



English Policy

Cranberry Academy

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Cranberry Academy

English Policy

Introduction

At Cranberry Academy, we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read, and write for a variety of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of a wide range of genres. Children gain an understanding of how language works by looking at its patterns, structures, and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Intent - Aims and Objectives

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 language, 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 clearly explain their understanding and ideas.
- ☐ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

English and Inclusion

At Cranberry Academy, we teach English to all children, whatever their ability. We provide learning opportunities that are matched to the needs of children with learning difficulties and those with English as an additional language, as well as providing appropriate, challenging planned work for those children who are gifted and talented. Work in English takes into account, the targets set for the children in extended writing and daily lessons.

Reading

Intent

At Cranberry Academy we want our children to be passionate readers and our role is to instil and nurture this love of reading for all our pupils. We want children to be able to confidently decode using phonics from an early age in order to become fluent and expressive readers. Children will also be able to understand and infer meaning from the books they read. Children will experience both fiction and non-fiction texts across many genres and will confidently share their reading preferences with others making reference to favourite authors, themes, and characters. We have an extensive and exciting range of school, guided and home reading books for the children to read and a well-stocked library. Our aim is to provide books that are both stimulating and challenging that children care for, use and value. Through promoting great readers children will understand the link between reading and writing and the two will entwine together not only in Literacy but across all other curriculum areas ensuring children have the reading ability to research and access information for other subjects.

Implementation

We teach reading through a combination of approaches:

- ☐ Developing awareness and understanding of print
- ☐ Systematic teaching and learning of phonics.
- ☐ Developing sight vocabulary
- ☐ Developing decoding skills
- ☐ Whole class shared/modelling of reading.
- ☐ Guided reading in groups – teacher or teaching assistant leading.
- ☐ Whole class guided reading – focus on the reading domains.
- ☐ 1:1 reading
- ☐ Paired reading -
 - peer to peer
 - KS2 to KS1
 - More able to less able child
- ☐ Independent reading both at school and at home
- ☐ Class and School library use
- ☐ Teaching of comprehension
- ☐ Reading interventions

The Teaching and Learning of Phonics

The approach we use to teach Phonics at Cranberry Academy is by following the 'Little Wandle' programme. Phonics is taught daily in reception, year 1 and year 2 and children are expected to achieve phase 5 by the end of year 1. In year 1, pupils will complete a 'phonics screening check' and are expected to read real and nonsense words to show that they are able to read up to phase 5 sounds accurately. Children are assessed every half term against the expectations of the phase that has been delivered to them and teachers will then target their needs, and some may receive 'keep up sessions' to get them back on track. Children will receive phonics reading books to support their learning of the phase they are currently working within, and staff provide further support where required for children not meeting their expected targets. Phonics is also embedded into the everyday classroom life, through tasks, activities, games, word, and sound mats that link to other subject areas and units of work.

Little Wandle – Group Reading

Children in EYFS and key stage one who are still completing the Little Wandle Phonics programme. Complete 3 sessions of Shared reading weekly. During these sessions, the children use their phonetically decodable reading book and work on decoding, fluency, and comprehension. See Little Wandle planning for further information.

Shared Reading

This is planned for through the pathways to write programme and takes place during English lessons, although children also read shared texts in other curriculum areas. The difference between this and shared reading in an English lesson is that specific reading skills and strategies are modelled and taught in English lessons, using big books or texts displayed on the interactive whiteboard. Shared reading is also used to teach different genre types, an author's use of language and to widen the children's vocabulary. During shared reading, the children can access a text which may be challenging to the individual but with discussion, helping them to gain a deeper understanding of the text. Shared reading always has a specific learning objective, success criteria and all abilities are included, through differentiated questions and tasks.

Guided Reading

Year 2 – Year 6

Guided Reading takes place 4 mornings a week and lasts for 30 minutes. These sessions can vary from whole class, shared text, and targeted group work, with a range of question types and styles differentiated to meet the needs of each child. Each session is planned around the reading vipers and a series of reading activities to meet the objective are unpicked and modelled and shared answers take place. These include comprehension style questions, decoding activities, and activities to broaden vocabulary and increase fluency. Work in Guided Reading books is marked against the objective domain using the school's marking policy.

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina, and fluency. Reading books are banded and in KS1 children are given a 'little Wandle' phonics book which is matched to their phonic ability. Children are regularly assessed to ensure they are reading at the right level. At Cranberry Academy, teachers plan opportunities for independent reading during sessions of Literacy teaching and in other areas of the curriculum. Pupils, practise and extend their reading; they select texts under the guidance of the teacher or teaching assistant for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership, and recommending books to pupils. Classroom and corridor displays are language rich and a library area that promotes a love of authors and books is at the centre of our school.

Reading Interventions

All pupil premium children receive additional reading from adults to ensure they are receiving quality 1 to 1 reading time to work on their individual reading targets. In addition to this, any children who are working below their age-related expectations, receive extra support and intervention programmes to support their learning in reading. These children will be identified by the class teacher or SLT during half-termly pupil progress meetings. Intervention programmes include Phonics, HFW flash cards, extra 1-1 reading, guided reading sessions, IDL and comprehension work.

Reading at home

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through the use of the online platform 'Boom reader'. The school's expectation, which is shared with parents, is that children should read with an adult at home at least 3 times a week and comments are written on the child's username on 'Boom reader'. The school supports parents and carers with home reading by running parent workshops to offer guidance on how to best encourage and help children to read. These sessions provide parents with ideas, resources, questions, and strategies to use at home to get the most out of reading with their child. The school also provides reading packs for parents with support for helping their children at home with phonics, reading and questioning.

Library

Our school library offers the children the opportunity for wider reading through borrowing a variety of books. The library is stocked with a variety of texts from different publishers and authors. The class libraries are also welcoming for enjoying books together with classmates and recommending great reads.

iPad Use

The 1:1 iPad offer a wonderful opportunity for children to have a range of books and texts without the need for photocopying or sharing. Children can use the accessibility features as required to enhance their ability to see the text and explore the text. Teachers will plan opportunities for children to edit and explore texts digitally using the iPad.

Assessment of Reading

Reading assessments are made by teachers and teaching assistants during every guided reading session against each domain covered. Teachers also assess children's reading skills during reading lessons and assess their independent reading skills linked to National Curriculum objectives. Independent work completed during these sessions is part of the unit of lessons in their English books.

Towards the end of each half term, children who are not a free reader in KS2 will have their reading bench marked to assess progress. Children who are free readers will have their fluency assessed. Teachers will update the children's arbour data using all their formative assessment records. As part of the summative assessment, to back up the teacher assessment, children will complete a SATS style reading paper. The results are analysed and are then used to set targets for children's next steps and also used to inform future teaching sequences.

Children are informed of their own targets for learning and supported to make progress towards them.

Impact

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally, attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Our children can read, explore, and enjoy the enchanting world of books. They are able to read aloud confidently to others with expression and intonation. The children at Cranberry can interpret and infer books across all genres and regularly share their experiences of reading with other children, talking about the characters and authors they love. The children acquire and understand language that without texts they would never be exposed to and use their reading abilities to enhance their writing content.

Writing

Intent

At Cranberry Academy, we believe that all children should recognise the value of writing. By the end of KS2, all children must be able to write fluently- understanding the related rules and conventions. It is our aim to teach children to be able to write accurately and meaningfully for a range of fiction and non-fiction purposes. Through the pathways to write programme, children will acquire and learn the skills to plan, draft and edit their written work. Children will support each other within this process, responding critically to their own and to others' writing. Handwriting, spelling, and grammar will be explicitly taught to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader. Children will eventually learn joined script and will present their writing in variety of ways for both Literacy lessons and the wider curriculum. Children will be given opportunities to write creatively drawing on their reading knowledge and for a purpose making writing enjoyable and developing their individual styles and confidence as young writers.

Implementation

We teach writing through a combination of approaches and opportunities:

- ☐ Shared writing
- ☐ Guided writing
- ☐ Whole class modelled writing.
- ☐ Independent writing
- ☐ SPaG lessons
- ☐ Writing different text types and narrative styles.
- ☐ Writing across a variety of curriculum areas
- ☐ Handwriting Practice
- ☐ Key skills
- ☐ Writing from a variety of stimuli
- ☐ Planning, drafting, editing, and presenting.
- ☐ Using ICT
- ☐ Writing interventions

Planning

English is a core subject in the National Curriculum, and we follow the 2014 National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. We follow the pathways to write programme of study which includes long term (yearly) and medium term (half termly) planning for every year group. All planning documents are located on the school network (staff drive). The long-term curriculum outlines the texts and genres that will be covered each half term for every year group. See appendix 1.

Every term within English lessons, each year group completes a unit from pathways focusing on poetry. The rest of the term is then built up of both narrative and non-fiction writing. The children will also experience writing opportunities across a variety of other genres during the wider curriculum. Grammar, Punctuation and Spelling opportunities are also planned for at this stage using the unit plans. Using the unit plan from the pathways programme, weekly flipchart planning is created and outlines the teaching objectives matching the English 2014 curriculum for reading and writing. The plan also includes differentiated activities and targets, support, where appropriate, key questioning and teacher assessment and evaluations. Planning is a working document and teachers are expected to edit and amend their plan accordingly during the teaching period, planning is shared with all classroom staff and available on request for SLT.

Writing Lessons

Children are taught in their mixed ability registration classes. Staff have high expectations that all children can achieve their full potential. Where Teaching assistants work in a classroom, they support all ability children, specific individuals, or groups of children, ensuring that work is matched to the needs of the children.

As part of the teaching sequence, reading, writing, editing, and improving activities will be undertaken that embed the skills being taught.

The focus of the reading activities directly relates to the outcome of the writing task that they are building towards. E.g., If the children have identified and unpicked a setting and character description within a story opening then the children will be expected to use this knowledge to write a story opening by the end of the writing sequence.

Speaking and Listening

Speaking and listening activities are integrated throughout the whole curriculum. Pupils are encouraged to speak with clarity and purpose. Regular and frequent opportunities for children to speak to each other, listen to each other, interact in a group, and participate in drama or role play from an early age, are provided, and continued throughout their schooling. Children have opportunities to:

- Learn to adapt spoken language, varying use and register according to purpose and audience.
- Experience and participate in Talk for Writing, role play and drama.
- Talk to visitors in school.
- Learn to listen with concentration in real contexts.
- Learn to take part in discussions, negotiations, and presentations.
- Ask questions to check understanding.
- Develop vocabulary and build knowledge.
- Give well-structured descriptions and explanations.
- Participate in performance.

Outside of lessons, the school provides a variety of opportunities to practice these skills. These include school council meetings, sharing and celebration assemblies and opportunities to participate in local initiatives, trust days and democracy events as they arise.

Handwriting

All staff have high expectations of presentation, and it is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the foundation stage at Cranberry Academy, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop legible letter formation. A mixture of whole class, small group and individual explicit handwriting teaching is planned and delivered. Once children are ready, they can apply for a pen license and use a pen for writing. Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school (see handwriting policy).

Spellings

Children are taught strategies enabling them to:

- Spell accurately and identify reasons for misspellings.
- Proof-read their spellings.
- Recognise and use word origins, families, and roots to build their skills.
- Use dictionaries and thesauruses.

Spelling patterns and rules are planned for and taught using the programme pathways to spell. This programme provides weekly lessons ensuring spellings are taught in line with the 2014 National Curriculum year group expectations. The programme is taught 3 times a week in designated spelling lessons, and homework to practice the spellings is sent home. Spellings are also taught during English lessons and integrated into the curriculum and everyday practice.

Grammar, Punctuation and Vocabulary

The pathways to write programme clearly sets out opportunities for teaching Grammar, punctuation, and vocabulary skills. These are taught explicitly during writing lessons and the children identify how authors have used them effectively during their reading lessons. Grammar and

punctuation objectives are taken from the 2014 National curriculum year group expectations and children are expected to apply their knowledge in their writing pieces.

iPad Use

The children will not write more than short sentences on the iPad, writing will still take place in their books to ensure fine motor skills, handwriting and presentation are still being developed. Children will, however, have wider opportunities for using technology as writing stimulus, use the iPad for drama-based activities and have opportunities to record work in line with the modern era such as blogs. Children will also be able to access editing feedback and fix work inline with the marking and feedback policy.

Assessment

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Teachers record and track each child's progress and use this to set future targets. They use a variety of formative assessment methods and constructive marking strategies. Extended writing is assessed against individual pupil writing age related expectation assessment sheets, with next steps and future targets identified. Information from assessments is then inputted into Arbor, our whole school pupil tracking system, to determine where a child is working in relation to age related expectations.

Pupils in year 6 will complete their SATs in May of each academic year providing the school and Local Authority with both teacher assessments and test outcomes for reading, writing, spelling, punctuation, and grammar results. Results will be reported following the national guidance set by the government.

Impact

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2 children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar, and punctuation to create effect.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved, and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar, and punctuation.

Foundation Stage

In the Foundation Stage, language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas, and feelings. In Reception, the children follow the pathways to write programme and all children use talk for writing to embed the vocabulary and learn the stories thoroughly. Role play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry, and books. An environment is provided which reflects the importance of language through signs, notices, and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions and guided reading in line with 'little Wandle' expectations.

Monitoring and Evaluation

The principal, vice principals, assistant principal and teachers monitor English. When priorities have been identified the senior leadership team and English coordinator construct an action plan which

will then form the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place. The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- ☐ supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject.
- ☐ gives the Principal regular summary reports in which s/he evaluates the strengths and weaknesses in English and indicates areas for further improvement.
- ☐ uses specially allocated regular management time to review evidence of the children's work and books, and to observe English lessons across the school.
- ☐ Reviews and updates resources as necessary.

A named member of the school's governing body is briefed to oversee the teaching of English. The English governor meets with the subject leader to review progress.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school and online. Training needs are identified as a results of whole school monitoring and evaluation and performance management. The English coordinator will arrange for relevant advice information to be disseminated. Where necessary, the English coordinator leads or organises school-based training.

Environment and Resources

The school aims to provide a stimulating language rich learning environment in which to support the teaching and learning of English, which is done through interactive displays; displays of pupil's work; by providing a range of resources for teacher and pupil use and using ICT and interactive whiteboards.

Each classroom is expected to have:

- An English working wall
- Key vocabulary displayed
- Modelled writing displayed
- Key SPAG terminology and definitions displayed
- Spelling supports
- A range of dictionaries, word mats and pupil prompts easily accessible for pupils to use to support work

Homework

We recognise the importance of making links between home and school and encourage parental involvement with the learning of English through parent information evenings at the beginning of each year.

Homework provides opportunities for pupils to:

- ☐ practice and consolidate their skills and knowledge.
- ☐ develop and extend their techniques and strategies.
- ☐ share their English work with their family.
- ☐ Prepare for their future learning.

(See homework policy for further details)