**Great Massingham and Harpley C of E Federation English Subject Policy**

**November 2020**

We believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children’s learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others’ experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children’s intellectual, emotional and social development it has an essential role across the curriculum and helps pupils’ learning to be coherent and progressive.

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

We recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the ‘essential knowledge’ (p6 National Curriculum) that is needed in society:

‘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)

We are inclusive schools - we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one-to-one support, small groups and cross-phase work to help with this. We agree with the statement of the National Curriculum, that ‘pupils…who do not learn to speak, read and write fluently and confidently are effectively disenfranchised’ (p13)

1. Spoken Language:

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’ (p10) They should:

* + Use talk for writing approaches including imitation.
	+ Justify ideas with reasons
	+ Ask questions to check understanding
	+ Develop vocabulary and build knowledge
	+ Negotiate
	+ Evaluate and build on the ideas of others
	+ Select the appropriate register for effective communication
	+ Give well-structured descriptions and explanations
	+ Speculate, hypothesise and explore ideas
	+ Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach the children to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature including participating effectively in group discussions helps them to obtain the oral skills they will need as they grow up.

Ways in which we support this include:

* Talk for writing activities, which are planned to encourage full and active participation by all children, irrespective of ability and age.
* Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate.
* Encouraging talk-time at home.
* Poetry recital
* School Plays
* Class debates
* Class assemblies
* Events within the community
* School Council
* Talk partners
* Paired reading sessions
* Drama / role play
* PSHE and circle time
1. Reading:

Introduction

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as ‘extreme importance since through it pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually’ (p13) Reading allows pupils to ‘acquire knowledge’ and to ‘build on what they already know’ (p13).Schools are expected to have access to library facilities and support and encourage reading at home. We aim to promote high standards of reading through clear progressive planning and effective teaching.

Intent

 The 2014 Curriculum divides reading skills into two dimensions:

* Word reading/ decoding
* Comprehension

 We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it. We want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. Through reading and the building of children’s vocabulary it gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Above all we want children in our school to become enthusiastic, independent and reflective readers. Essentially we want children to enjoy reading.

 Implementation

EYFS

Reading is taught regularly right through the school. Children begin their reading journey in Yr R with a focus on phase 1 and 2 phonics. During this time children become attuned to the sounds around them and develop the skills of oral blending and segmenting. Reading is taught through both literacy focused activities based on books and through specific, structured teaching of the letters and sounds phonics programme. Children are introduced to initial letter sounds and as the year progresses will begin to learn digraph and trigraph sounds, using this knowledge to help them read and write sentences as the year concludes. We aim for children in the early years to be confident within phase 4 by the end of Yr R.

To try to develop parental awareness of our approach to reading we offer a phonics workshop at the beginning of the school year for all parents of children in EYFS and KS 1. Within EYFS and KS 1 there are dedicated reading areas and opportunities within continuous provision areas to practice and encourage a love of reading.

 KS 1

Building on the foundation stage provision, pupils learn to read easily and fluently through daily phonics during Key Stage One, regular reading to adults in school, reading partners and incentives to read at home.

The regular phonics sessions in KS1 continue to follow the Letters and Sounds programme. Children are given opportunities to apply blending and segmenting skills across the curriculum. We aim for children to be confident within phase 6 by the end of Yr 2.

Daily literacy lessons will focus on exploring age appropriate quality texts, learning about a range of different genres of text and applying what they have learned in their own speech and writing. Children will use the text being explored as a stimulus and guide to help structure their own writing and help them scaffold these early skills.

Pupils are encouraged to read widely and for pleasure using reading partners, quiet reading time and listening to an adult read. Exposure to a wealth of quality fiction and non-fiction texts during literacy focused lessons are key to ensuring the children become proficient at understanding and using increasingly complex vocabulary.

 Lower KS 2

Pupils are exposed to a wider range of longer texts during KS2 and will have opportunities to learn texts orally for example, through performance as well as reading them. Each week a discrete reading comprehension session is timetabled to develop the comprehension skills and strategies to help children stay engaged and think about what they are reading. Teachers explicitly teach reading strategies to support children to apply the strategies while reading independently. This approach encourages learners to both understand and apply core-reading skills and improve knowledge and understanding of what is being read at word, sentence and whole text level as well as increase a child’s fluency in a meaningful way. A range of genres of text are used throughout KS2 in order to ensure a wide breadth of reading experience. Key or interesting vocabulary is explored and discussed and used in class displays for the children to access and use in their own work.

Quality texts are used within the daily literacy session and children are encouraged to explore texts in depth, using the features and vocabulary they have learned later on in their own writing.

There are regular opportunities within the school day for children to access books of their own choice and read for enjoyment.

 Upper KS 2

As a small school, we believe continuity as children move from one phase to another is crucial. Therefore learning in upper KS 2 follows a similar pattern to learning in lower KS 2. In the weekly comprehension sessions all children will use the same text in order that any struggling readers will get the opportunity to read texts they may otherwise not be able to access. Support is given to these children, by additional adults, in order to help them engage with the text.

Throughout KS 2 quality texts, visual extracts and a range of poetry are used in daily literacy lessons and children are given opportunities to explore texts in greater depth promoting valuable discussions. Teacher will model reading skills such as fluency, pace, intonation, expression and giving high quality responses identifying key evidence within the text.

In year 6 children take part in a book club incentive through links with a local high school. Books are selected and sent by the high school and children read these and take part in book club style discussions. The texts chosen and discussions they promote are designed to ensure readiness for KS 3.

Reading intervention

Every child is heard read regularly by an adult. Frequency is dependent on the child’s ability and engagement of parents at home. Children who are at risk of falling behind are quickly identified and targeted for additional reading intervention with an adult in school. This is timetabled into the school routine, given high priority and delivered by the same adult thus ensuring continuity and progression. Programs such as Sound discovery and comprehension catch up schemes are used.

Home readers

We believe parental support with reading is essential. All children keep a record of the books they read at home and parents are encouraged to read regularly with their children. In order to encourage this we praise and reward children when they do read at home and we also launch an annual reading challenge whereby children are rewarded for the number of times in a week they can read at home.

EYFS - Home readers are levelled progressively and matched carefully to the phonic knowledge of the children. This ensures texts are easily decodable and success is guaranteed leading to speedy progress.

KS1 - Children continue to read phonetically decodable books as home readers but are now introduced to a wider range of texts ensuring breadth of reading across the curriculum.

KS 2 - Books are matched to the children’s reading ability and organised into colour bands. Children work through the colour levels each of which include a variety of genre. As children become free readers they are given “joint ownership” over the books they read at home and discuss their choices with an adult.

Library

We are extremely proud of our new library at and have already seen that it will provide a stimulating environment for children to develop their reading skills. Books are displayed in an attractive way and organised so that children can find what they are looking for easily. Non-fiction books are organised according to the Dewey system and children are taught how to use this. Each class also has a library area which children use regularly. Children borrow two books on a weekly basis and have time to discuss what they read with an adult. We use an online library loans system and all children are encouraged to scan and “check in/out” their own books. Older children are assigned as librarians and will help younger children with this.

We have strong links with the local library service and children are able to visit the mobile library van twice a year and choose books to add to our class libraries. We also regularly borrow “Topic boxes” - books chosen specifically to match our current learning in other curriculum areas. This ensures that children are continuously reading across the curriculum.

Story Time

Throughout the school storytime is timetabled into the weekly timetable to promote the love of learning. This is where teachers and support staff read regularly to the children modelling the use of intonation and expression to bring characters to life and to expose the children to a wide range of literature. This helps the children's vocabulary development and comprehension, as well as supporting their writing.

Reading impact

We strive to promote a positive reading culture where books and the love of literature is celebrated and valued. **We aim to ensure that children’s attainment is in line with, or exceeds their potential.** We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.

1. Writing:

The National Curriculum states that pupils should:

* Develop the stamina and skills to write at length
* Use accurate spelling and punctuation
* Be grammatically correct
* Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
* Write to support their understanding and consolidation of what they have heard or read

 The 2014 Curriculum divides writing skills into two dimensions:

* Transcription (spelling and handwriting)
* Composition (articulating ideas in speech and writing)

 We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and connected provision

* We teach grammar during English lessons.
* We correct grammatical errors orally and in written work (where appropriate)
* We have a systematic approach: we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
* We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice.
* We provide writing frames and or images to support the least confident.
* We provide time for planning, editing and revising
* We mark extended pieces of work in-depth
* We set small, precise targets for the pupils at the point of marking; these will be achievable by the child within approximately two weeks.
* We use success criteria checklists for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively.
* We encourage joined handwriting from Year One to support spelling and speed.
* We use drama and hot-seating to help pupils to think about another point of view.
* Support for pupils with learning and motor difficulties
* Meetings with parents to help them support their child

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to ‘learning and progress across the whole curriculum’ (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

* Active
* Progressive/ systematic
* Making links from known words
* Develop understanding of shades of meaning
* Include ‘instruction verbs’ used in examinations
* Subject specific- accurate mathematical and scientific words
* Strategies to help children clarify meaning.

4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

* Spelling lists/ key words to take home and learnt
* Display of key words on the working walls
* Using the correct vocabulary orally
* Using dictionaries, thesaurus and similar programmes
* Carrying out testing and providing feedback to pupils
* Targeted one to one/ small group support, where appropriate
1. Marking, Planning and Assessment:

Planning:

* Long term overviews can be found on the curriculum maps produced at the start of the year for Key Stages One and Two
* Planning shows differentiation by age and ability.
* Schemes of work for phonics, grammar and spelling are used to ensure developmental learning building on prior knowledge.
* Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.
* Pupils may be streamed by ability for some sessions/ types of homework/ support.
* Pupils identified in pupil progress meetings who are falling behind, will receive intervention through either quality-first teaching or small group interventions with a TA.
* Pupils with EAL will be given additional English support.

Marking

Marking is used as part of our formative assessment to inform planning as well help the children to improve their work. Green pen is used to pick up the good work children produce that meets the learning objectives and comments are also made to help the children to improve. In this way, our improvement marking is often a ‘doing’ comment and we allow the children time to respond to their comments.

Assessment:

* Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
* Formal assessments of reading, writing and spelling are carried out in both Key Stage 1 and 2 as part of our assessment cycle.  The results are analysed and inform reports to parents, target setting for children and a teacher's future planning.
* Writing is assessed using the new NC descriptors-these are tracked using pupil asset
* All staff attend moderating sessions across the federation and some staff attend external moderation sessions.
* Children's progress in English is assessed using nationally prescribed tests with the Phonics Screening test taking place at the end of Year 1 as well as the end of Key Stage 1 and Key Stage 2 SATs.
* End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.
1. Professional development:
* Staff are expected to attend relevant courses during the school year.
* Moderation takes place in house and within the cluster. National standards files are used as a reference to guide levelling.
* Evidence of moderation is kept by the subject leader.

1. Specific groups:
* Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed in PPMs and plans made.
* Pupils with EAL are given additional support in all aspects of English.
* Pupils who are gifted and talented receive additional support, differentiated curriculum.
* Pupils with SEN will have English based targets on their care plan. These are reviewed termly.