



## English Policy

### **INTENT**

At Norden we believe that literacy is an essential life skill and we are committed to enabling our children to become lifelong readers, writers and speakers.

The key to our strategy is the importance we place on fostering a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts.

Children in Early Years and Key Stage 1 follow a rigorous Phonics scheme (All Aboard) which introduces phoneme and grapheme correspondence. Children are taught to blend sounds to read words, and segment words to spell. All our children take home reading books which directly match the current phonics teaching. Letter formation is taught alongside as each new letter is introduced.

We believe the skill of reading enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent approach across the school to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher. In Early Years and Year 1, our children read books matched to their Phonics level and from Year 2 upwards, our children access Accelerated Reader which has a higher focus on comprehension while developing stamina for reading longer texts. This allows for accurate assessment of each child to ensure reading books are matched to their reading age.

We will share a wide range of writing genres through The Write Stuff from Nursery to Year 6, enabling our children to write for a range of purposes whilst enjoying this process. We nurture a culture where children take pride in their writing, can write with clarity and accuracy and can adapt their language and style for a range of contexts. We aim to lay the foundations for lifelong writers. We follow the No Nonsense Spelling programme which ensures children have the opportunity to learn and practise spelling patterns and key words for their appropriate year band. We expect children to apply learnt spellings within their independent writing.

Through our reading and writing programmes, we introduce wider and challenging vocabulary to all year groups. We model the use of new vocabulary and ensure the children are applying this within writing and speaking. Various strategies are used to investigate new vocabulary in reading activities and we ensure children understand all new vocabulary.

We believe our children should be encouraged to become clear and confident speakers. We provide a range of experiences across each year group to perform in front of others. These include Reader's Theatre, opportunities for choral and class reading in Guided Reading sessions and within all other curriculum areas. All year bands are be involved in productions which include Harvest, Christmas, Easter and Summer performances. Visitors are invited into school to encourage collaboration between pairs, groups and classes of children. All staff model correct spoken English and encourage children to follow this lead.

We have high expectations of all children and we encourage children to challenge themselves, persevere and aspire to achieve success, always 'being the best they can be.'

### **IMPLEMENTATION**

1. Teachers will use our agreed schemes of All Aboard Phonics, The Write Stuff and Accelerated Reader to develop pupils' knowledge, understanding and independent work.
2. High level vocabulary is introduced, and displayed, through our reading and writing schemes.

3. Teachers assess pupils' use of, and understanding of, spoken language at the beginning of each academic year in order to provide bespoke learning opportunities to develop confidence and competence.
4. Children are immersed in high quality texts covering a range of genres and will prepare their ideas before they write. High quality texts and passages are chosen, appropriate to the expectations of the year group and ability of children, and teachers use this to model the application of the agreed reading skills. Children are taught to notice and identify words/phrases they don't understand and strategies to breakdown in meaning. Children are taught to relate the text to themselves, previous reading experiences and the world around them.
5. Children are helped to make their thinking clear to themselves as well as to others and teachers will ensure that children build secure foundations by using discussion to probe and remedy their misconceptions.
6. Drama, poetry and role play are used to build children's confidence and to practice their skills in speaking, listening, reading, writing and performing in front of others.
7. Teaching develops pupils' competence in transcription and composition and they are taught how to plan, revise and evaluate their writing.
8. Children are taught to use the elements of spelling, grammar and punctuation correctly and to understand and use Standard English in their speaking and writing.
9. Children in Years 2 - 6 take part in whole class guided reading sessions which involve teaching and learning of the VIPERS (question types: vocabulary, inference, prediction, explanation, retrieval, summarising and sequencing) and are interactive with choral reading, learning of new vocabulary and encourage fluency and confidence. Children work individually, in pairs, in groups and as a class.
10. Teachers have high expectations for all pupils, those with SEND are included in lessons where appropriate and tasks are scaffolded accordingly.
11. The Subject Leads support teachers by leading training sessions, monitoring pupils' work and data, observing teaching, discussing learning with pupils, keeping up to date with new theories in teaching English and disseminating information to teachers and Teaching Assistants.
12. Teachers assess pupils' work in English (Reading, Writing and Phonics) through formative and summative judgements by; asking questions, observing pupils during lessons and using our termly assessment grids looking for progression in written work. Work is marked regularly and frequently (in line with our Feedback and Marking Policy) and children are given appropriate, clear feedback which tells them how well they have done and what they need to do next to improve. Regular quizzes are provided through Accelerated Reader to test comprehension.
13. Throughout each unit of writing, all children follow the Link it, Learn it, Check it, Show it, Know it sequence by revisiting previous disciplinary knowledge and applying new disciplinary knowledge to produce a final piece of writing for each unit.
14. A range of reading texts are selected to support the application of disciplinary knowledge in other curriculum areas enabling the pupils to follow the same sequence.

## **IMPACT**

English is the most important subject taught in this school. All the skills of English are essential to participating fully as a member of society; children, therefore, will learn to speak, read and write fluently and confidently. English will be used to promote excellence and enjoyment and will also be fun. It will have a strong presence in the ethos of the school and children will be ready to meet the Key Stage 3 curriculum confidently when they leave us.

Written by J Hill and F White, December 2022.

Approved by Governors, December 2022.