

Towngate Primary Academy

English Policy

2018 - 2019



Towngate Primary Academy

English Curriculum Policy

Date	Review Date	Coordinator	Nominated Governor
September 2018	September 2019	Miss Laura Eke	Mrs Joanne Crook

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In our English curriculum at Towngate Primary Academy, we strive to provide all children within the Academy with the skills to become life-long learners and confident readers. We place reading at the center of our English curriculum to immerse and engage our pupils in literature-rich environment.

## Introduction to English

### English at Towngate Academy

Our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in the academy and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

### Our intentions:

- Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Towngate Primary Academy.
- To promote and instill a love for reading, writing and high-quality literature into pupils at all ages.
- To derive an English curriculum which is sequences to develop the acquisition of knowledge and skills.

### Curriculum Implementation:

Our English curriculum is derived around a sequence of high quality age-appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

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### Reading for Pleasure

Reading is not only celebrated in classrooms here at Towngate Primary Academy. Around school, you will find displays which celebrate authors - including our author of the term displays, inspiring reading corners and spaces, children's favourite book, authors, genres and recommended reads. At Towngate, we celebrate reading throughout every phase in the academy: we offer First Steps Together sessions for our Nursery pupils and parents, Book Shares in both Early Years and Key Stage One, Story Sharing sessions with the Headteacher and Deputy Headteacher, reading open sessions, as well as implementing a book-led curriculum across all phases. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, Shakespeare Week, Book Fairs and sponsored reading events to further enrich our English curriculum.

Each week, we spend time enjoying reading for pleasure in our classrooms during a dedicated reading for pleasure time. When we read for pleasure, pupils are able to choose the books they wish to read and enjoy, can choose to share a book with a peer, read the 'Picture News' newspapers to read about the world around them, choose to read topic books related to our wider curriculum or listen to an adult in the classroom reading aloud to the children.

Additionally, at 3.00pm everyday, pupils end the school day by sharing a story in their classrooms; adults read a class book aloud to the children to further promote a love for reading into every school day.

### Language Acquisition & Vocabulary Development

We endeavour to ensure we provide our pupils with a 'language rich' environment; we do this with our links to the School Library Service, which ensures we have a wide range of texts displayed around our academy, to correlate with our wider curriculum. We work closely with a range of book fairs in raising the profile of reading to ensure we share the importance of reading with our parents, carers and wider community. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language across the wider curriculum through the use of our knowledge organisers and working walls.

At Towngate Primary Academy, we aim to share our vision of high aspirations for all of our pupils through our high expectations across the wider curriculum; by setting these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.

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### Curriculum Impact:

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Nursery. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.



## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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.

## Spoken Language

As stated in the National Curriculum, English reflects the importance of the spoken language in pupils' development across the whole curriculum - socially, cognitively and linguistically. Spoken language underpins the progress of reading and writing. At Towngate Primary Academy, spoken language is taught and developed through a wide range of opportunities such as performance poetry, discussions and debates, whole school drama productions and in the classroom and provision through role-play activities (see individualised curriculum maps for additional information).

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### Reading

Reading is a high priority area of our English curriculum at Towngate Primary Academy. Reading is a fundamental skill, used to stimulate children's imaginations and to learn to acquire a love for books. A centralised aspect of our Book-Led Curriculum across the Academy, reading influences the thoughts, feelings and emotions of our learners.

Reading also takes place regularly through Guided Reading group with a teacher or teaching assistant. If children are working below their chronological reading age, targeted intervention and support is put in place. Children in all classes still have access to story time at the end of the school day and have a class book for a sustained period; this ensures that reading is correctly modelled to children as well as giving them the opportunity to enjoy being read to!

Pupils' home-school books are closely matched to their phonic ability; pupils are able to enjoy books at both school and at home whilst applying their phonics to decode accurately. Pupils in Early Years and Key Stage One are taught to read daily within phonics lessons, guided reading and within English lessons. We use the Schools Library Service to expose pupils to topic-specific vocabulary and content within the wider curriculum.



## Book Led Curriculum

### Early Years

We introduce children to the conventions of books: reading from left to right, turning pages and identifying key features of certain texts. Whilst we follow the Letters and Sounds programme for phonics, children also build a sight vocabulary. It is of high importance to us to teach the children how to decode through daily teaching of phonics sessions.

In Early years the Book-led curriculum is followed by linking a focus text to a topic, class teachers then carefully plan around the chosen text to ensure they are exposed to a range of high-quality texts.

We hold a meeting for Reception children's parents in the autumn term in order to explain our reading schemes, procedures and expectations.

### Key Stage 1

In Key Stage 1, each of our English units of work is based around a specially chosen text; by placing reading at the center of our English curriculum, pupils are frequently exposed to high quality texts and as a result, develop a cohesive understanding and enjoyment for reading. In each of our classroom environments, reading areas are created as a stimulating and exciting space to develop the delight of reading. Within reading areas, specifically chosen authors are

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### Key Stage 2

Throughout our Key Stage 2 phase, careful and considered planning implements the core skills required of a child in upper school. Through our book-led curriculum, children are provided with an enriched and fulfilling English curriculum, which enables all pupils to achieve and access high quality texts. Across the academic year, children will read and enjoy six age-appropriate texts, ranging from a variety of different genres. Our book-led curriculum incorporates all aspects of speaking and listening, comprehension, writing and composition through a sequence of well-structured teaching opportunities. Pupils build their knowledge and understanding through a unit of work and incorporate newly-acquired techniques and skills into their independent practice. Throughout the week, pupils build up to an outcome of independent written work, centered around their chosen text – incorporating the skills and features developed across the unit of work.

### Guided Reading

Guided reading is an integral element of our reading curriculum at Towngate Primary Academy. Guided reading takes place in each class, where pupils are taught and provided with opportunities to apply their understanding of reading strategies, skills and conventions. Pupils are tasked with reading age-appropriate texts and spend time with adults in the classroom to share their reading, answer deep questions and discuss key book themes and ideas. Within the guided reading carousel, some pupils work independently to apply their understanding of key reading strategies through targeted activities; these activities are chosen by the class teacher to deepen and develop reading skills as stipulated in the National Curriculum. In order to ensure pupils are effectively challenged, class teachers will support pupils in choosing an appropriate text to suit their reading and comprehension age and confidence. Key skills and reading strategies can be found on each classes curriculum map. For further information on reading skills, see the long-term overview provided for reading across school.



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### Reading at home

It is essential for our pupils' development that children are enjoying reading at home; this improves pupils' understanding of the wider world, provides exposure to high quality language, develops the imagination and stimulates pupils to become lifelong readers. At Towngate Primary Academy, we provide pupils with reading records to be filled in at home – this is an effective communication tool to enable class teachers to see the reading taking place outside of school. The frequency of reading at home is essential; pupils who read regularly develop their fluency, accuracy and understanding of language used within books.

As class teachers, we carefully monitor the children's reading at home, encourage parents to be fully active, and engaged with us in this in order to support their child's ongoing development.

### Priority Readers

Each class teacher identifies and tracks pupils working below their age-related expectation in reading to form a group of priority readers. These pupils are targeted for 1:1 support in reading with a focus on fluency and supporting pupils to reach ARE. Class teachers collect evidence throughout this academic year, which is then reviewed by the English Coordinator, half termly Salford tests take place to assess progress through 1:1 targeted support.

### Academy Library

We are very fortunate at Towngate Academy to be updating our library adding a wealth of high quality texts for the teachers and pupils to access. Pupils are able to borrow books to take home and enjoy reading for pleasure; this gives children to opportunity to read and share a variety of texts and develop their reading fluency. We have trained librarians in years five and six; who along with English coordinator take care of the

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books and resources available.

### Gifted and Talented Readers

Where pupils demonstrate a strong understanding and ability to read, these pupils are identified and are provided with stretch, challenge and expectation within the reading curriculum. In the Early Years and Key Stage One, pupils progress through phonics phases 1-6. Additionally, where pupils are showing significant promise in reading skills and strategies, they progress quicker through a series of book bands until they become 'free readers' in Key Stage Two. In guided reading and reading comprehension lessons, pupils are taught reading strategies and skills discretely before being expected to apply these into independent learning. Pupils are challenged appropriately with higher order question stems used and pupils are expected to further explore language choice and authorial intent.

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### Writing

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Our approach at Towngate Primary Academy to teach writing, covers the transcription and composition requirements of the National Curriculum.

Writing is taught during the morning session, alongside Numeracy, within each year group.

Throughout the academy, we provide many opportunities for children to access a variety of age appropriate texts to read as part of either whole class teaching or independent reading. Known authors are invited into school to inspire and stimulate enthusiasm for both reading and writing. Workshops are planned; where appropriate.

### Planning for writing

Writing opportunities are carefully planned around class novels where both non-fiction and fiction is balanced across the academic year. Children's literacy skills and speaking and listening opportunities are strengthened with planned cross-curricular links (including performances) both in and out of school.

Expectations of well-presented work, along with correct age related spellings and grammar, is promoted and monitored by the English coordinator.

### Additional opportunities

The school newspaper offers children opportunities to be involved in reading, writing, publishing and selling their newspaper giving the children a sense of 'audience' and 'purpose'.

Throughout Early Years, Key Stage 1 and Key Stage 2, our writing follows the Book-Led curriculum in place across the academy. Writing

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opportunities are sourced and developed based on the class text within each year group. Our curriculum allows KS2 children to have the opportunity to explore high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of this programme is flexible and class teachers are then, in turn, able to apply their own creativity to cover the objectives across Key Stage 2. Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

### Gifted and Talented Writers

To further challenge writers who demonstrate a particular flair and talent for writing, pupils are provided with additional elements of choice in their writing. At times, able writers may be expected to write from alternate perspectives of a given character or be provided with limited support in comparison to peers with language choice and content. Gifted and Talented pupils are given more autonomy than their peers to explore and experiment with language choices, structure and content.



An example of a weekly week of English lessons is:

## Book-Led Curriculum Overview:

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Monday	-Reading and developing understanding through comprehension questions based on the chapter read.
Tuesday	- Developing grammar and punctuation through the Collins Grammar scheme, in line with the genres being taught during the sequence of lessons.
Wednesday	- Planning and extracting features from a text for our own writing.
Thursday	- This is the drafting and editing phase of learning, where pupils apply their learning to a piece of written work.
Friday	- This is the drafting and editing phase of learning, where pupils apply their learning to a piece of written work.





### **Writing in action:**

This involves a number of stages:

Motivation: teacher input or stimulus, giving the children chance to think, and discuss ideas. Children need a strong sense of purpose to make writing worthwhile.

Modelling: whole class teacher input, giving children the chance to have a go alongside the teacher.

Drafting: children are encouraged to try their ideas in their 'try it books' as independently as possible – sharing then editing where needed.

Reading: the child reads their work to themselves.

Edit and Improve: children check success criteria, spellings, punctuation and meaning and are given the chance to improve their work.

Write up work and complete further independent tasks in their English books.

### **Emergent writing**

Throughout the Foundation Stage and into Year One; there are opportunities for mark making in all areas of provision. We recognise the need to take into account the different experiences of pre-school children and consider each child understands of the purpose of written symbols; their knowledge of letter shapes; their hand-eye co-ordination and fine motor control; and their ability to hold a pencil correctly.

### **Shared Writing**

Through investigating a wide variety of texts, as well as teacher modelling, children are taught to write in a range of styles, for different purposes, organising their work appropriately to suit the intended reader. The teacher demonstrates the process of drafting and reworking writing in order to improve it. Children will be taught to ask themselves questions as they write, and begin to think of themselves as writers, Shared writing also gives children the opportunity to reinforce grammatical corrections, punctuation and spelling techniques. Classrooms promote a creative environment for writing, providing support and writing frames, which encourage independence, and reinforce a culture of quality

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rather than quantity. Opportunities for writing at age related expectations are identified across the curriculum to consolidate and extend writing taught in the English lesson.

### **Independent Writing**

Independent writing provides an opportunity for children to apply their knowledge in a focused activity. Support may be provided within a small, focused writing group where resources are provided to stimulate and widen language choices.

### **Extended writing**

During each half term, children have an opportunity to produce two pieces of independent writing that is assessed using the Academy's writing assessment grid. This provides evidence for individual English targets for the children and helps the class teacher in lesson planning, teaching and assessing.

### **Grammar**

As stipulated in the National Curriculum, the grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use language that is more complex in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

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### **Punctuation**

The teaching of punctuation is taught in relation to age related expectations in the National Curriculum and alongside grammar. Children are taught that the use of punctuation will aid the readers' comprehension of their work. Each class will display the Punctuation Pyramid in the classroom to support learning. Opportunities across the curriculum will allow children to consolidate punctuation concepts.

### **Spelling**

At Towngate Primary Academy, spelling is taught regularly in focused sessions within each class. Class teachers use Collins connect to support with the teaching for spelling and this can then often be used as homework for children when applicable. Spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests.

Please find attached our long term spelling overview, linked to the National Curriculum English Appendix 1.

### **Handwriting**

Handwriting is taught across the Academy regularly. High expectations, for the presentation of children's work, are promoted. Handwriting is taught alongside spelling patterns in order to assist spelling. Children in Key Stage One and Year three use this time to support the development of fine motor control. Children in Years four, five and six are taught formal handwriting weekly, and are encouraged to join their letters for fluency to develop a fluent and legible handwriting style. Children are reminded about correct posture and how to hold a pen or pencil. Children in Reception and Year 1 focus on correct letter formation, and follow handwriting scheme. Children from Year two onwards will work in parallel lined books to encourage correct letter size. In Year four children are encouraged to use handwriting pens. Spelling patterns are taught with the joining of letters in mind. Children write in pencil until Year three when they begin to write in pen.



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### Phonics

At Towngate Primary Academy it is important for us to ensure children become successful, fluent readers by the end of Key Stage 1 and believe this is achievable through a combination of high-quality phonics teaching, combined with a whole language approach that promotes a reading for pleasure culture.

Our aims in phonics:

- to provide children with strategies to identify and decode tricky words
- to teach children to recognize the graphemes within words and associate them with the appropriate phoneme when reading
- to ensure that all children know the 44 phonemes within the English language
- to enable children to use phonic awareness across the curriculum
- to ensure the teaching of phonics is lively, interactive and investigative



## Teaching of phonics

Phonics is taught throughout Early Years and Key Stage One to give our children a secure base upon which their reading can grow. Early Years and Key Stage One phonics lessons are taught using the Floppy's Phonics resources in daily phonics lessons where a systematic approach is taken to the learning of synthetic phonics. Children progress through the phases in Year two and access spelling patterns and Phase 6 learning further developing Key Stage One reading skills. Children who do not pass the Year 1 Phonics screening test; will access a phonics intervention in Year two revisit gaps in learning. These pupils will then retake the test in the spring term in Year two.

## Role and responsibilities of English coordinator

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating pupil progress.
- Provision of English (including Intervention and Support programmes – alongside SEND)
- The quality of the Learning Environment;
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments
- Maintaining subject file.
- Organisation of events to promote English within the Academy.

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### Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment policy
- Guidance and Feedback policy
- Equal Opportunities Policy
- Health and Safety Policy

Review date: July 2019

Person responsible: English Leader – Miss L Eke