

Confidence, Achievement, Respect, Enthusiasm



Policy Title:	English
Policy Folder:	Subjects
Last Review:	May 2022
Next Review:	May 2025
Led By:	M. Harbey / L. Waggett
Responsible Committee:	SD Committee

Introduction

Alongside our curriculum intent, our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school. We all aim for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Lantern Lane, we aim to be a Dyslexia Friendly School. Our English teaching is adjusted to support dyslexic learners to achieve highly. While our teaching will apply principles of quality first teaching (such as reducing cognitive load and providing scaffolding), additional support takes many different forms in English:

- Alternative methods of transcription e.g. Clicker 8, scribing
- Individualised spelling resources
- Sequencing support
- Adjustment of success criteria
- Carefully constructed resources
- Other than in a reading task/assessment, a reader will be made available whether this is in a lesson or to assist the child in an assessment.

This policy has been written to formally record the teaching, monitoring and assessment of English at Lantern Lane Primary & Nursery School.

The policy aims to:

- Identify what is intended to be taught and how it should be implemented.
- Identify the overall structure and framework of the English curriculum in the school.
- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Describe how attainment and progress are assessed and analysed within the school.
- Identify school procedures to monitor and evaluate the English curriculum.

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the National Curriculum, or other significant changes which impact on the teaching and assessment of this subject. The implementation of this policy is the responsibility of all teaching staff.

Inclusion and Special Needs

Lantern Lane aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. SEND pupils may be supported by additional adults, different resources or differentiated activities. We have high expectations of all

children and strongly believe that all children are able to achieve in reading. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Early Years Foundation Stage (EYFS)

Children in EYFS explore English concepts through active exploration and their everyday play-based learning.

In EYFS, the focus is to develop positive attitudes and habits in respect of reading to underpin future learning. These are developed through daily shared story times and topic texts alongside daily phonics and, for children in Foundation 2, carefully chosen phonetic reading books and books for interest.

In EYFS, children begin to recognise the value of using marks to communicate. During Foundation 1, children develop their coordination alongside their gross and fine motor skills to enable them to control a writing manipulative to form letter shapes. This is built on, during Foundation 2, through children refining these skills and furthering their phonics knowledge to enable them to write phonetically words, and then sentences.

This policy will now be split into two key components of English: reading and writing.

Reading

Intent

At Lantern Lane Primary School, we follow the Early Years Foundation Stage Framework (2021) and the National Curriculum (2014). We fully support the aim of the National Curriculum (2014):

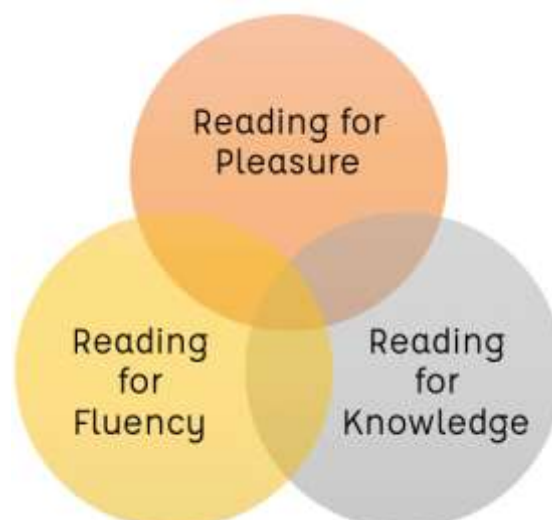
"Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised."

English Programmes of Study: Key Stage 1 and 2, National Curriculum in England.

At Lantern Lane, we understand the importance of reading to ensure that our pupils achieve what we intend, considering it as a vital platform for success in later life. We want our children to read broadly and be able to discuss what they have read. We plan the reading experiences in school to ensure that the children explore a wide variety of texts - including some that they may not choose for themselves. We know that reading helps to develop children's imagination, vocabulary and concentration. However, the benefits do not stop here. Reading allows children to relax and enjoy exploring worlds and experiences without limit.

In EYFS, the focus is to develop positive attitudes and habits in respect of reading to underpin future learning. These are developed through daily shared story times and topic texts alongside daily phonics and, for children in Foundation 2, carefully chosen phonetic reading books and books for interest.

Through the learning and opportunities we plan in KS1 and KS2 and through rigorous formative assessment, we aim to support each child in the development of each of the following key aims of the Reading curriculum: Reading for Fluency, Reading for Meaning (Knowledge) and Reading for Pleasure.



Reading for Fluency:

At Lantern Lane, the phonics scheme we follow is 'Letters and Sounds'. In Foundation 1 (and for some children in F2), we use a selection of the songs from Jolly Phonics.

We have two reading schemes at Lantern Lane: Bug Club (Phonics) and Big Cat (Turquoise and above). Phonics is taught daily in whole class sessions.

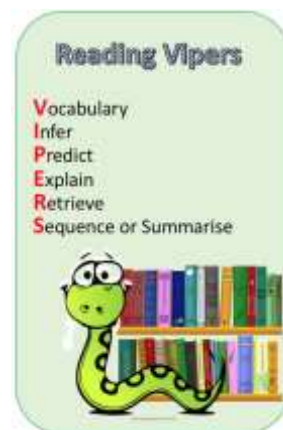
Children's progress with phonics is tracked carefully until the point where they become confident - and fluent - decoders (this means they can use their phonics knowledge to read words). Our Phonics Journey trackers are used to quickly identify any gaps in phonic knowledge that staff in school then work to quickly address with targeted intervention.

Reading interventions such as Fresh Start (in KS2) and Switch-On (KS1 & KS2) are also used widely - and successfully - in school to help any children that are falling behind to get back on track.

Reading for Meaning:

At Lantern Lane, we promote a love of reading and develop children's reading skills through the use of high-quality texts within whole class reading lessons. Our book choices are based on a clear rationale that considers how a text can support areas of the curriculum and our intent statement. The appropriateness of vocabulary is considered and links are between these fiction texts and related non-fiction texts poetry, ensuring children experience a variety of genres. reading rationales can be viewed on our website.

Within whole class reading lessons, we explicitly teach comprehension skills following the VIPERS approach (from with children also having the opportunity to read at length (including reading chorally as a group).



other

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or

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Year 2)

Regular monitoring and assessments rapidly identify children failing to make sufficient progress in this regard. Teachers endeavour to diagnose the root cause of the issue (be this reading speed, understanding, skills in decoding or potentially difficulties including dyslexia), in order to address the concern and respond accurately. We are fortunate to have a dyslexia specialist in school who can support teaching staff in this process.

Reading for Pleasure:

Teachers share a class book with their children on a daily basis; whilst this is a chance for pupils to observe an 'expert' reader, it also serves to show the pleasure that reading can give and children have a 'say' in the books that are chosen. On our website, you can see the books that have been selected for 'Storytime' so far this year and the timetable that supports this activity.

Through our engagement with the National Curriculum and our commitment to providing outstanding provision for every child in the subject of reading, Lantern Lane aims to ensure all children:

- 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

Implementation

Lesson Structure

Within a whole class reading lesson, children should have the opportunity to read aloud - whether that is independent reading, choral reading or echo reading. They should also have some reading modelled to them.

Using our reading VIPERS as the foundation, the following elements will be present across a sequence of reading lessons. Teachers will choose an age-appropriate way of achieving this, but some examples include:

- Quick retrieval - using skimming and scanning techniques
- Vocabulary check - words are often pre-taught & then discussed using text-to-self, text-to-world and text-to-text references
- Partner talk - to share ideas verbally and discuss potential answers
- Independent thinking - to explore the text and begin to make justifications about information retrieved
- Solo work - to record answers to questions

Linked texts are embedded into plans to ensure a variety of genres are experienced. This also allows the original text to be interacted with in a more deep and meaningful way as key themes and topics are explored in more detail.









Feedback

Feedback in reading should be completed in line with the Lantern Lane Primary School Feedback Policy.

The following feedback codes will be used across KS1 and KS2 to ensure consistency and a clear message for children.

The use of codes is intended to make feedback accessible to all children including our dyslexic children and those with SEND (with this being regularly monitored by the SENCo and/or Dyslexia Lead).

By showing how much support that the child had in completing a piece of work (either through the use of equipment or working with a peer/ adult), this will support teaching staff when reviewing learning, assessing current understanding and planning for future progression.

Code	Explanation	Code	Explanation
	You have used equipment to support your learning.	GW (with initials)	A teacher or teaching assistant guided your work here.
 Beside LO.	You are <i>developing learning</i> in relation to the learning objective.	PW/PW	You worked together with a partner on your work here.
 Beside LO.	You are <i>securing learning</i> in relation to the learning objective.	CR	You have a correction to complete here.
 Beside LO.	You are <i>mastering learning</i> in relation to the learning objective.	CH	You have a challenge to complete here.
	Answer to individual question is incorrect. Complete a correction in purple pen.		Self-assessed. Answer to individual question is correct.
	Answer to individual question is correct.		Self-assessed. Answer to individual question is incorrect. Complete a correction in purple pen.
VF	Verbal feedback. Your teacher has explained further to support your progress.	WCF	You will receive your feedback as a whole class in the next lesson.

Notes:

- Verbal feedback is used frequently to give instant feedback/facilitate formative assessment throughout whole class reading lessons.
- The assumption is that pupils have worked independently unless guided work/paired work/scribe is marked beside a whole lesson or individual question.
- If pupils have completed additional work to consolidate the objective outside of the lesson time, this will be shown in their reading journals.
- Time will always be allocated for the child to review the feedback given, making any corrections and responding to any challenges that have been set. This opportunity will be given as soon as possible to ensure that this process has the biggest impact on the progress of the child. All responses to feedback will be done in purple pen so the teacher can identify these easily for checking.
- Whole class feedback may be appropriate in reading where a misinterpretation of the task/question is common to a significant majority of the class.

Impact

Assessment

This section should be read and considered in conjunction with the Assessment Policy.

A variety of assessment methods are used in reading. The table below shows a selection that we use at Lantern Lane:

Summative	Formative
<ul style="list-style-type: none">• Every term, children will complete an NFER reading comprehension paper / past SATs paper (from Y2 onwards). The results of these will reinforce teacher judgements and provide further opportunities to identify gaps in pupil learning and tailor future lessons.*• SATs are completed in Y2 and Y6• Each child has a Phonics Journey document on entry to school and this is updated termly until they are fluent at decoding and no longer need phonics teaching.• Y1 children complete Phonics screening.	<ul style="list-style-type: none">• Teachers will provide feedback on work based on the feedback policy (discussed above).• Adults will listen to children read to determine how fluently they are reading and what their next steps are.

*Termly, children will be assessed to ascertain whether they are:

- working below;
- working towards;
- working at;
- exceeding age-related expectations.

Teacher judgements are then entered onto OTrack each term and teachers talk through the progress of their pupils at termly data support meetings: this ensures targeted support can be given to those who need it. To support individual class teachers in their judgements, regular moderation activities will be arranged within teams, year groups, key stages and even within the family of schools. The subject coordinator and other members of SMT will support these moderation activities.

At the end of Autumn and Spring terms, all class teachers will provide the management team with a prediction for each child (for the end of the year) based on the 4 levels of attainment outlined above. At the end of the Summer term, a definitive decision - based on the information collected throughout the year- will be made for each child and reported to parents. This information will continue to be stored on OTrack.

For children making small steps and/or working significantly below age-related expectations, PIVATs and/or BSquared will be used to track their progress with this data being collated and monitored by the SENCo.

Bottom 20% of readers

We carefully track the bottom 20% of readers in each class to ensure the provision offered to them is supporting them to make the progress they need to make.

Writing

Intent

At Lantern Lane Primary School, we follow the Early Years Foundation Stage Framework (2021) and the National Curriculum (2014). We fully support the aim of the National Curriculum (2014):

"A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them."

English Programmes of Study: Key Stage 1 and 2, National Curriculum in England.

Writing is a key skill that we want all our children to develop; it has the power not only to entertain but to inform, explain and inspire.

In EYFS, children begin to recognise the value of using marks to communicate. During Foundation 1, children develop their coordination alongside their gross and fine motor skills to enable them to control a writing manipulative to form letter shapes. This is built on, during Foundation 2, through children refining these skills and furthering their phonics knowledge to enable them to write phonetically words, and then sentences.

Writing in KS1 and KS2 is taught through carefully-chosen, high-quality stimuli, including classic and modern texts and thought-provoking film. A wide variety of different genre writing is also supported through our cross-curricular approach. For example, in Year 5, children write a newspaper recount of Rosa Parks' stand against racism that is informed and inspired through film footage. In Year 2, we explore the text, *The Lion & the Unicorn*, as part of our WWII topic; the children write as an evacuee through diary entries and letters. For full details of how we explore each genre and the associated texts, please see our website.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

In terms of handwriting, children are taught to print in EYFS and then begin to develop their cursive writing from Year 1 onwards.

Through our engagement with the National Curriculum and our commitment to providing outstanding provision for every child in the subject of writing, Lantern Lane aims to ensure all children:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a

- range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Lesson Structure

At the beginning of the writing sequence, children will explore the stimuli in depth whilst also learning about the purpose, structures, ideas and themes of the genre involved. Children will then receive instruction in the necessary content, vocabulary and grammar through extended modelling and practice.

Teachers and children will agree what a successful piece of writing looks like and the success criteria for a piece of work is then provided to the children based on this. These success criteria are also the means through which feedback is given to the child and, in KS2, inform the setting of targets.

Children are taught to edit and improve their work - as all successful writers do - and they do this with increasing independence as they move through school due to their understanding of our feedback policy.

Final, independent pieces of work allow their teachers to judge how confidently the children have applied the vocabulary, sentence structures and text features taught.

Feedback

Feedback in writing should be completed in line with the Lantern Lane Primary School Feedback Policy.

The feedback codes used across KS1 and KS2 to ensure consistency and a clear message for children can be found on page 8 of this document.

Learners will have the opportunity to review their work through whole class feedback or smaller group support (from as early as summer, Year 1). We ensure that 1:1 feedback is provided, where needed, so children understand how and why improvements can be made.

Impact

Assessment

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A variety of assessment methods are used in writing. The table below shows a selection that we use at Lantern Lane:

Summative	Formative
<ul style="list-style-type: none">• Every term KS2 children will complete a SPAG paper.• Children will also complete a piece of independent writing (approximately a piece every week/every two weeks in KS1 and two per half term in KS2)	<ul style="list-style-type: none">• Teachers will provide feedback on work based on the feedback policy (discussed above).• Children will also be encouraged to self-assess their work according to their personal targets, and possibly suggest new ones.• Also, children are encouraged to peer-assess against the lesson's objective.

*Termly, children will be assessed to ascertain whether they are:

- working below;
- working towards;
- working at;
- exceeding age-related expectations.

Teacher judgements are then entered onto OTrack each term and teachers talk through the progress of their pupils at termly data support meetings: this ensures targeted support can be given to those who need it. To support individual class teachers in their judgements, regular moderation activities will be arranged within teams, year groups, key stages and even within the family of schools. The subject coordinator and other members of SMT will support these moderation activities.

At the end of Autumn and Spring terms, all class teachers will provide the management team with a prediction for each child (for the end of the year) based on the 4 levels of attainment outlined above. At the end of the Summer term, a definitive decision - based on the information collected throughout the year- will be made for each child and reported to parents. This information will continue to be stored on OTrack.

For children making small steps and/or working significantly below age-related expectations, PIVATs and/or BSquared will be used to track their progress with this data being collated and monitored by the SENCo.

Roles and Responsibilities (for Reading and Writing)

Role of the Subject Leader:

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.
- Leads continuing professional development; facilitates joint professional development; provides support and feedback for teachers to improve pupil learning.
- Leads the whole-school monitoring and evaluation of teaching and learning in English by observing teaching and learning in English regularly; analysing assessment data in order to plan whole school improvement in English conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly English and keeping up-to-date with reading for fluency/meaning/pleasure developments.
- Keeps parents informed about English issues.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in English.
- Works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in English are met effectively.
- Keeps the school's policy for English under regular review.
- Leads the subject action plan and carries out tasks accordingly.
- Meets other coordinators to discuss topical issues and raise standards.
- Resources the subject, particularly ensuring there are sufficient books for each book-banded stage; that the phonics books are stored based on the sounds within them; that books are inspiring, engaging and challenge readers; that there are a range of genres; that there is a sufficient number of whole class reading texts.

Governors:

The coordinator and link governor meet once a term to discuss standards and the work being done as part of an action plan or elements of the SIP. Also, throughout the year, the link governor and other representatives of the Governing Body will be invited to complete joint monitoring activities.

Parent Partnership:

We understand the key role that parents play in helping their children become enthused and confident readers, providing advice and guidance to support them in this. Children are encouraged to read regularly at home - and are rewarded when they do so. In addition, we recognise the many benefits to children of being read aloud to on a regular basis.