

“Together we aim to be the very best we can be...the very best version of ourselves by igniting the spark in each individual and achieving together.”



GREEN OAKS PRIMARY ACADEMY

English Policy

| Revision No. | Date Issued | Prepared By | Approved | Comments |
|--------------|------------------|-------------|----------|---------------------------------------|
| 1 | 3rd January 2018 | KE | | New Policy |
| 2 | July 2018 | KE | | Revised Policy |
| 3 | September 2019 | KE | | Revised Policy |
| 4 | October 2020 | KE | | Combined reading and writing policies |
| 5 | October 2021 | KE | | Revised Policy |
| 6 | May 2022 | KE | | Revised Policy |
| 7 | October 2022 | AC | | Revised Policy |

Mission Statement

The English curriculum comprises three core areas: speaking and listening, reading and writing. At Green Oaks Primary Academy, we aim to develop children's understanding and learning across all of these areas simultaneously, enabling them to hone their skills and become confident users of English.

Speaking and Listening

Speaking and listening skills not only develop oral fluency, pronunciation, expression and presentation skills, they underpin the development of ideas for writing and provide a means for understanding characters and situations in texts.

Children are provided with a range of opportunities to develop these oral skills within their English lessons, through short drama activities such as hot-seating and internal monologues, performing plays and stories, reciting and performing poetry and preparing for debates and discussions. Opportunities are also provided across the curriculum.

Reading

As Reading is crucial to children's development and potential for success in life, it is at the core of many curriculum areas within Green Oaks Primary Academy. Reading is taught daily. Across Early Years, Key Stage One and Lower Key Stage Two, explicit, systematic Phonics lessons are taught using an adapted version of Letters and Sounds. In addition to this, in Years 1-6, Jane Considine's Book Talk approach is used alongside comprehension lessons. Finally, each class is read to by their class teacher for 10-15 minutes a day. This is a stand-alone text, often pitched at a challenging level, which is aimed at promoting the love of reading for pleasure. This is a fully comprehensive approach that targets reading competencies and covers the National Curriculum, all contributing to how a reader thinks during the process of 'reading for meaning' and showcasing "thesaurus thinking" to ensure the most precise words are used. Throughout the school, children are also presented with many opportunities throughout the school day to read across the whole curriculum.

Through class teachers' choice of high-quality texts, which link to curriculum topics and celebrate **diversity**, we intend to develop a **culture** of reading for pleasure which can be seen throughout the school's language rich **environment**. With this, we aim to provide children with the understanding that reading provides opportunities to discover new knowledge, revisit prior knowledge and understand more about what they learn.

Aims

Our aims are for all children at Green Oaks Primary Academy to:

- Become fluent, confident and expressive readers;
- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Build their bank of sight words to enable fluent reading;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Respect for other views and cultures;
- Reflection.

Implementation

Reading at Green Oaks Primary Academy is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to Key Stages. These may be implemented by the class teacher or by the TA, or voluntary readers such as parents or other adults from the school community.

Reception and Key Stage 1

- Book Talk of the same text in small groups/whole class, including teaching a range of reading strategies and comprehension.
- Daily phonics lessons, using adapted Letters and Sounds planning alongside the National Curriculum.
- Phonics intervention groups lead by the TA in each class where needed (these include ELS).
- Library visits, including the school library and local village library.

Key Stage 2

- Daily reading lessons including Book Talk lessons focusing and developing on different reading skills, as well as comprehension lessons focusing on the skills of reading.
- Regular word level, spellings and phonics work, as a whole class or in small groups for those who need it.
- Reading intervention groups for keep up or catch up.
- Other comprehension activities.
- Visits from the local librarian.

Whole School

- World Book Day and/or National Children's Book Week involving local authors, booksellers, poets, storytellers and a range of book related activities.
- Extra activities to raise the profile of reading, linked to different themes, such as Remarkable Reader celebrations, Author visits, competitions and family events (such as Book and a Breakfast).
- Opportunities to access a wide range of genres and themes.
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' or 'keep-up' with their peers/chronological age.

- Reading for Pleasure activities including outside access to reading resources for playtimes, adult led story time.
- Weekly timetabled Library sessions for every class.
- Use of library passes to allow children to freely choose to go to the Library during playtimes.
- Subscription on Reading Eggs for every pupil and the expectation of weekly homework set using this online platform.
- Opportunities for taking learning outside of the classroom.

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading journal when they have heard them read, to support the communication between home and school. Various reading incentive schemes are also planned to raise the profile of reading at home, and children and families are encouraged to take part in the local library Summer Reading Challenge every year, starting and finishing with visits from the local librarian.

Assessment and Record Keeping

Assessment is used to inform the planning and teaching of reading. We assess reading strategies as well as reading comprehension, using the Greenwood Trust ARE document which links to the following domains:

- Define
- Retrieve
- Sequence (KS1 only)
- Summarise (KS2 only)
- Infer
- Predict
- Relate (KS2 only)
- Explore (KS2 only)
- Compare (KS2 only)

Assessment against these domains takes various formats:

- Individual reading records to keep track of hearing individual readers.
- KS1 and LKS2 half termly phonics tracking assessment, in which children are assessed against the phonics phases and gaps in learning are identified.
- Y1-Y6 carry out PiXL assessments in Reading (following the PiXL assessment calendar) with gaps analysis outcomes being identified and shared between the class teacher and the English Lead.
- Reading tracking sheets using the colour-coded book bands.
- Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who didn't meet the threshold mark.
- SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6).
- Termly Reading Tracker assessments, of speed reading, completed and analysed on Microsoft Teams.

Assessment takes place on a daily basis through AfL to inform planning and teaching, and children's progress against the objectives within each year group ARE phase are officially assessed and recorded using the following terminology: emerging, developing and secure.

Soft internal data drops, using teacher assessment, are recorded half termly (Autumn 1, Spring 1 and Summer 1) and **hard data drops** to the Trust, using test data alongside teacher assessment, are completed at the end of each term (Autumn 2, Spring 2 and Summer 2).

Pupil progress meetings, between each class teacher and the Principal or Deputy Principal take place at the end of every term, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

Moderation will be conducted within the Academy and across the Academy Trust of schools. Moderation outcome and feedback documentation to be shared with the English Leader.

Phonics

Phonics is taught in Early Years, Key Stage 1 and LKS2 every day at Green Oaks Primary Academy. By the age of six, it is our expectation that all children will have been taught the skills needed to enable them to read widely and fluently. They will use their blending and segmenting skills to help them tackle unfamiliar pseudo words.

Our Phonics sequence of progression ensures that teachers have high expectations for coverage. Quality teaching means that the scheme is rigorous and challenging. The Phonics sequence embeds GPC knowledge whilst teaching children how to apply this to independent reading and writing. Rehearsing the application of known GPC's is at the core of our teaching sessions ensuring that all children make progress in every session.

Implementation

Phonics is taught rigorously every day, from Nursery to Year 4, using Letters and Sounds which has been adapted to meet the needs of our cohort.

- Phonics sessions are planned systematically and are pitched and paced effectively.
- Phonics sessions have exciting contexts and puppets are used to engage the children and enhance learning of different sound families.
- Phonics Age related Expectations for F1 (Nursery), F2 (Reception) and Year 1 are in place to ensure staff are clear of the coverage and pace needed in phonics sessions so that children are age and stage or above by the end of each year.
- Pseudo words are included in all phonics sessions and are used in a practical context for children to apply their understanding of the sounds that they have learned.
- Sessions follow a rigorous structure of: Recap and Rehearse, Learn, Apply to Writing, Apply to Reading, Writing Challenge and Tricky/High frequency words (where/when appropriate).
- Lessons are prepared and well-resourced to ensure that they are appropriately challenging for different groups of children.
- Cross-curricular phonics is incorporated in topic sessions so that children are able to apply what they have been taught independently, in a child-initiated context.
- Opportunities are given for children to be taught Phonics outside of the classroom, through independently accessible resources or adult led lessons.

Coverage

| Year group | Expectations |
|-------------------------------|--|
| Nursery | Phase 1 |
| Reception | Phase 2 – Phase 5a (Phase 1 skills running throughout the Year) |
| Year 1 | Consolidation of Phase 4, and Phase 5a-5c |
| Year 2 | Phase 5 consolidation – Spelling Rules and Patterns following Jane Considine's Spelling Book |
| *Years 3-4 (2022 adaptation)* | Phonic abilities to be assessed at beginning of year. Teacher to teach from where greatest need is. Keep up and catch up interventions to be arranged. |
| Year 3 – Year 6 | Spelling Rules and Patterns following Jane Considine's Spelling Book (Phonics where needed) |

Assessment

Our assessment cycle is rigorous and consistent. It is used systematically to track pupil progress and ensure that the number of sounds that the children know is improving. The following actions are completed effectively to ensure that outstanding pupil progress is made:

- At the end of each academic year, we use the current Year 1 phonics screening test to screen the Foundation 2 children that will be moving into Year 1. This informs new teachers of pupil starting points for phonics in the Autumn Term.
- In Autumn 1, we use phase assessments all Year 1 pupils and those that did not pass in Year 2, to identify if any children have slipped back or forgotten sounds that they knew before the summer holiday.
- This assessment is then used to inform phonics groupings in classes and intervention groups. Information is distributed about the sounds that need to be planned for to make progress.
- Children's progress is then tracked on a half termly basis, using mock screening tests alongside phase assessments throughout EYFS and KS1. This continual assessment feeds into teachers and TA next steps for coverage in planning.

Phonics in the Environment

All classrooms are rich in print. Current sounds being taught are in the environment, to scaffold learning and ensure that the children can embed the sounds that they have been taught. We love getting the children outdoors to get them actively learning in phonics. We regularly:

- Take the children outside on phonics trails.
- Encourage them to write ladders of words using chalk on the paths and playground.
- Ensure that phonics and reading opportunities are found within the classroom and across school

Writing

At Green Oaks Primary Academy, we believe that writing is an integral part of our curriculum and school **culture**. All pupils should be able to confidently communicate their knowledge, ideas, and emotions effectively through their writing, and have a clear understanding of how to build, plan and complete narrative and non-fiction texts.

The belief of all staff at Green Oaks is that regardless of ability, we want all pupils to have the opportunity to; acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by efficiently applying the spelling patterns and rules they have learnt, and to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school, using Kinetic Letters. We want them to write clearly, accurately, and coherently,

adapting their language and style in and for a range of contexts, purposes, and audiences by using **diverse** texts linked to our whole curriculum as stimuli in explicit English lessons, alongside applying taught skills across other subjects. Class Teachers prepare pupils for writing by modelling the ideas, grammar, or techniques of writing, teaching sequences that slide between experience days and sentence stacking lessons.

All good writers refine and edit their writing over time, so we want children to know how to improve their writing and make it more focussed by ensuring that Class Teachers provide actionable feedback to pupils' learning and develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. Our classroom **environments**, celebrate the children's achievements, display modelled texts for writing, are vocabulary-rich and create a visual tool which supports pupils in becoming self-assured, independent linguists.

We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

Implementation

- English is taught a minimum of four times a week, each lesson lasts approximately one hour
- Stimuli includes texts (poetry, non-fiction and narrative), film, picture and real events with children being given the access to a range of purposes for writing which are clearly planned for across the school and mapped out on the school's writing progression document.
- Over a teaching sequence, there will be opportunities for drama to inspire and motivate the children and to develop language acquisition.
- Age-appropriate Tier 2 and Tier 3 vocabulary is taught daily alongside spelling and handwriting so that all pupils have the opportunity to experience ambitious vocabulary and begin to use them in their writing.
- GPAS is taught explicitly once a week and within English lessons, alongside the use of regular flashbacks to support pupils' cognitive load and meta-cognition.
- Opportunities to hook children into their learning is provided through opportunities to learn outside the classroom, drama and role play activities, and with specific purposes behind their writing.

Assessment

- Y2-Y6 carry out PiXL assessments in GPAS (following the PiXL assessment calendar) with gaps analysis outcomes being analysed by the Class Teacher and the English Lead and used to inform the Teaching and Learning Action Plans for the following term.
- Teacher assessment is on-going throughout all lessons, however formal assessment judgements will be made at each data point. ARE sheets and written evidence in all books should be considered when making a judgement of the child's attainment. Year 2 and Year 6 to use the modified moderation document to support the assessment of DfE TAF statements.
- Formal independent writing tasks are completed fortnightly across the curriculum. Each piece is individually assessed against the appropriate ARE sheet which reflects the level the child is working within e.g a child in Year Six maybe working within the standards of a Year Four child. Each piece should be assessed in a timely manner, with opportunities for pupils to respond to feedback to support on-going learning.

- Pupil progress meetings, between each class teacher and the Principal or Deputy Principal, take place at the end of every term, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.
- Moderation will be conducted within the Academy and across the Academy Trust of schools. Moderation outcome and feedback documentation to be shared with the English Leader.

Handwriting

Kinetic handwriting is taught across the school from Nursery to Year 6. This programme promotes strengthening of bodies for both gross and fine motor activities, improves consistent letter formation and stamina in writing.

- Kinetic handwriting is taught across the school daily. Kinetic should be modelled by adults where possible. Learning walls should support pupil's independent learning.
- Working walls should provide pupils with an opportunity to see improvements in handwriting fluency.
- Baseline assessment should be conducted in September for Years 2-6. This should comprise an observation of pencil hold as well as pupils copying a text to measure stamina and style of writing. In Years 2 & 3 this should be for 3 minutes and in years 4, 5 & 6 this should be for 5 minutes.
- All adults are required to model the use of kinetic letters in the classroom and when providing written feedback in pupils' books.

Monitoring of the Policy

We are aware of the need to monitor and update the school's English Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years. The member of the Senior Leadership Team with responsibility for English is Aaron Champion whilst Katie Edwards is on Maternity Leave.