



# New City Primary School

## English Policy

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#### Policy Creation and Review:

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# **New City Primary School English Policy**

## **Our Vision:**

### **Purpose (Intent)**

At New City Primary School, we aim to teach our children the skills they need to develop not just academically but also as individuals and communicators. By learning to speak and listen as well as read and write fluently, children can effectively communicate their ideas and emotions to others. Our rich and exciting curriculum has reading as its core value as through reading pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. At New City, we teach our children to be great thinkers and communicators to prepare them to participate fully as members of society.

### **Aims (Implementation)**

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### **Outcomes (Impact)**

Children are engaged in their learning and eager to widen their understanding and apply their skills; they are able to see connections between the skills learned in class and their application in their wider learning and life experiences. When discussing their own work, it is clear that they take ownership of their own learning and are proud of their achievements.

English is a vital life skill which all the pupils at New City are taught in order to access and excel in all areas of learning. Considering New City's core values, we aim for excellence in English achievement throughout the school. The staff at New City Primary School have reviewed and adapted the English curriculum accordingly in order to meet the needs of our children and community and the statutory requirements of the DFE National Curriculum 2014.

## **Language and our School Community**

At New City, we aim to develop in the children we teach an enthusiasm for English in all its forms and the confidence to express themselves both orally and through the written word. Being able to understand and communicate effectively enables pupils to gain a wider understanding of the world around them.

By developing a comprehensive range of reading skills, we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum.

New City has a growing number of pupils who speak English as an additional language (EAL). Being literate in one's first language enables and supports the development of English. When children arrive at New City with limited English, they are encouraged and supported in order to develop their skills in all languages to which they have access. Becoming literate in more than one language is seen as having positive cognitive benefits. It enables higher order thinking skills and must be regarded as having status.

## **Planning**

Drawing key objectives from the National Curriculum, New City has created an English curriculum designed to engage our children and address their learning needs. Our curriculum planning is in three phases (long term, medium-term and short term). Our long term plan maps the English components studied in each term during each key stage. The medium-term plan sets out the clear components of learning to ensure there are clear learning goals (composites) for each unit. Each class teacher creates/adapts a plan and slides for each lesson. These lesson plans list specific learning objectives/learning goals.

High quality texts are provided for each year group to engage pupils within a rich, broad and balanced reading experience and create the foundations for a variety of high-quality outcomes. From the curriculum design to the in-class delivery, the core aim underpinning New City's practice is to enable children to weave webs of knowledge which interconnect, ensuring our learners know more and, consequently, be able to do more. In Key Stage 1 and Key Stage 2, teachers plan together with their year group partners using the New City curriculum overview. All aspects of English are covered in the lessons, including reading fluency and comprehension skills, writing, poetry, speaking and listening. Reading for pleasure is at the forefront of the agenda and it is promoted daily through Guided and Shared Reading sessions. Children and staff have clearly set out expectations for learning through shared learning goals (composite goals). These are articulated to the children. Through short term planning staff devise a range of strategies to ensure that all children progress through components of learning. The lowest 20% toolkit ensures that identified children make rapid and sustained progress. Mastery is planned for all children to ensure opportunities to deepen learning and understanding. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing opportunity to master English.

Planning is regularly supported and monitored by subject leads and SLT.

## **Speaking and Listening**

Speaking and Listening

Throughout the school we aim:

- To provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening.
- To develop children's awareness that different situations require different forms of oral expression.
- To develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity,

pace of speech.

- To recite and perform a range of age appropriate poetry
- To learn nursery rhymes
- To sing songs

Communication takes many forms: body language, gesture and verbal communication which all enable the child to develop individually, socially and academically. The development of thought processes is dependent on language competence. Oracy is fundamental in this process and consequently is the foundation upon which English is built.

Valuing all children's language skills and building upon their existing linguistic knowledge is essential to high achievement alongside the need for carefully planned learning opportunities designed to cover the full range of speaking and English skills.

It is expected that, by the end of Year 6, children will:

- be confident speakers and listeners.

## **Reading**

Reading is a focus area across our school, with particular regards to Reading for Pleasure, with a view to promote a genuine love of reading in our children.

In daily sessions in KS1, our pupils are taught to use Jolly Phonics as a tool to acquire the phonetic knowledge needed to spell and read words confidently. To develop their fluency and acquire the key comprehension skills, weekly comprehension lessons are taught throughout the school. Some activities include reading journals and reviews of poems and books by children. In addition to this, children read with the teacher during carefully structured Guided (KS1) and Shared Reading (KS2) sessions. Children also have access to a well-stocked school library and online reading at home through the online program 'Bug Club'.

Through exposure to a rich variety of genres and authors, children are encouraged to expand their vocabulary size and to apply new words in their own writing. Children use their reading journal to log their reading sessions at home. By sharing and discussing their reading with their family, children build their confidence and understanding of the texts they explore.

It is expected that, by the end of Year 6, children will:

- read, understand and respond to complex texts of different genre;
- read aloud clearly and expressively
- be reading a wide selection of literature at home and at school for pleasure;
- read books completely before moving on, and
- give considered opinion concerning texts read, based upon evidence where applicable.

## **Writing**

At New City, we are proud of the standard of writing our children produce throughout the school. Children have the opportunity to explore and create a variety of outcomes and genre due to the rich variety of texts they are exposed to in lessons, chosen to appeal and engage to our pupils' interest. Throughout writing lessons, children are expected and encouraged to broaden and apply their vocabulary and the spelling and punctuation rules they have been taught. As a school, we aim to inspire and engage all pupils, including reluctant writers, through relevant and exciting lessons which are tailored to individual learning styles and needs.

It is expected that by the end of Year 6, children will:

- be able to use joined legible handwriting;
- spell words of three or more syllables;
- use capital letters, full stops and commas;
- express writing properly in sentences;
- use a wider range of punctuation like paragraphs and speech marks accurately;
- be able to spell key and polysyllabic words accurately and use in own writing;
- plan and sequence creative and descriptive writing and formal letters, and
- use adjectives, adverbs and figurative language.

## **Handwriting**

At New City, we take great pride in our presentation. All children are expected to write neatly and legibly. Children receive clear modelling on letter formation (ascender and descender) and use daily handwriting sessions to practice their letter formation. At New City we have created a bespoke handwriting style which is used throughout both key stages by all pupils and staff. Pupils who have mastered a neat and legible handwriting will receive their pen license. Excellent presentation is encouraged and expected throughout the curriculum.

## **Grammar and Spelling**

The teaching of Spelling and Grammar is taught discreetly and directly across all curriculum subjects with a particular focus during English lessons. The teaching of Spelling and Grammar is in line with the requirements of the National Curriculum 2014.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonically regular (common exception words)

## **All primary pupils should aim to attain and develop the following skills:**

- Express themselves with confidence and clarity;
- Develop a range of purposes to talk, including evaluation and exploration of ideas;
- Identify the key points of an account or discussion and evaluate what they hear;
- Read and write with confidence, fluency and understanding;
- Be able to draw upon a whole range of reading cues (contextual, graphic, phonic and syntactic) to monitor their reading and correct their own errors;
- Understand the sound and spelling system and use thus to read and spell accurately;
- Have an interest in words and their meanings when developing a growing vocabulary;
- Know, understand and be able to write in a variety of fictional and poetic genres;
- Develop familiarity with some ways in which narrative is structured through basic English ideas of character, setting and plot;
- Understand, use and be able to read and write a range of non-fiction texts;
- Plan, draft, revise and edit their own writing;
- Have suitable technical vocabulary through which to understand and discuss their reading and writing;
- Be interested in a wide range of texts to read with enjoyment and evaluate and justify preferences, and
- Through reading and writing, develop powers of imagination, inventiveness and critical awareness.

## **English and Special Educational Needs**

English skills are taught effectively to all pupils, including those with special educational needs. Teachers provide personalised plans and resources to ensure all pupils access the learning. The school plans link mainstream teaching objectives with objectives specific to individual support plans.

## **English and English as and Additional Language**

Everyday classroom practice at New City is tailored to account for the needs of pupils for whom English is an Additional Language. All staff members are aware of the need to use a range of strategies on a regular basis that are identified as increasing curricular access for EAL pupils (see Appendix A).

## **Quality First Teaching**

New City has fully embraced the progressive teaching sequence of 'Reading in to Writing'. Consequently, units of work, outlined through school-developed overviews, begin with pupils being immersed in a particular text type/ genre. Future lessons, as well as covering appropriate word and sentence level objectives (through cross-reference to Spelling Bank, Grammar for Writing and Developing Early Writing) move the children through teacher modelled writing and shared writing prior to children being required to write independently in a given genre.

English plans are monitored on a weekly basis to ensure quality and consistency of approach across the school. This is undertaken by the English Leads, and the Head Teacher and Deputy Head Teacher. Teaching staff are given weekly feedback in time for the week's planning session and expectations are that any areas of weakness will be addressed as appropriate.

Pupil Targets to support areas of learning are issued half-termly to both children and parents. Moderation of teacher assessment is scheduled across the academic year to ensure consistency in approach and expectation.

Monitoring of teaching within New City is in accordance with the school's Monitoring cycle. Both of the school's English Leads are involved in this process in collaboration with the school's Senior Management Team.

## **Phonics**

The school has implemented a comprehensive phonics programme using both Progression in Phonics material and the Jolly Phonics scheme. As part of the school's participation in a Learning Network training and the preparation of resources will occur to ensure that phonics teaching within KS1 and FS is both consistent and effective. A National Screening Check is carried out where children are expected to decode and blend real words and pseudo words (nonsense words). This screening takes place at the end of Year 1. Children who do not pass the screening test in Year 1 will retake the screening at the end of Year 2.

## **Resources**

Within the classroom, children presently have access to a range of fiction texts including poetry. In addition, the children have free access to dictionaries and thesauri. All books must be well maintained by the children and can be taken home. The class teacher keeps a log of books going home with the children. Each class visits the school library and may also borrow books from there.

The school has developed a resource bank of guided reading and shared reading texts as well as the provision of the Big Cat and the Oxford Reading Tree scheme to assist progressive and early readers.

Children have access to iPads and computers to research and present their work.

## **Computing**

Computing is an important part of the literate environment. It can be used in a number of ways to assist the children with drafting work, enabling them to see the content of their writing clearly and allow them to pick up errors in spelling punctuation and expression. Many children who find writing physically challenging are often greatly encouraged by using the computer to present their work or communicate meaning. For some children communication devices and the ability for programs to 'talk back' are particularly helpful.

## **Target Setting**

Children's performance is tracked by both the English Leads and the school's Assessment Lead. Data is triangulated with teaching and learning observations and book audits to identify pupil progress. These are shared throughout the year in pupil progress meetings so relevant support can be implemented to aid all pupils in their learning including those children who struggle to make sufficient progress. This process also forms part of the basis for whole school performance targets.

## **Analysis of data**

Data is analysed regularly by the Assessment Lead in collaboration with the English Leads. From this, areas for further development are identified and addressed through the use of whole-school, group and individual targets.

## **The Learning Environment**

New City Primary School has created its own classroom environment checklist to ensure consistency and quality across both Key Stages and within all areas of the curriculum.

Stimulating and engaging classroom displays ensure the children's learning is highlighted and celebrated. This includes access to a well-resourced and inviting book area.

## **Intervention Support**

Using the school's provision for tracking pupil achievement, the Assessment Lead, Inclusion Lead and SENCO and class teachers are able to identify pupils who are not making the expected progress. Such pupils will then be identified for further support through targeted interventions where available.

## **Remote Learning**

In the event of a national/emergency school or bubble closure or should a child have to remain at home but is well, learning is reverted to our remote learning provision (refer to ***Remote Learning Policy and strategy***). The high standards and expectations along with the key principles of English teaching and learning are to be maintained as much as possible albeit adapted to an alternative method and platform of accessing learning.

## **English Lead Role**

- To monitor, review and order resources;
- To plan and organise staff development in line with key priorities and in liaison with the school's CPD Lead;
- To review the school policy regularly;
- To encourage English display in classrooms and around the school by providing a good role model;
- To monitor the delivery and assessment of English across the school in consultation with the Senior Leadership Team and the school's Assessment Lead;
- To monitor pupil progress and identify whole-school/ targeted areas for development.
- To involve LA/ Trust/ External support services within the school where appropriate and liaise with other English Consultants in sharing good practice;
- To maintain and identify priorities for the school;
- To ensure that English recommendations set within the SIA are met, and
- To encourage and foster parental and community involvement in promoting pleasure for reading, purposeful writing and communication.

## **Other policies this policy links to:**

- Teaching and Learning
- Assessment Guidance
- Remote Learning Policy

# **Appendix A**

## **Suggestions for Teaching and Learning Strategies in English**

### **Whole Class Section:**

#### **Speaking and listening opportunities:**

- talk partners;
- role play;
- hot seating;
- drama.
- Whiteboards
- Text marking
- Reading strategies
- Writing strategies
- Singing

#### **A variety of stimuli:**

- video;
- pictures;
- text;
- drama.

#### **Interactive strategies:**

- Questioning
- demonstration;
- 'show me';
- drama.
- Effective and purposeful talk partners

#### **Guided/ group work/ independent work:**

- writing frames;
- speaking frames;
- word banks/ vocabulary;
- drama/ games;
- mixed ability pairs;
- reading aloud/ reading independently;

### Use of TA (as classroom support):

- scribing;
- modelling or re-modelling;
- drama;
- games
- talk for writing.

### Plenary:

- help address lesson's key objectives;
- should best fit lesson purpose;
- provide opportunities to review and clarify their learning;
- encourage reflection on **what has been learnt** and **how**;
- use a range of strategies;
- use extended questions to probe children's feedback;
- extend thinking further;
- develop strategies to remember what they have learnt;

### Inclusion Strategies:

- High quality, culturally relevant materials;
- Peer support through mixed ability grouping;
- Collaborative learning in pairs/ groups, e.g. talk partners, investigative tasks;
- Speaking and listening integral to activity;
- Vocabulary/ word/ phrase banks developed with pupils;
- Teacher/ peer modelling of task and outcome;
- Repetitive process and/ or language;
- Opportunities to use 1st language/ home language;
- Visual support;
- Real objects/ props/ puppets;
- Graphic organisers, e.g. tables and bar charts;
- Scaffolding for reading tasks;
- Scaffolds for writing tasks, e.g. writing frames;
- Drama and role play;
- Interactive and multilingual displays;
- Clearly identified roles for adults;
- Opportunity for pupils to have a voice;
- Opportunity for pupils to show understanding and learning;
- Parental involvement
- Homework which is supportive of classroom curriculum

