

# English Policy for Grafton Primary School



**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 (RMI) 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 neediest children in the RMI/RML 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, local residents and ex-teachers.
- Children in Y2 and Y3, who need extra 1:1 support, follow the **Catch Up** literacy programme.
- We have a **Reading Recovery** teacher who works intensively with children in Y1 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 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 (NB Pop Up Literacy)

### 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 Ruth Miskin Literacy 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-Y6 who follow the RML scheme of work also learn to write words and sentences in this way.
- Children in **Year 1-Year 6** who are not following the RML scheme of work 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 RML curriculum, while in Y2-Y6 there is a distinct spelling session as 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.
- We have a **writer-in-residence** who works throughout the school to raise achievement in Speaking, listening and Writing. She works both with classes and with identified **Gifted and Talented** children.
- In Year 1, teachers have embedded the **Talk for Writing** programme in their planning.

### 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 RML scheme of work as appropriate.
- The School's involvement in **Every Child a Talker (ECAT)** highlights our belief that speaking and listening skills are central to all learning, at home, school and beyond. This is developed in **Talk for Writing** which we have piloted in Year 1.
- 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 **RML** 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 Club. At Breakfast Club, children play games, have discussions, prepare performances – speaking and listening.
- Philosophy Club



- Homework Clubs
- SATs Homework Club
- Choir - Language through song
- At the after school Centre, children are involved in short and long term projects which enhance their speaking and listening skills. They are encouraged to reason through problems and find resolutions.
- 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.
- Pupils' Parliament.
- Family Projects such as Pop Up, bring families, authors, artists and schools together to enhance the skills and interests of all involved

### EMAS/EAL:

- The School has Turkish, Somali and Bengali support staff who tell 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.
- Translated correspondence.
- Translators for PATCH and SATs meetings.
- Dual-language book-making.
- English homework clubs.
- Family Literacy.
- Story sacks, story boxes, props, puppet-making etc.
- ESOL classes.
- 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 Ruth Miskin Literacy project 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 the neediest children in the school.
- Learning Mentors 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 basis with children who have specific literacy needs e.g. dyslexia



- Art therapists work with children with emotional, behavioural difficulties in order to help them express themselves

### 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 National Curriculum Levels.

These are as follows:

Stars	RML	Bookband	Catch Up	National Curriculum	Reading Recovery
N/A	Green words	Pink	2	P8	2
	Ditties	Red	3	P8	4
Red	Green	Yellow	4	1C t	6
	Purple	Blue	4	1C s	9
	Pink	Green	5	1B t	12
	Orange	Orange	6	1At	16
		Turquoise	6	1As	
Green	Yellow	Purple	7	2C	19
	Blue	Gold	8	2B	22
	Grey	White	9	2A	24

		/Silver				
Blue	N/A	Emerald	10	3C	N/A	
		Ruby	11	3B		
		Sapphire	12	3A		
Gold		N/A				4C
						4B
						4A

- 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. Parts of speech should be colour coded throughout for continuity: **adjectives – green, nouns – gold, verbs – blue, adverbs – orange, pronouns – pink, prepositions – red, conjunctions – yellow, the article – white.**
- 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 15-30 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 infant classes have magnetic letters and boards, RML 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.

## ICT:

- There are many programs on the school network that are suitable for teaching English.
- Children have a weekly session in the **ICT suite**. Some of these have an English focus, but all sessions enable children to practise their keyboard skills, spelling, reading, speaking and listening.
- Children have access to a **computer in the classroom**. This might be used during the literacy session to complement work being carried out, or it may be that a child needs to use the computer to type because of transcriptional difficulties.
- The **IWB** is used to enhance lessons where appropriate.
- **Trolley with laptops and ipads** are available on each floor so that children can use ICT as a tool for the wider curriculum; this will enhance both their understanding of ICT, and of the subject or topic they are looking at in class.

## Library:

The **Library** is used as a teaching and learning space, as well as a library in its own right. The librarian - Alix – works with most classes on Thursdays. Currently, Y1 - Y6 use the school library. YN and YR use the public library in Manor Gardens.

## 5. Record-keeping and Assessment

- **AFL** should be used throughout the school to raise standards and give children a degree of ownership over their progress.
- Assessment is an integral part of the **RML** program and tutors need to keep clear records of this.
- The **RML** Manager needs to liaise with **RML** 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:** Writing should be marked every week and targets set each half term, or more frequently if appropriate.
- **Levelled writing samples** should be put in the grey filing cabinets at the end of the autumn and spring terms and in the grey profile books at the end of the summer term.
- **Tracked children:** Twelve children from each year group are tracked from **YR** to **Y6** to show progression. Results are analysed by the Leadership Team.
- **Grapheme/Phoneme checks:** Early Years and **KS1** teachers will keep track of which graphemes and corresponding phonemes children know. Children in Year 1 are assessed formally at the end of the summer term (mid June).
- 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 each half term, or more regularly if appropriate.
- **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.
- **Optional SATs** are carried out at the end of the academic year for Years 3, 4 and 5.
- **End of Key Stage SATs** are carried out in May for Year 2 and Year 6.

## 6. Roles and Responsibilities

<u>Area of responsibility</u>	<u>Person(s) responsible</u>
Overall English Coordinator	Bea Symes
English Postholder	Sandra Hall
Assessment in English	Bea Symes
Ruth Miskin Literacy	Sandra Hall/Bea Symes
Catch Up Literacy	SEN team/Bea Symes
Volunteer Reading Help	Bea Symes
Reading Recovery	Helena Blake
Champion Readers	Bea Symes

Talk for Writing  
Pop Up Literacy  
'G & T' Literacy  
Whole School Literacy Events  
School Library  
Resources  
Classrooms  
Early Years Coordinator  
KS1 Coordinator  
KS2 Coordinator  
ICT Coordinator  
Extra-curricular activities  
Inclusion Coordinators

Y1, Y2, Bea Symes  
Bea Symes  
Rodney Polydore  
Bea Symes/Sandra Hall  
Bea Symes/ Sandra Hall  
Bea Symes/ Sandra Hall  
Bea Symes/Helena Blake/Anna Sutton  
Alison Veal  
Helena Blake  
Bea Symes  
Sarah A/Andrew Turnock  
Gloria Tofi  
Helena Blake (EMAS/EAL)  
Sarah Marklew (SEN)



