



*Make your light shine so others will see the good that you do"*



# North Somercotes CE Primary School

## English Policy

***"A reader lives a thousand lives before he dies. A man who never reads lives only one."***

George R. R. Martin.

***"Writing, to me, is simply thinking through my fingers."*** Isaac Asimov

### What is English?

Here at North Somercotes CE Primary, English is taught as a core curriculum subject with every child from Reception upwards receiving a daily lesson, plus discreet daily phonics sessions in EYFS and KS1 and regular Spelling/Grammar sessions in KS2. We recognise that in order to develop reading, writing and speaking & listening skills effectively, children must be given a wide range of contexts in which to practice and consolidate their skills and understanding, which is why we seek opportunities for pupils to apply their English skills across the curriculum.

### Context

North Somercotes sits on the edge of the Lincolnshire coast, 16 miles from the nearest big town, Grimsby. As a result, access to bookstores and libraries is limited (5% of children have a library card) and few children visit these facilities, even when able. The village is an area of low social mobility and we have a high number of children on free school meals (40%). A large proportion of children struggle to read at home with some only reading during school hours. When asked, many children said that they never see their parents reading books or even have a shelf of books on display at home. Because of these statistics, we have endeavoured to increase the profile of reading in our school. We have done this by embarking on the wonderfully creative Power of Reading scheme, and made it a requirement that all teachers/classroom staff read to their classes every day. By ensuring this, we hope to expose the children to a range of exciting books from a variety of diverse authors, all being read aloud with fluency and expression.



***Make your light shine so others will see the good that you do”***



## **Intention**

At North Somercotes CE Primary School we intend to ignite the spark of creativity by shining a light on a variety of inspiring authors and characters. Our ultimate goal is for the children to use this to develop into confident speakers, readers and writers.

We aim to achieve this by:

- Having a positive attitude towards all aspects of English, including spoken language.
- Instilling a passion for the English language in all classes.
- Being able to produce a high standard of work, with our children meeting age related expectations or above.
- Developing an awareness of audience.
- Enabling our children to become fluent and confident readers equipping them with the tools required to fulfil their passions. After all, a child who can read can teach themselves anything.
- Mastering a fluent handwriting style containing correct joins and letter formation by the end of KS2.
- Having a good grasp of phonics, spelling, vocabulary, grammar and punctuation.
- Demonstrating the ability to apply these skills to sustained pieces of writing.

## **Implementation**

*How do we teach English?*

At North Somercotes CE Primary School, we believe that English should be taught creatively and effectively with quality children’s literature at the heart of all learning. These texts offer in-depth and real writing experiences, meaningful study of literacy styles, opportunities for responses that are both creative and open-ended, whilst at the same time keeping children engaged with the characters and the story as a whole.

## **READING**

### **Sequencing of learning, method of delivery and assessment in EYFS and KS1**

- In EYFS and KS1, we use a systematic synthetic phonics programme called *Monster Phonics*.
- Children read *Monster Phonics* decodable books, in groups, three times a week. They then take the book home for further practice.
- Children also take home a ‘free choice’ book to encourage reading for pleasure, ensuring that they have access to a rich and balanced reading diet.
- Power of Reading texts are carefully selected to ensure exposure to a range of quality texts across a breadth of genres and styles. This is identified on school’s LTCM (Long Term Curriculum Map).



## ***Make your light shine so others will see the good that you do"***

- Power of Reading and Cracking Comprehension schemes are used to support the teaching of weekly whole class reading sessions.
- Reading is further promoted with regular rewards, ranging from individual class prizes to our whole school Book Vending Machine. Class teachers have a small number of golden tokens each term that will be given to children who go that extra mile with reading, especially at home.
- Classes have access to timetabled library slots to promote reading for pleasure.
- A range of age-appropriate whole class books are read aloud to the children on a daily basis.
- Reading progression documents are used to aide age appropriate learning and structure differentiation.
- Readers who fall into the bottom 20% category are provided with extra opportunities to read with an adult during the school day. This is identified on Provision Maps and Pupil Profiles.
- Reading is further promoted via the inclusion of parents during EYFS and KS1 shared reading opportunities.
- Regular and efficient monitoring of children's development in phonics is essential if they are to become competent and confident readers, and subsequently writers. The Monster Phonics programme has a clearly mapped set of assessments which allows for checking children's grapheme-phoneme correspondence (GPC), knowledge of High-Frequency Words (HFWs) and Common Exception Words (CEWs) for reading and writing.

### **Sequencing of learning, method of delivery and assessment in KS2**

- Children who are reading at the age-related level have access to a wide range of modern, high quality texts from the school library.
- Those children working below age-related expectations select their books from a range of ability appropriate texts in their classroom libraries. These include books from the Project-X range and a selection of high interest, low-ability texts.
- Pupils who still have gaps in their phonic knowledge have access, where appropriate, to *Monster Phonic* interventions.
- Whole class fluency and comprehension lessons take place twice weekly. The texts used during these lessons are carefully selected by the teacher from either the Cracking Comprehension scheme or more specific, age-appropriate extracts across a variety of genres and text-types.
- Power of Reading texts are carefully selected to ensure exposure to a range of quality texts across a breadth of genres and styles.
- Classes have access to our school library to promote reading for pleasure.
- A range of age-appropriate whole class books are read aloud to the children on a daily basis.
- Reading is further promoted with regular rewards, ranging from individual class prizes to our new whole school Book Vending Machine. Class teachers have a small number of golden tokens each term that will be given to children who go that extra mile with reading, especially at home.



## ***Make your light shine so others will see the good that you do"***



- The reading progression document is used to aide age appropriate learning and structure differentiation.
- Readers who fall into the bottom 20% category are provided with extra opportunities to read with an adult during the school day. This is identified on Provision Maps and Pupil Profiles.
- Reading is further promoted via the inclusion of parents during KS2 shared reading opportunities.
- Pupils are baselined at the beginning of each academic year using a Salford Reading test. Throughout the year reading is assessed against the school's assessment grids and supported by the Rising Stars summative assessments.

### **WRITING**

#### **Sequencing of learning, method of delivery and assessment in EYFS and Key Stage 1**

- Power of Reading Scheme texts are used to inspire writing in a range of different genres and styles. The text and extended writing outcomes for each half term are selected carefully by teaching staff and detailed on the school's LTCM (Long Term Curriculum Map).
- Weekly spellings are drawn from the Monster Phonics yearly progression map, in line with the National Curriculum.
- Punctuation and Grammar skills to be taught and revised throughout the year, in line with the LTCM for each year group, to ensure thorough understanding.
- The writing progression document is used to aide age appropriate learning and structure differentiation.
- Fluent handwriting style is developed through the Letterjoin program.
- In years 1 and 2 we expect pupils to produce a minimum of six pieces of independent writing, which will be used to inform assessments and pupils' next steps in learning. These assessments will be supplemented by unaided pieces of work produced in the lessons. All assessments will be recorded on the school's writing assessment grids.

#### **Sequencing of learning, method of delivery and assessment in Key Stage 2**

- Power of Reading Scheme texts are used to inspire writing in a range of different genres and styles. The text and extended writing outcomes for each half term are selected carefully by teaching staff and detailed on the school's LTCM (Long Term Curriculum Map).
- Weekly spellings are supported by the Spelling Bug program and the Twinkl termly scheme, as outlined on the LTCM. These align to the spelling lists within the National Curriculum.
- Punctuation and Grammar skills to be taught and revised throughout the year, in line with the LTCM for each year group, to ensure thorough understanding.



## ***Make your light shine so others will see the good that you do”***



- Grammar and Spelling Bug interactive program used to supplement learning of SPaG skills.
- The writing progression document is used to aide age appropriate learning and structure differentiation.
- Fluent handwriting style is developed through the Letterjoin program.
- In years 3-6 we expect pupils to produce a minimum of six pieces of independent writing, which will be used to inform assessments and pupils’ next steps in learning. These assessments will be supplemented by unaided pieces of work produced in the lessons. All assessments will be recorded on the school’s writing assessment grids.

### **Inclusion**

- The school’s English curriculum, lessons and materials will support equality of opportunity and an inclusive attitude to all learners. We will ensure that children are provided with a broad and balanced curriculum that they can fully immerse themselves in and gain inspiration from.
- All pupils will have equal opportunity to reach their full potential across the English curriculum regardless of their race, gender, cultural background or ability. Class teachers will be responsible for planning activities that are differentiated and suitably challenging to meet the needs of all children, enabling access to the study of English in all its aspects.
- We will ensure our Bottom 20% readers are able to fully access all aspects of the English curriculum through adapting of resources, additional adult support and other means of quality first teaching support, as outlined on the school’s Curriculum Inclusion Document.

**Further information can also be found in our SEND Policy**

### **Impact**

Pupils will develop a detailed knowledge and a breadth of skills as they progress through our English curriculum. They will develop a receptive and expressive vocabulary, and they will become fluent readers, with a reading style that supports their comprehension. They will confidently be able to predict, question, clarify, summarise, infer and activate prior knowledge to full understand the texts they read. Our children will want to read for pleasure and enjoyment, and be immersed in their reading.

When writing, the children will become increasingly independent and responsible for selecting and using writing strategies: planning, drafting, sharing, evaluating and editing. Their transcription skills will become increasingly automatic in order for pupils to focus on writing composition, and they will be ready for the next stage in their learning. By the end of KS2, the majority of children will be able to write with purpose and alter their writing style to match their chosen audience.



***Make your light shine so others will see the good that you do”***



English leaders will conduct regular monitoring activities (learning walks, deep dives, book scrutinies, staff discussions, pupil interviews etc) to ensure a consistency of provision across the school and identify areas for future development. Leaders will work with members of the Standards and Curriculum Committee to celebrate the strengths of our children and ensure that our provision meets the high standards we have set.

Our ultimate aim is to provide regular opportunities to shine a light on a variety of authors and texts, immersing the children in a rich, literary heritage that will give them the confidence to progress through the world as well rounded, open-minded individuals.

**Policy agreed by Governors: Spring 2023**

**Policy Review: Spring 2025**