



ENGLISH POLICY

Rationale

At Uplands Manor Primary School, we believe that written and spoken language 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.

Reading and writing, along with communication skills, are at the heart of all children's learning. Proficiency in these areas enables children to communicate with others effectively for a variety of purposes and to examine and interpret experiences, feelings and ideas, giving these order and meaning.

Aims

- To create a consistent approach to the teaching of English across the school
- To ensure that pupils make good or better progress
- To foster a love of literature and words
- To develop speaking and listening skills to enhance writing
- To provide lively, pacey and engaging teaching

Speaking and Listening

In the area of speaking and listening, our aims are:

- To enable children to express their ideas logically, coherently and appropriately
- To gain pleasure by talking and listening
- To improve the quality and accuracy of listening
- To encourage the idea that talk is worthwhile, using talk/discussion as a tool for learning
- To help children work with others in a group
- To develop co-operation and self-confidence
- To develop the ability to speak in a variety of situations and to different audiences and contexts
- To respond to language diversity in the classroom and to encourage language awareness
- To listen with patience, attention and understanding to other speakers
- To have respect for the languages, accents and dialogues of others and to be able to detect the richness it adds to the language
- To use 'Talk for Writing' strategies to develop oracy and storytelling.
- To develop children's awareness that different situations require different forms of oral expression
- To develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity and pace of speech
- To recite and perform a range of age appropriate poetry
- To learn nursery rhymes, poems and stories by heart
- To sing songs

Writing

In the area of writing our aims are:

- To give children opportunities to write coherently in many varied forms for a range of purposes including I.T.
- To show children that writing is different from speaking and requires different treatment
- To use spelling, punctuation and syntax accurately and with confidence
- To achieve a working knowledge of its structure and of the variety of ways in which meaning is made
- To foster an enjoyment of writing in all its creative forms
- To enable children to have a clear, fluent style of handwriting in which the letters are joined
- To enable children to write legibly and quickly when required

In the foundation stage, most writing is generated through phonic sessions using Read Write Inc. A weekly writing session also takes place which encourages children to develop confidence in themselves as writers and use writing for a range of purposes.

In Year 1, children continue with Read Write Inc. lessons to develop phonic understanding but begin to have daily with a weekly writing session (as Reception) until the start of the Spring term when daily writing lessons begin. Phonics continues on a 20/30 minute daily slot alongside approximately a writing lesson. (See SPaG section for further information.)

Planning

In Key Stage One and Key Stage Two, we develop writing journeys using Talk for Writing which enable children to explore and develop ideas and the skills required produce a range of fiction and non-fiction texts.

The Talk for Writing method enables our children to imitate the key language they need for a particular topic orally before they try reading and analysing it. It is a fun and rigorous approach to develop writers.

Talk for Writing starts with the initial 'imitation' stage and children learn to tell a story by heart. They retell with actions and make use of story maps to support their retelling. Once the story is learnt, children are encouraged to adapt it. at the 'innovation' stage, children make their own story, for example, by changing the character, setting, event, etc. Finally, at the invention stage, children write and edit their own text independently. (see Appendix 1 – Talk for Writing).

Handwriting

We have high expectations of handwriting at Uplands Manor.

Handwriting will be taught as part of daily phonics lessons and/or as 2/3 weekly starters within lessons depending on year groups and expectations – please refer to class timetables.

Children learning phonics will use Read Write Inc. and its letter formation and handwriting policy.

From spring term in Year 1, cursive handwriting will be taught using the Letterjoin Handwriting scheme.

Expectations for Handwriting Sessions:

- Teach children how to hold a pencil comfortably and appropriately – chubby pencils/grips where necessary
- Make sure desks are not cluttered
- Hold paper/book still with one hand

- Desks facing the front
- Children sitting up straight with both feet on the floor
- Teacher modelling letter formation and not children just copying sentences prewritten on the board or a sheet
- Aspects of differentiation should be included (e.g. application for HAs, consolidation, 1 to 1 support, tracing etc.)
- Children should use sharp writing pencils. Once they have mastered joined, cursive writing they should be given a handwriting pen.

Special Requirements for Left Handed People

Left handed people can experience greater difficulties than right handed people. They should be encouraged not to press on too hard and when using pen ensure that the ink flows freely to reduce the need to press down hard. They should also be encouraged to hold the paper at an angle so that they can see what they have written.

Spelling

In Year 2 upwards, spelling is taught within English lessons as 2/3 weekly starters depending on year groups and expectations – this is evident on English planning.

Children will be taught specific spelling rules and skills through the No Nonsense Spelling scheme which ensures accurate coverage. Aspects of differentiation will be included within planning and homework to meet the needs of the children.

Reading

In the area of reading our aims are to enable pupils:

- To read fluently and with understanding a range of different kinds of material including those which reflect our multi-cultural society
- To have confidence in their capacities as readers
- To find pleasure in and be voluntary users of reading for a variety of purposes
- To see that reading is necessary for their personal lives, for their learning throughout the curriculum and for the requirements of living and working in society

At Uplands Manor, we have embedded a systematic and rigorous phonics programme across the school – Read, Write Inc. This programme introduces all 44 speed sounds in a dynamic and fast-paced way. It uses initial and on-going assessment to monitor progress. The phonics programme also ensure that children are taught to encode unfamiliar words for spelling.

In the Foundation stage the teacher introduces concepts of print and teaches synthetic phonic skills using the RWI scheme with the whole class on a daily basis. They take home letter sounds to learn on a weekly basis. Initially, children take class or library books home to share with their parents. When the teacher feels the child is ready, he/she begins to take a Read, Write Inc book home. The teacher hears each child read individually on at least a weekly basis (more for children who are reading at a level below age expected level) combined with weekly support from a class TA.

In Key Stage 1 this practice is continued. When children have progressed to a level suitable to begin guided group reading the children will be grouped by ability and guided group sessions will take place very week and eventually daily.

In Key Stage 2, the progress made in Key Stage 1 is built upon. The focus is on developing higher order reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically. Where necessary, specific phonic support is used to develop children's reading skills through the use of interventions. Children continue to participate in daily guided reading sessions.

Daily Reading to the Class

Teachers enjoy stories, poems and non-fiction texts every day with their class. We read 'Pie Corbett Page Turners' with each year group as there are a core selection of exciting texts which engage, inspire and ignite the imagination. Exposing children to quality texts which they cannot yet access independently supports reading development, vocabulary enrichment, comprehension and, most importantly, a real love of reading.

Book Areas

Every classroom has a welcoming, engaging reading area where children can enjoy books.

Word Aware

Vocabulary is so important and spoken vocabulary at 5 years impacts on reading comprehension at 15 years of age (Cunningham & Stanovich, 1997).

At Uplands, we strive to develop the children's vocabulary and use the 'Word Aware' approach across school to promote the development of all children.

EYFS use 'Concept Cat' method which is a fun and engaging way to teach children early verbal concepts such as 'both, corner, smooth and after'.

Years 1 to 6 employ the Word Aware 'Star' approach to enhance children's vocabulary across the curriculum:

- S** - select
- T** - teach
- A** - activate
- R** - review

A whole class approach to reading

At Uplands Manor, we use a whole class approach to reading. Reading is underpinned with high quality texts and teachers employ hooks to introduce each one, e.g. film clips, role-play, a parcel or a suitcase of artefacts. In KS2, the teacher follows a 4 weekly format which focuses on specific content domains, book talk and questioning in whole class teaching for 3 days a week. Lessons model how to answer questions and use evidence from the text to support viewpoints. Timed comprehension tasks, with pair and share follow up sessions, allow children to practice what they have learnt and identify areas they need to develop. Every fourth week, the comprehension is an unseen text which aims to develop test readiness and confidence with new and unfamiliar texts.

On the remaining 2 days lessons can take a variety of structures depending on the classes needs/timetables. Here are a variety of tasks that may be seen:

- Follow up content domain focussed on differentiation tasks/work mats based on the teacher led work
- 'Read and Relax'. Children choose from a selection of themed books, e.g. books linked to the topic, books about a religious festival, poetry books, fairytales, etc. Teachers give a question for the children to answer such as:

- Can you find three facts about mummification?
 - Find three words that are new to you and find out what they mean
 - Discover three fascinating facts about a rainforest creature
- OR
- The children spend time enjoying Reading Plus sessions (KS2 only) – Reading Plus is an online programme used to improve fluency, comprehension, vocabulary, stamina, and motivation.

During this time, teachers and LSAs can read with individual pupils or groups of children. See Appendix 2 for the KS2 reading journey.

Children take class or KS2 library books home on a daily basis to read either independently or with their parents. As well as the above, all children are provided with the opportunity to borrow one book each week from the library. Children are encouraged to choose books, which they are interested in and this helps to promote reading for pleasure. The school library is also used for some story time sessions.

Pupil premium pupils are heard read at least twice a week by an adult in school.

SEND

By on-going formative and summative assessments, the class teacher identifies children who need support with English skills at the earliest possible stage. Within the classroom, the teacher targets children with difficulties and attempts to address them through differentiated activities and extra support where possible. Where a child has a greater need the school's SEN policy is implemented. Learning support assistants provide in-class support where appropriate. The class teacher and the SEN co-ordinator work closely together to formulate Provision Maps and specific planning, which will support the child's acquisition of English skills.

EAL

The school maintains a register and children's needs are addressed both within the class, as far as possible, and through individual small group sessions where possible.

Events

Whole school book weeks and days are enjoyed throughout the year. Visits from authors, poets, librarians and illustrators are organised. Regular literary events such as drama workshops also take place. Book Fairs are also held once a year to encourage parents to buy books for their children. Parent workshops are also ran throughout the year to encourage reading at home.

Assessment, Record Keeping and Target Setting

Nursery children are assessed against the GLDs (Good Level of Development) and the ELG (Early Learning Goals). Reception are assessed in relation to age related expectations. Within the age related expectations there are 12 areas of learning (GLDs).

Years 1 to 6 are assessed using DCPro Pupil Tracker. Children are judged to be below, at or above ARE (Age Related Expectation). For Reading, the PIRA tests and children's book bands inform this. For writing, it is cumulative across the year so a bigger picture is formed towards the end of the school year. Teachers use these assessments to support planning, target setting and teaching within their classes and year groups.

Children who are unable to access PIRA/writing assessments will be assessed using the Salford Reading Test, Wellcomm, Phonics RWI assessment and the Sandwell Skills Ladders.

Reading Assessment

RWInc Phonic assessments are undertaken half-termly and in Year 1 children's phonic abilities are statutorily assessed by means of the DfE's Year 1 Phonic Check. Children either reach the standard or fail to reach the standard. Children not meeting the standard are given further phonic support and interventions in Year 2. These pupils are rechecked in Year 2; again those who do not reach that standard will be provided with further support in Year 3.

In Years 1 to 6, teacher assessments of reading are made each half term. Teachers will use a range of evidence to secure this band judgement from sources including guided reading notes, reading diaries, guided reading exercise books and reading tests. PIRA Reading Tests take place at the end of each term in Y3, 4 and 5 and in the summer term in Y1. Years 2 and 6 use past SATs papers to assess children's progress.

Writing Assessment

In Years 1 to 6, teacher assessments of writing are made each half term. Teachers will use a range of evidence to secure this band judgement from sources including English exercise books, homework books and curriculum books. Writing is moderated in year group or phase teams termly to ensure accurate assessment is taking place. This is then recorded on DCPro (as seen above in the assessment section).

Moderation

The English Leader, Phase and Year Leaders undertake moderation regularly. Band judgements for reading and writing are also moderated during pupil progress meetings. Moderation teams will also focus on validating judgements. Phase and staff meetings regularly involve moderation. For writing, teachers use the Pobble moderation tool to support their moderation. The school is also moderated externally through the LA and with colleagues from local schools.

Homework

Weekly spelling homework is sent home and English homework relating to the topic or English work is also set on a half-termly basis.

Marking

Marking is one method of giving feedback to children and is an important part of the assessment process. It should be used alongside giving verbal feedback and using effective assessment for learning activities. Codes and symbols are used alongside NOW comments. Please refer to the marking policy for further details.

Pupils use the purple pen of progress to respond to marking and feedback. Time should be built in at the start of lessons or in EMT time so that pupils can read and respond to marking and complete any tasks given by the teacher to move learning forward.

APPENDIX 1

Imitation	Stunning start/stimulus to introduce genre. • Film • Visit • Book blanket • Parcel or letter • Suitcase of artefacts • Teacher dresses up in character • Crime scene • Stage a scene - alien landing, footprints in the classroom, mess after a party, the Three Bears' house... • A cooking or making activity	How could you hook all the children in to the learning? What does your class respond to? (Film, practical activities, drama etc.)	Spelling strategies. Mental oral starters – vocabulary games. Up levelling vocabulary Creating magpie wall of vocabulary.
	Learn model text orally: • Whole class (teacher to provide story map) and teach the story • Groups (follow your map) • Pairs/ Threes (they draw map as you retell and then practise) • Individually	The teacher and LSA need to be able to confidently retell the story orally. Use whole school actions to retell (especially conjunctions). Add new and challenging vocabulary to your model text to set high expectations. Define new vocabulary – add to the magpie wall.	Presentation – teacher and pupils. How will you challenge the most able? How will you support pupils with SEND, EAL? Who are you targeting...PP, EAL etc.?
	Read as a Reader (model text/WAGOLL another similar piece), identify: • Features of the text – <i>Writerly Knowledge Chart</i>. • Grammar elements	Highlight features and grammar elements in a text. Experiment by improving the grammar elements.	

	• Vocabulary tier 2 and 3 words – use images or artefacts as well as verbal explanations • Purpose of the text – Who is it for? Why? • Techniques used by writer to manipulate/influence reader. • ‘Book talk’ – comprehension question to establish whether pupils have understood the purpose/moral/story etc. • Likes/Dislikes/ Puzzles/ Patterns/ Surprises • Other analytical activities • Explode a word • RESCUE a word											
	Read as a Writer to box up the text. • Summarise the text into five parts. • Identify each part. <table><tr><th>Original Story</th><th>Basic plot</th><th>Your version</th></tr><tr><td>Gifted hat maker lives on an island</td><td>Main character and setting.</td><td></td></tr><tr><td>Takes hats to village through the forest.</td><td>Main character takes a trip.</td><td></td></tr></table> Each box represents a paragraph/key idea (KS2 each box could represent two paragraphs).	Original Story	Basic plot	Your version	Gifted hat maker lives on an island	Main character and setting.		Takes hats to village through the forest.	Main character takes a trip.		Create a writer’s toolkit (collate ideas on plot, characters, setting, punctuation etc.). ‘My version’ can be used later in the unit – innovation. Think about differentiation for the ‘box up’ section.	
Original Story	Basic plot	Your version										
Gifted hat maker lives on an island	Main character and setting.											
Takes hats to village through the forest.	Main character takes a trip.											
Innovation	Using the original text pupils will do one of the following: 1. Substitution 2. Addition 3. Alteration 4. Genre switching	Ensure that shared and guided reading is balanced – teacher writes and pupils write in every session.	Spelling strategies. Mental oral starters – vocabulary games.									

	5. Change time/person 6. Change of view 7. Reorder the text – e.g. flashbacks/ time slips. 8. Blend story types. Points 1 -5 = Rec/KS1. Points 1 – 8 = KS2. For non-fiction: 1. Additions – rewrite the original model but add more information 2. New subjects – use the underlying pattern and ingredients for a new topic 3. Genre/Text type switching Model these through shared/guided writing – different one for each text type.		Up levelling vocabulary Creating magpie wall of vocabulary. Tier 2 and tier 3 vocabulary (tier 2 = synonyms, tier 3 = technical). Presentation – teacher and pupils. Year group writing expectations can be the focus throughout the unit. How could you use drama/role play to enhance pupils’ understanding? How will you challenge the most able? How will you support pupils with SEND?
	Pupils to create own story map using pictures and words and orally rehearse. For non-fiction text types, the use of Boxing Up (with drawings) could be used to plan and rehearse.	Use box up grid from imitation stage or story plan template, dependent on which point you are focusing on.	
	Teacher to model sections of the story map. Constantly demonstrate how to proof read and edit writing to improve. There will be two clear focuses for each text type: Fiction • Characterisation • Dialogue • Setting to create atmosphere • Action – fight/chase. • Suspense • Openings/endings. Non- fiction	Focus on up levelling vocabulary and meeting year group expectations – add to working wall.	

	• <i>Structure and organisation</i> • <i>Level of formality (informal, formal)</i> • <i>Genre/Text type switching</i> <i>Model editing where sentence structures can be changed/ sentence can be swapped to increase impact. Teacher demonstrates, pupils 'have a go'. Short bursts of writing.</i> <i>Which grammar elements could you focus on?</i>		
	<i>Pupils to write their version of the original text as a draft – provide success criteria.</i> <i>Pupils to edit and improve their work. Use of 'improvement inserts'.</i>	<i>At the end of this stage assess and decide whether any aspects need to be re-taught. Pupils will not be able to move onto invention stage until they are confident with imitation and innovation stages.</i> <i>Marking for GPS, SC features, language use peer/self-assessment and targets.</i> <i>NOWs to focus on areas to improve prior to independent application stage.</i> <i>No need to complete a 'best copy' of the innovation stage.</i>	

Independent Application	Show me what you know... <i>At this point pupils may wish to stick post-it notes on their original story map to support planning changes.</i> Pupils to plan their own text – completely independent. Focus on: • Vocabulary • Year group expectations (see assessment stickers). • Tweak original success criteria (given for ‘Let’s have a go’ task) if necessary to add any elements you think the pupils will require. • Five parts (fiction) – beginning, middle, problem/conflict, resolution, ending. • Appropriate non-fiction structure. • The two writing elements that you introduced in the innovation stage.	Provide pupils with a story plan template if needed. LA/EAL pupils may need a simpler task e.g. just substitution.	Spelling strategies. Mental oral starters – vocabulary games. Up levelling vocabulary Creating magpie wall of vocabulary. Tier 2 and tier 3 vocabulary (tier 2 = synonyms, tier 3 = technical). Presentation – teacher and pupils.
	Constantly demonstrate how to proof read and edit writing to improve. Model editing where sentence structures can be changed/ sentence can be swapped to increase impact. Teacher demonstrates, pupils ‘have a go’. Use of improvement inserts.	Marking against the year group expectation stickers. Also pick up GPS errors. Use NOWs etc. as per the marking policy.	Writing targets can be the focus throughout the unit. Must be clearly evident in books (cold task).
	Pupils to write their version– provide success criteria. Pupils to edit and improve their work.	If linked to the topic or curriculum, then this could be presented in their curriculum exercise book/if non-topic related, present it in Writing books. <i>Assessment stickers</i> to be used as a final assessment but must be in <i>writing books</i>. <i>There should be progressive learning journey for all units.</i>	How could you use drama/role play to enhance pupils’ understanding? How will you challenge the most able? How will you support pupils with SEND?

	<i>Pupils to perform or present.</i>		
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APPENDIX 2

KS2 Reading Comprehension Journey



