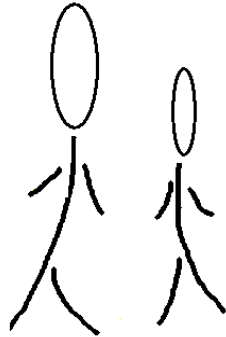


September 2023

# Harewood Primary School



**Aspire, Acquire, Achieve**

## English Policy

Approved by Governors:	September 23
Review Date:	September 24
Signed by Headteacher:	Caroline Heywood
Signed by Chair of Governors:	Denis Robinson

September 2023

## Harewood Primary School English Policy

### National Curriculum

This policy should be read in conjunction with: 2014 National Curriculum for English  
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Early Years Foundation stage profile 2021 <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

Statutory Framework For Early Years Foundation Stage

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Reading Framework 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1000986/Reading\\_framework\\_Teaching\\_the\\_foundations\\_of\\_literacy\\_-\\_July-2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)

Harewood Primary Assessment Policy

Harewood Primary Editing Policy

Harewood Policy The Role of the Curriculum Leader

Harewood ELS Bespoke Phonics programme.

### Curriculum Impact Statement

*A boy born in Stockton (which has some of the most serious literacy challenges in the country) has a life expectancy 26.1years shorter than a boy born in North Oxford (which as some of the fewest literacy challenges)* Literacy and life expectancy, Literacy trust 2018

At Harewood Primary we believe all children, whatever their starting point, deserve the opportunity to reach their full potential. Underpinning and essential to this are our aspirations for children to become effective communicators. We aim for them to achieve high standards in speaking and listening, reading and writing to enable them to excel and overcome barriers to their future as successful members who contribute to the British community.

This is further reinforced in The 2021 Reading Framework:

*Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child's future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment. Even more significantly, being a highly engaged reader has the potential to allow a child to overcome their background.* Reading Framework DFE 2021

To achieve these aims:

- We provide a rich and exciting English curriculum designed to encourage a love of language:

September 2023

*Reading is the one ability that once set in motion has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless.*

Michael Morpurgo

- From the early years onwards, we offer an inclusive, supportive environment which provides many and varied contexts for talk.
- We respect and build upon children's varied experiences of language at home and the vital role of parents as our partners in their children's learning.
- Skills are taught rigorously and systematically. Attainment is regularly assessed and gaps addressed quickly.
- We encourage pupils to have a voice in their learning. They are encouraged to share their views on books and writing.
- We recognise the importance of a wide vocabulary and strive to expand children's vocabulary through experiences across the curriculum.
- English underpins our wider curriculum. We therefore, utilise opportunities to develop English skills within other subjects and also bring other subjects to life in our English lessons.
- Stories are valued and well-chosen. We share stories with children that we enjoy as adults and that challenge and broaden children's minds and develop their vocabulary.
- We aim to ensure children are taught by staff who are experts and offer teams of adults who are supportive of each other.

### **How is the Subject Organised and Implemented within School?**

**Systematic Synthetic Phonics Programme** – From September 2021, the school followed the Essential Letters and Sounds SSP. In September 2022, we adjusted the programme to adapt it to the needs of children at Harewood. The adjustments allowed for revision of sounds in Year 1 at the beginning of the autumn term and are outlined in our progression in reading document. We have also made adaptations to the written work within the scheme - this can be found in our bespoke phonics scheme. "[Harewood ELS Bespoke Phonics programme](#)". These changes were implemented in 2022 and will continue 2023-2024.

<https://global.oup.com/education/content/primary/series/essential-letters-and-sounds/?region=uk>

Research into validated schemes was undertaken by key staff members and agreement was reached that Essential Letters and sounds best met the needs of our school. It was developed by the Knowledge Schools Trust and is based on Letters and Sounds 2007. From September 2021, all teachers and teaching assistants undertook weekly ELS CPD sessions. New staff members are inducted in this.

**Foundation Stage** – There is a high focus on early language in foundation stage.

The curriculum reflects the Early Learning Goals 2021:

- *Communication and language – listening, attention and understanding.*  
*Speaking*
- *Literacy - Comprehension, word reading and writing*

**In Nursery** children are taught in small focused teaching groups throughout each week. Fun, interactive sessions are delivered daily which focus on laying the foundations on which to build early phonics and early reading skills.

Children enjoy songs, actions and rhymes. In Nursery the children work on Phase 1 activities in the Autumn term. These consist of seven areas: 1 Environmental sounds, 2 Instrumental sounds, 3 Body percussion sounds, 4 Rhythm and rhyme, 5 Alliteration, 6 Voice sounds, 7 Oral

September 2023

blending. In Spring term the Nursery children who are due to start school in the following

September (N1) begin Phase 2 essential letters and sounds learning one GPC per week.

Children are encouraged to mark-make and write in different areas of the nursery setting both indoors and outdoors. During the autumn term, some children will progress to begin working on pre-writing skills in small focused teaching groups. Children use a printed font and letter formation is closely matched to the Systematic Synthetic Phonics Programme.

Children have opportunities for developing comprehension, speaking and listening skills throughout the day through planned high quality back and forth interactions and in imaginative role-play and self-initiated play. There are story sessions delivered to small groups, twice a day, throughout the week, where teachers select high quality books that broaden and enrich children's minds. These books often reflect a theme, which is being explored in nursery. Children have access to books in reading areas both indoors and outdoors. These areas support the sharing of books in small groups to promote confidence in speaking and using language. A range of books is also available in other areas of nursery such as imaginative play, construction, small world and UW displays.

Nursery has a Home Loan Lending Library, which enables nursery children to choose a book on a regular basis to be shared with parents and carers at home.

**In Reception**, Communication, and language is delivered in small focused teaching groups. Phonics and reading skills are taught daily as well as reading and writing sessions that are planned and delivered with small groups.

Reception children are taught to read using Essential Letters and Sounds which has been further developed into our bespoke programme – "Harewood ELS Bespoke Phonics programme". From September 2021, teachers and teaching assistants have undertaken dedicated CPD, delivered the planned lessons and interventions. Children read fully decodable books from this scheme and other closely matched decodable readers Oxford Owls, Project X, Hero Academy that match with ELS. They are given a decodable reading book to read with parents four times a week until they are fluent. In addition to this, the children are invited to choose a story book to take home and share with parents. The parents have a reading diary to write comments in and the staff will communicate the children's progress through a comment in the reading diary to the parents after each Guided Reading session.

Children have opportunities for developing comprehension, speaking and listening skills throughout the day through planned high quality back and forth interactions and in imaginative role-play and self-initiated play. There are story sessions delivered to small groups and the whole class throughout the week, where teachers select high quality books that broaden and enrich children's minds and vocabulary. There is a reading area in each classroom set up as part of continuous provision where children can access a range of books to enjoy during periods of self-initiated play.

## **Year 1**

In Year 1, all children have the equivalent of 8 hours 20 minutes of English per week. This is blocked into five English lessons of an hour five days a week. Teachers deliver the Essential Letters and Sounds SSP daily through "Harewood ELS Bespoke Phonics programme". From September 2021, Teachers dedicated CPD was undertaken to deliver the planned lessons and interventions.

Children read fully decodable books from this scheme and other closely matched decodable readers – Oxford Owls, Project X, Oxford Owls E readers, Essential Letters and Sounds decodable reading books, Project X, Hero Academy, Little Blending Books, ORT Traditional

September 2023

Tales and Word Sparks non-fiction are used in guided reading. Children working independently of the teacher will reinforce the sounds they have learnt by practising them in closely matched games and Fast Phonics.

There are story sessions delivered to small groups and the whole class throughout the week, where teachers select high quality books that broaden and enrich children’s minds and vocabulary. Teachers plan opportunities for developing comprehension and speaking and listening skills throughout the day through planned high quality back and forth interactions. Handwriting is taught as part of the Essential Letters and sounds programme.

### **Year 2 and Key Stage 2**

All children have the equivalent of a minimum of 8 ¼ hours of English per week. This is blocked into 5 English sessions of 1 hour and 15 minutes (Year 2 and lower KS2) and 1 hour and 30 minutes (upper KS2), five days a week. There is a daily handwriting session, individual reading for pleasure every day and a Class Novel read by the teacher each day. Online individual reading intervention programs (Lexia, Reading Eggspress or Reading Plus) are undertaken by all children in KS2.

### **Pupil Grouping**

In Nursery and Reception, the children are taught in small focused teaching groups. In Year 1, the children are taught in class groups. In Year 2 and in Key Stage 2, English is taught in sets.

### **The Daily English Lesson (Y2-Y6)**

The daily English lesson comprises features set out in the 2014 National Curriculum. These are:

1. Spoken Language
2. Reading – word reading
3. Reading – comprehension
4. Writing – transcription
  - Spelling
  - Handwriting
5. Grammar and Punctuation
6. Writing – composition
  - Vocabulary
  - Application of grammar and punctuation

### **A typical English lesson will have the following structure:**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Spelling	Spelling	Spelling	Spelling	Spelling
Grammar	Grammar	Grammar	Grammar	Grammar
Shared Text	Shared Text	Shared Text	Reading Comp	Reading Comp
Writing	Writing	Writing	Writing	Writing

September 2023

## **Phonics**

Children who did not pass the Y1 phonics screening, and those still requiring extra support with phonics continue to have phonics teaching and interventions matched to the SSP. The phonics will be retaken in Y2. Any children who don't pass the phonics screening at the end of Y2, where appropriate will continue to receive phonics interventions in KS2.

## **Shared Reading or Writing and Text/stimulus level Work.**

This is usually with the whole class and is led by the class teacher and supported by Teaching Assistants. Texts are well chosen and challenging. Some may be chosen which provide links to and enhance learning in other curriculum areas or can be extracts from the class novel. Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a wide variety of texts. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. Teachers demonstrate explicit strategies for comprehension and discuss language choices made by the writer. The text will be reread and children will be given the opportunity to read it themselves, either in the whole class session, individually, aloud in pairs. CGP targeted question texts (Year 6) and Reading Eggspress printables are used in Year 2 and KS2 to teach and practise specific comprehension strategies i.e retrieval, inference, finding word meaning and summary.

The shared text may also provide the stimulus for writing. Children are given the opportunity to draw on the work of other writers as a model for their own writing. Stimuli for writing may also include video clips, images, objects and outside visits. In shared writing sessions, teachers model writing with the whole class to scaffold and support children's independent work. Children are supported throughout the writing process in developing the skills they require to become confident, independent writers. Children encounter a wide variety of genres and purposes for writing. Teachers initially scaffold and support children's writing then provide opportunities for children revisit genres and write with more independence and master their skills.

## **Spelling Work**

This is daily and is typically with the whole class but can involve children working on separate spelling level work with a Teaching Assistant. From September 2023, in Year 2, children who have passed the phonics screening are taught using spelling using the ELS spelling scheme. In 2023, Set 3 in Year 3 also follow this scheme. This is detailed in the Harewood Spelling Overview.

Other Key Stage 2 groups use the Prim-Ed Spelling Programme daily which adopts a metacognitive approach to learning to spelling. At the beginning of each spelling unit, children complete a pre-test to identify which spellings they know and which they need to learn. These are recorded in their home school contact books for additional learning at home. Adaptations are made for children who find spelling difficult. Where possible, we aim for children to access the same lists as the rest of the class but, in order to keep up, they may receive: additional adult support, receive fewer spellings, have the lists broken up into smaller chunks and have additional opportunities to practise. Where children have more significant difficulties they will work on spellings more appropriate. Children who are more able in spelling and have fewer words to learn, receive extension activities for homework that involve the meaning and application of the words.

September 2023

Activities in the Prim Ed work book are introduced by the teacher and are marked together at the end of the session. Children are also taught the National curriculum spelling lists. Set weeks are dedicated to these lists throughout the year. During these weeks teachers focus on 10 words. Strategies are taught such as looking for tricky parts of the word, segmenting, spotting double letters, emphasising and pronouncing phonetically and over writing. The spelling lists (Prim Ed and Statutory Spelling lists) are in the children's home school contact books and in their workbooks for them to refer to. Daily handwriting practises the weekly words.

### **Punctuation and Grammar work**

In Key Stage 1 and Key Stage 2 grammar and punctuation lesson is taught each day. This is usually with the whole class but can involve children working on separate grammar and punctuation work with a Teaching Assistant. Contextual grammar is part of the teaching of writing. Where possible specific links are made between reading, writing and grammar activities. Classroom Secrets was introduced and implemented in September 2020 as the main grammar scheme across Key Stage 1 and 2 to ensure clarity of progression. Resources are also supplemented with online resources eg Espresso and BBC Bitesize to support specific concepts. In addition, teachers include practise of mixed skills and assessment. In year 6 CGP 10 minute tests are used.

### **Independent and guided writing**

We aim to make children confident independent writers, who can communicate effectively for a variety of purposes. Opportunities are found to link writing with work in the wider curriculum.

Children's writing is initially scaffolded in shared and guided writing sessions. Children then get the opportunity to practise these skills independently. Children are encouraged to reread and edit their work and specific editing time is allocated. They are also encouraged to discuss their work with their peers. Genres and purposes for writing are revisited in order that the children master their skills and write with more independence. Children are given the opportunity to apply their skills in more independent writing tasks. From September 2023, teachers will identify, in their medium-term plans, specific opportunities for children to demonstrate writing at greater depth. Children edit and improve their writing as part of the writing process. A new editing and marking policy was developed in 2022 2023 which teachers are now implementing.

### **Plenary**

Teachers share children's learning with the class, recap points of note or deal with any misconceptions that have been identified. This may also extend learning to the next stage.

### **Individual reading/ Reading for Pleasure**

Each classroom displays a selection of high-quality books to foster an interest in reading and promote a love of books. Books have been purposely chosen to, cover a wide range of genres and diverse settings and characters. The school has worked alongside a local independent bookshop Drake the Bookshop who advise and support staff selecting books for their classrooms and develop booklists for each year group to use. Teachers also refer to School Improvement Liverpool recommended book list [https://www.schoolimprovementliverpool.co.uk/-SIL\\_Recommended\\_Reading\\_Lists](https://www.schoolimprovementliverpool.co.uk/-SIL_Recommended_Reading_Lists) , recommendations from the Literacy Trust and the Books for Topics recommended reading list <https://www.booksfortopics.com/> . We have dyslexia friendly books with high interest level, low reading demands and tinted pages. Upper KS2 have a weekly children's newspaper called 'First News'. Classes can renew their class stock of books with books from their year group collection. Children are involved in selecting these books.

September 2023

Teachers use “book blankets” to motivate and familiarise children with books that are introduced to the classroom.

Book Hut – teachers choose one child per week as the book hut winner. This may be for improvement in reading aloud, reading at home, progress in online reading etc. Children choose a book mark and a book from the book hut. Year 6 reading ambassadors collect younger children to help them choose a book.

Reading assemblies - happen every Wednesday, which promote new books, may include online author events and readings, sharing the reading scrapbook and awarding the book hut winner.

There is a 15 minute reading for pleasure session each day, outside of the English lesson. This is usually straight after lunch. Children read independently or 1:1 with an adult. Books are selected with increasing levels of independence by the child. In the Year 1 and reception teachers and TA's listen to children read decodable readers from Essential Letters and Sounds. They also select picture and story books to look at independently and share with an adult from the class reading area. Children who did not pass the phonics test will continue to read these books. Following on from Essential Letters and Sounds, children follow the Rigby scheme but again can also select non-scheme books to share with an adult. Children work towards becoming selective independent readers. During Key stage 2, most children move from reading scheme books to a selection of books brought from the library to the class reading display. These books are age-appropriate content and are chosen to appeal to children in that year group. Children are encouraged to share books they have enjoyed and suggest books to include in their class library. Books within a year group are rotated during the year. At KS2, when reading independently, children are encouraged to write comments about what they have read in their reading records within their home school contact books. During this afternoon session, whilst the majority of children read independently, teaching assistants read individually with children identified as requiring ongoing 1:1 support. Teachers complete guided reading or book groups, rotating groups daily.

## Online Reading Programs

All children have access to on line reading resources at home and at school. These are used as part of their daily learning and are planned and accessible for remote learning. Reading Eggs / Eggspress and Reading Plus are structured individually adaptive programs that develop fluency, vocabulary and comprehension. They help to ensure children, particularly those not following a reading scheme are reading texts that are closely matched to their ability. They provide valuable ongoing and summative feedback to teachers on children's progress and engagement. Teachers then use this feedback to plan additional support and inform planning. The programs offer rewards and encouragement and teachers celebrate progress with certificates.

- **Oxford**  
Children following Essential Letters and Sounds have access to the online Oxford Owls books at home and in school. They are assigned a decodable e-book a once a week on Oxford Owls.
- **Reading Eggs, Reading Eggspress, Fast Phonics** <https://readingeggspress.co.uk>  
Fast Phonics is used in Year 1 when children are working independently. Activities are planned and allocated by teachers who ensure they closely match and reinforce children's existing phonic knowledge. It can also be used to support children in other



September 2023

year groups who need additional support with phonics as identified in the phonics screening test.

Children in Years 2-4 use Reading Eggs and Reading Eggspress to develop children's vocabulary and comprehension skills in a responsive, individually structured format. Children complete 3 sessions a week outside of the English lesson. The Printable resources are also used to teach comprehension skills in the English lesson.

- **Reading Plus** <https://www.readingplus.com/> Children in Years 5 and 6 use Reading Plus to develop their fluency, vocabulary and comprehension skills in a highly structured format. Children complete 3 sessions per week. A small number of children in Year 5 and 6, who are less confident readers may continue with Reading Eggs/ Eggspress.
- **Lexia** Some children with SEN use Lexia to support their reading. This is stated in their SEND Support Plans. They are also included in Reading Eggs and Reading Eggspress.

## Guided Reading and Book Groups

Reception and Year 1

Essential Letters and Sounds is used for guided reading sessions in Reception and Year 1. Children read fully decodable books from this scheme and other closely matched decodable readers Oxford Owls, Project X, Floppy's Phonics that match with Letters and Sounds 2007. Teachers work closely with children modelling proficient reading and encouraging the development of prosody. Children have the opportunity to practise reading aloud supported by their teacher.

Year 2

Guided reading takes place on an afternoon alongside individual reading for pleasure and is led by the class teacher. During the reading session the teacher will work with one guided group while the other children read individually. Children from Year 2, who still require support with phonics, will continue to access Essential Letters and Sounds books and interventions. Teaching assistants will read with individuals, paying particular attention to children with SEN. Children are grouped according to their reading ability and read scheme books matched to their ability.

report or leaflet. The teacher will comment / stamp in the child's home school contact book and date and comment on any targets met on the reading record sheet.

Year 3-6

In KS2, this takes the form of a book group. In mixed ability groups, children enjoy a short, age appropriate, novel or relevant text with the class teacher. The children can have a role in selecting this book from a collection in the library. They take turns to read with the more able readers acting as role models. The teacher may choose a shorter extract or read a section first (to be repeated by a less fluent reader) to familiarise the child with the extract and model prosody and expression. The group discuss what they have read, with a focus on authorial choices, inference and predictions. *When not involved in Reading Group, the majority of the class continue to read independently, commenting in their home school contact books and the TA reads 1:1 with less fluent readers.*

## Handwriting

September 2023

Children from nursery to Year 1 learn a printed script using Essential Letters and Sounds. In 2021 children in Year 1 continued to learn cursive as they have previously learnt a pre-cursive script. This changed from 2022. From Year 2, when ready, children are taught cursive handwriting script – “Letter Join”. Specific joins are taught in dedicated handwriting sessions. Older children, who are secure in their letter formation and joins, use their weekly spellings as the words they write in handwriting time. During handwriting sessions, children with handwriting difficulties work closely with a Teaching Assistant. Letter Join provides catch up interventions for those needing support.

**Spoken Language** In Foundation Stage, children follow the Communication and Language Guidance from the Early Learning Goals including Listening, Attention and Understanding and Speaking. This is supported by initiatives such as EARLY TALK BOOST (nursery) and NELI (reception) to promote speaking and listening skills, and language development. Story sacks, puppets and props also encourage re-telling of familiar stories and encourage language development.

Spoken language skills are developed as an integral part of the English Curriculum across the Key Stages both in English and across the curriculum. The development of story telling skills has been enhanced through the adoption of the narrative intervention developed by Stockton Speech and Language Unit.

### **Special Events**

We celebrate books and reading through a range of special events.

**Author visits** – The school welcomes visiting authors. We have worked in conjunction with Drake the Bookshop who liaise with authors and offer sessions to school.

**World Book day** – The school celebrates World Book Day. We dress up to create anticipation for the day. This usually involves dressing for bed time and bringing or choosing a favourite book to share. On the day, Year groups organise activities to celebrate books and reading eg activities focused on an author or having a book swap. Children partake in WB Day live webinars with authors and planned work around their books for children at home and in school.

**National Literacy Trust** For the last 2 years, Year 3 have taken part in the National Literacy Trust Young Readers Programme <https://literacytrust.org.uk/programmes/young-readers-programme/>.

In 2021/2022 A key teacher undertook training with the World of Stories programme which fostered links with the local library and provided guidance and books to develop our school library.

<https://literacytrust.org.uk/programmes/love-our-libraries/world-of-stories/>

### **Library Visits**

In 2022/2023 classes visited Thornaby Library for storytelling and an introduction to the library. Visits will be planned for 2023/2024

### **Planning**

Planning has been reviewed in line with the 2014 National Curriculum for English, Early Years Foundation Profile 2021 and The Reading Framework 2021 and. The Units of Work take the form of Medium Term Planning and are reviewed and are revised to address the particular

needs of the children within that group, in the half term prior to being delivered. Teachers complete the English Curriculum Medium Term Planning Sheet.

Lesson plans are on the school's short-term English planning framework. These are completed on a weekly basis. Teachers' planning aims to meet the needs of all children in the group. Tasks are differentiated to provide valuable learning opportunities for all abilities.

September 2023

### **Teaching & Learning Styles**

Teachers plan a diverse range of activities through which to teach English skills and knowledge. These activities should reflect the different learning styles of children, equip children with a strong command of the English language and help to develop their love of literature. Teachers plan for children to take an active part in learning and have the opportunity to share their opinions, reflect upon and improve their work.

### **Community Cohesion**

Wherever possible children write from first hand experience. Local trips take place in all year groups and are used as a stimulus for talk and writing. Children's work has been displayed in the Thornaby Pride magazine.

### **Cross- Curricular Links**

Teachers try whenever possible to link concepts from within different subjects to give them meaning in a wider context. Links are made between topics in the creative curriculum and English. English underpins learning in all other subjects. Opportunities are identified in other subjects to support and extend the development of English skills. Extended writing opportunities are to be found e.g through History and Science, speaking and listening opportunities in PSHE and Geography.

### **ICT**

Class teachers and the ICT team explore the opportunities offered by ICT to enhance teaching and learning. Teachers use an interactive whiteboard as a key resource in the English lesson. I pads are used for Lexia, Oxford Owls, Reading Eggs / Eggspress, Reading Plus and Spelling Shed both at school and remotely. Teams is used for delivering lessons remotely from year 2. See Saw is used from nursery to Year 1. Class Kick is used in Y6 as a real time platform for home learning during lockdown and self-isolation. In other year groups DB Primary is used to communicate, set tasks and receive and respond to children's work.

### **Cross Phase Links**

Staff work closely across all Key Stages to ensure there is continuity and progression on transfer. Staff also liaise with KS3 colleagues. Records, examples of work and pupil information are shared with each Key Stage. Year 6 children act as reading ambassadors for younger children.

### **Specialist Teaching**

Where there is a teacher with an English specialism within a year group, they will lead the planning, support colleagues with advice and, in some cases, teach the subject across the year group. In KS2 staff with an English specialism plan and teach English across the year group. This supports more effective differentiation and particularly enhances the opportunities for children on the borderline of each set.

### **Role of the Teacher**

- Teachers' planning and assessment should meet the needs of all children in their groups. Tasks should be adapted to provide valuable learning opportunities for all abilities.
- Teachers should establish a dialogue with parents about English to enable parents to get involved with reading and writing activities at home which will support the children's learning
- Teachers should have enthusiasm and high expectations of the children and provide opportunities which will challenge and extend the children's learning. They should provide a learning environment which fosters children's self confidence and values their work as readers and writers.

September 2023

- Teachers should liaise and direct the work of teaching assistants.

### **Teaching Assistants**

Teaching Assistants are used primarily to support children with Special Educational Needs to enable them to have equal access to the learning objectives of the lesson. They may work alongside the children to provide additional explanations or they may adapt activities to meet the particular special needs of an individual child. They work under the guidance of the class teacher and are part of the planning for the lessons. Teaching Assistants develop knowledge and understanding of how the SEN children in their group learn and this experience is valued greatly.

Teaching assistants are trained in delivering intervention strategies.

### **Presentation and Recording of Work**

In English children's work can take various forms. It can be spoken, acted or written. Children can record their work individually, as a group or class. Information technology will be used across the curriculum to present work in a variety of formats. Children are encouraged to present their work neatly and attractively. Children at KS2 use pens to edit work.

### **Assessment and Record Keeping**

Assessment focusses what has been learnt rather than what has been taught. Teacher use a variety of sources to assess learning. Formative assessment is ongoing and is part of a cycle which informs pupil planning.

### **Foundation Stage**

In Foundation Stage an individual e-portfolio is developed for each child using the Evidence Me program. This is used to document 'wow' moments indicating significant progress and creates a learning journey.

### **Reading**

Each class teacher has a reading record file. Each file contains:

*Individual reading target record sheets (include last year's sheets for continuity)*

*Termly Testbase assessments*

*Reading Plus – copies of progress reports (include previous summer report)*

*Reading Eggspress data*

*Guided reading groups and rota*

*Individual Readers list*

*List of book hut winners and children who have completed the scrap book*

*Weekly phonics progress sheets*

Teachers use a variety of sources to evidence to inform assessment in reading including evidence from: listening to children reading, discussions, direct questioning, comprehension work, data from online reading programs, statutory tests. Results of assessments are added to the Insight Tracking system. Records are also kept, digitally, to record phonic knowledge as part of the Essential Letters and Sounds Scheme. This is built in and designed to provide ongoing information on children's progress so that keep up activities can be used to prevent children falling behind. Ongoing weekly phonics records are kept in folders. Half termly assessments are completed online on ELS record sheets. Percentages are then recorded on the school's Insight tracking system.

September 2023

As children become more independent readers and writers, they are encouraged to add comments about what they have read to their individual records. This can provide a useful insight to their reading preferences and understanding and prompt a useful dialogue with the teacher and parent.

## Writing

Marking of written work (using the teacher mark book – *see editing and marking policy*) is part of the assessment process and identifies attainment and progress that is shared with the children. Staff meeting time is allocated to monitoring and moderating samples of children's writing. The English Lead meets with year groups to support moderation and assessment. Targets are set for the next steps in learning. End of year targets are set. Progress, in writing, is recorded continually on individual target sheets in books and termly on Insight Tracking. Target sheets have been developed for each year group to reflect expectations from the National Curriculum and TAFs.

On entry into nursery at the age of 3, a baseline assessment is completed for each child and interventions/support put in place for some children to accelerate progress. Birth to Five Matters is used as non-statutory guidance to assess children's attainment in both the prime and specific areas of learning at the end of each term to determine whether a child is emerging/expected.

## Development, Implementation and Monitoring

The teaching of English at Harewood is developed and monitored by the English team:

**Subject Lead:** Catherine Sewell

**Phonics KS1:** Emma Squires

**Phonics EY:** Ailsa Dinsdale

Deputy Head: Kate Dawson

Year 2: Sharon Bloom, Sally Hardcastle

KS2 (World of Stories teacher): Rebecca Meredith

The subject leader's role is outlined in Harewood Policy, The Role of the Curriculum Leader. Subject developments are made through the school's cycle of planning and reviewing the curriculum. This includes the completion of a reading audit. The subject lead develops these in conjunction with key team members and the Head Teacher. These are added to the subject action plan and, reflected in the Action Plan for School Improvement and SEF. Relevant staff development is undertaken in staff meetings and PD Days. Resulting actions are monitored by the curriculum lead meeting with year group teams, key team members overseeing the work done in year group / phase teams, lesson observations, book scrutiny, monitoring progress on online reading programs, scrutiny of data and reading and writing have been the subjects of recent monitoring visits. An early years review is completed yearly.

The English Lead attends LA organised subject leader network speaking with children. See also section The Role of The Governing Body. Monitoring is also undertaken by the Local Authority. In Autumn 2022 The LA undertook a review of Early Reading. Both meetings. Key staff attend writing moderation training. All staff have access to training via The National College.

## SEN

Most children take part in mainstream lessons for English. Children with special needs are given access to the learning outcomes by additional support from teaching assistants, planned

September 2023

differentiated activities, interventions and specific resources where appropriate. The SENDCO is available to support staff with advice concerning any aspect of special needs. SEND support plans are established for children with specific language difficulties. Targets are set on a termly basis for improvement. There are a number of intervention strategies which are delivered to support children with particular needs. In Foundation Stage, BLAST is used in Nursery to support language development. The Foundation Stage staff also works closely with the Speech Therapy service. A speech therapist comes in regularly to work with targeted children.

Teaching Assistants deliver a range of intervention strategies to improve English. These include, Essential Letters and Sounds keep up sessions, additional handwriting, spelling and reading support. Teaching assistants deliver this provision to a small, additional group of children.

### **Gifted and Talented**

Gifted and Talented children are identified using a range of criteria. Challenging and enriching activities are provided to stretch more able children.

### **British Values**

British Values are not taught as a discreet subject. Opportunities have been identified in the English curriculum to promote and develop an understanding of British Values. For example stories through which to explore beliefs and morals ie fables and legends and autobiographies and biographies are taught to understand different beliefs and cultural heritage.

### **Equal Opportunities**

The English Curriculum is accessible to all children irrespective of age, ability, gender and cultural background. Children are encouraged to respect and value the diversity of other cultures and lifestyles. A range of texts representing protected characteristics are available to enrich the curriculum.

### **Health & Safety**

Staff should refer to the Health and Safety Guidelines.

All school visits are carefully planned with safety in mind and consideration of the age and ability of the children. Field trips are well supervised.

### **Role of the Subject Leader**

Please refer to the policy on the role of the Curriculum Leader.

### **Parental Involvement**

As co-educators of children, parents have an important role to play. They are kept informed regularly about their child's progress through consultation evenings, shared targets and reports.

Homework supports learning in school and the teacher provides parents with enough information to enable them to be clear about the purpose of the activity and their role.

We encourage parents to be fully involved in their child's learning by:

- Providing a reading bag and home school contact book / reading diary to encourage reading at home. Parents are invited to comment in the diaries

- Providing a high quality book to share to encourage reading at home.

- Helping with weekly spelling lists

- Attending performances in school.

- Sharing targets for learning with parents

- Sharing SEN support plans for learning with parents.

- Providing a "home loan" scheme for reading books in Nursery.

- Parents are encouraged to check / sign homework in their home school contacts book

September 2023

All teachers and Teaching assistants are SSP trained. Reading has been a focus of CPD and staff meetings. Staff have regular opportunities to share good practice.

### **Community Links / External agencies**

- Links with Drake the Book Shop
- A member of staff has accessed training by World of Stories Literacy Trust to develop the school library and promoting reading.
- Year 5 children are Involved in Stockton Children's Book of the Year.
- Y1-Y6 will visit local libraries
- The Community Champion from Morrisons Stockton has provided books for the book hut.

### **Role of the Governing Body**

The Curriculum Working Party has the role of approving all curriculum policies. The English Lead in 2022 / 2023 presented to the governing body about the teaching of English in our school. Governors visit school to experience developments in English eg attending reading assemblies.

## Appendix

### English Resources and Books

*Note on remote learning - Many resources are digital and available for children to access at school and at home. Children's logins can be found in their home contact books. Other resources are shared by teachers via Teams and Seesaw. Work packs of printed resources are also used. Children requiring more support may work individually, or in a small group with an adult in a break out room or have the task and resources adapted to their need.*

#### **We have a wide selection of English resources, including:**

**Teaching of Phonics:** Phonics sessions can be taught remotely using Teams (From Year 2 and Seesaw (including recorded sessions from Nursery to Year 1) All Oxford Owls Books accessible remotely <https://home.oxfordowl.co.uk/>

- Essential Letters and Sounds by Oxford University Press (Nursery, reception and Year 1 then as appropriate for groups and individuals from Year 2) - Core scheme. DFE validated Standardised Synthetic Phonics Programme. <https://global.oup.com/education/content/primary/series/essential-letters-and-sounds/?region=uk>
- Contains teacher resources: CPD, teaching programme, lesson plans, interventions for children who may need extra support, wall charts, flash cards
- Pupil resources: closely matched pupil activity books, Oxford Owls E readers, Essential Letters and Sounds decodable reading books, Project X, Hero Academy, Little Blending Books, ORT Traditional Tales and Word Sparks non-fiction are used in guided reading.
- ELS books have been purchased to read at home In addition, Oxford Owls, Rigby Star Phonics, Ransome, Reading Stars and Floppy's Phonics which are closely matched to ELS are available to be read at home.

**Teaching of Reading:** All Reading Plus and Reading Eggspress texts and activities can be accessed remotely. Lexia is available to access from home. Other resources can be shared by teachers on Teams and Seesaw

**Teachers draw upon a wide range of high quality fiction and non-fiction texts from our school library and story bags and aim to foster a love of reading. These books are used in class to inspire and support children's learning. In addition, teachers use the following structured resources:**

- Reading Plus (Years 5 and 6) Reading Plus is an adaptive literacy program to improve fluency, comprehension, vocabulary, stamina, and motivation. Accessed by



September 2023

most children 3 times per week. <https://www.readingplus.com/>. Accessed on I pads, pupils can log in at <https://student.readingplus.com/seereader/api/sec/login>

- Reading Eggspress (including Fast Phonics and Reading Eggs) Adaptive and interactive reading program accessed by children up to Year 4. Some children will continue this into Year 5 and 6 as an alternative to Reading Plus. Fast Phonics supports children reinforcing phonic knowledge. Reading Eggs then Reading Eggspress are used 3 times per week. <https://readingeggspress.co.uk/> Accessed on I pads.
- Children with specific English needs identified on their SEND Support plans can access LEXIA (a highly-structured digital learning program) <https://www.lexiacore5.com/register>
- Rigby Star (Year 2 and KS2) Core reading scheme after Essential Letters and Sounds
- Pearson Navigators fiction and non-fiction in guided reading sessions from Year 2
- Pearson Bugs Club books used in guided reading sessions from Year 2
- Heinemann English World (fiction and non-fiction) revised edition (KS2) books and texts for shared and guided reading
- CGP Sats Buster Fiction, non-fiction and poetry books (Year 6) for direct teaching of retrieval, inference, word meaning and summary in shared text work.
- Reading Eggs Printables (Year 2-5) for direct teaching of comprehension skills.
- CGP Targeted comprehension books (Year 2)
- Additional resources available for comprehension include: Headstart printables, VIPERS, LDA and LCP cards
- Authorfy

**Teaching Handwriting: All of the resources below are accessible to children learning remotely through Teams, Class Kick and photocopiable resources.**

- Letter Join (Year 2-6 also Year 1 2021-2022) – core scheme. Can be displayed on screen for demonstrations. Sheets of daily handwriting practice created using daily spellings. <https://www.letterjoin.co.uk/>
- Essential Letters and Sounds (Nursery and reception plus Year 1 from 2022 – 2023) – core scheme aligned to teaching of phonics.

**Teaching of Spelling:** Children can access Spelling Shed from home

- From Year 2, children who are ready follow the PRIM Ed Spelling Scheme “My Spelling Workbook”
- Spelling Shed is used for extra practise of the scheme words and the statutory spelling lists. <https://www.spellingshed.com/en-gb/>

**Teaching Grammar: All of the resources below are accessible to children learning remotely through Teams, Class Kick and photocopiable resources.**

- Classroom Secrets (KS1 and 2) – core scheme used for progression and planning – also contains PowerPoints, differentiated worksheets and optional homework activities. <https://classroomsecrets.co.uk/category/gps/>

September 2023

- CGP 10 Minute Tests (Year 5 and 6) – used weekly for mixed practise, revision and assessment
- Espresso (available to all year groups) – used with the whole class on the interactive whiteboard for additional practise.
- BBC Bitesize (available to all year groups) – useful explanatory videos, whole class teaching activities and differentiated resources.

**Teaching of Speaking and Listening:**

- Teachers use stories (all year groups) and story bags (foundation stage) to encourage high quality back and forth discussion.
- BLAST intervention (Nursery) is used to support children who require additional structured support. <https://www.blastprogramme.co.uk/>

**Teaching of Writing:** Teachers use a variety of stimuli for writing including:

- stories and extracts from:
  - Well-chosen books from a variety of authors
  - Heinemann Literacy World
  - Real texts e.g. leaflets and newspapers
  - Non-fiction books
  - Traditional rhymes, poems and tales
- Literacy Shed Clips
- Video clips
- Visits and trips
- Interesting objects including paintings
- Audio clips
- Pobble 365 <https://www.pobble365.com/>

**Additionally** Subscriptions to online resources e.g. Twinkl, Education City, Espresso (note – due to issues of fidelity between schemes, these are not used as part of our phonics programme)

Date the policy was last reviewed:

Review Date 02.09.14

Review date: 03.02.16

Next Review: 03.02.17

Review date: 5.9.18

Next review: 5.9.19

Review Date 28.9.20

Next review 28.9.21

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Review Date 5.9. 23

Next Review Sept 2024

September 2023