year group has a core set of relevant big books for literacy sessions. Shared big books such as anthologies or those for common topics, will be housed in the library.
- Each classroom has a core set of colour-coded group readers for guided reading sessions. Further group readers can be found on the ground-floor corridor.
- All classrooms have age-appropriate reference books, e.g. alphabet books, dictionaries, thesauri, encyclopaedia etc.
- All classes have a large whiteboard easel with dry wipe pens, and 30 small whiteboards with pens for children to write on during whole-class teaching.
- All classes should have an IWB, a stand-alone computer and access to iPads and laptops, which are used for learning and teaching.
- Each classroom or year group has a selection of language games – both commercial and school made.
- Each classroom has a stock of pencils, handwriting pens, felt tips, markers, crayons and board markers for writing on paper and boards.
- Early Years classes have a variety of letter-forming materials e.g. sand, play-dough, clay, paint etc.

- All EYFS/KS1 classes have magnetic letters and boards, RWI phonics cards, friezes, grapheme charts and a FRED!
- All classes have line guides, a range of paper size and colour, book making materials, bordered paper, writing frames, handwriting patterns, poems and passages.

Libraries:

The Library is used as a teaching and learning space, as well as a library in its own right. The librarian - Grace – works with most classes on Thursdays. Currently, YR - Y6 use the school library. YN and YR use the public library in Manor Gardens.

5. Record-keeping and Assessment

- Assessment should be used throughout the school to inform teaching, raise standards and give children a degree of ownership over their progress.
- Assessment is an integral part of the RWI program and children are assessed by Bea (Year 1) or Justin (Reception) every half term
- The Reading Lead liaises with tutors regularly to ascertain which children should be moved to a different group. The groups are fluid and movement between them should happen as soon as a need arises.
- **Marking:** Extended writing should be marked every week, using a red pen, with a clear targets for action before the next piece of work. Editing should take place during time set aside for this and children should use a green pen. Peer marking should be with a blue pen.
- Teachers in YR, Y1, and Y2 will keep a record of which **sight words** children know.
- **Reading records** should be kept by every class teacher and fed into weekly, to show progression. This would normally take place during and after the weekly guided reading session. All adults who read with children should have access to these. Reading targets should be set regularly and discussed with children.
- **PATCH** books should be written in every week by class teachers, and as often as possible by parents. It is the responsibility of the class teacher to encourage this home-school relationship for each child in their class. PATCH meetings and coffee mornings also encourage the process.
- **Optional SATs** are carried out at the end of the academic year for Years 2, 3, 4 and 5.
- **End of Key Stage SATs** are carried out in May for Year 6.
- **The Phonics Screening Check** takes place in June for Year 1 and any children from Year 2 who didn't pass the previous year.

6. Monitoring and Evaluation

English is monitored and evaluated in the following ways:

- Book scrutiny
- Learning walks
- Lesson observations
- Sampling of pupil work and assessments
- In-school and Islington borough moderation sessions
- Analysis of data



7. Roles and Responsibilities

English Lead and Reading Lead – Bea Symes

