LancasterianPrimary School

English Policy

Version No.	Date	Approved by	Review Frequency	Review Date
5	February 2022	Governors	+2 years	February 2024

English is a fundamental life skill which develops a child's ability to listen, speak, read and write (and so communicate). At Lancasterian Primary School, we are committed to developing English skills in all our children, in the belief that it will support their learning and raise standards across the curriculum. We ensure specific focus on Early Reading and English as the roots to building firm foundations for all children at Lancasterian, setting them up with the skills to apply and grow throughout their school life and into wider society.

Overview

In order to provide challenge for all our pupils in relation to reading, we use Destination Reader to plan, resource and deliver effective reading lessons. These guidance materials allow teachers to extend children's learning and apply a wide range of skills and strategies for reading in a cross-curricular way.

We believe that children reach their potential when they learn in a creative, purposeful way. To this end, we are following a mix of both whole class teaching and an ability directed approach for reading developed in Hackney, which aims to help us to find the 'reader in the writer' by:

- raising both children's and teachers' levels of knowledge, pleasure and confidence in children's literature.
- developing a more in-depth approach to the use of literature in the primary curriculum.
- spreading best practice in the use of children's literature for reading, writing and speaking and listening, using creative and innovative teaching approaches.

At Lancasterian, each class bases its English teaching over a 3-week cycle on one quality core text, combining speaking and listening, drama, reading, and writing activities in a variety of genres. Teachers use the Pie Corbett model of the 3 I's for writing quality texts (described in more detail below). These activities take place in daily English lesson.

The following sections will show how these specific aspects of English are taught at Lancasterian, within the Destination Reader approach, Pie Corbett's 3 I's and daily English lessons. The needs of individual children and groups must be taken into consideration, and teachers must adapt their planning in order to ensure children make maximum progress.

Speaking and Listening

Children learn to listen and speak long before they learn to read and write. The Rose review (March 2006) states that: "The indications are that far more attention needs to be given, right from the start, to promoting speaking and listening skills to make sure that children build a good stock of words, learn to listen attentively and speak clearly and confidently."

At Lancasterian, the primary English skills of Speaking and Listening begin in our Early Years curriculum and provide the foundations for the Teaching and Learning of phonics which can then be built on and developed. As part of Pie Corbett '3 I's' approach to English, children in all year groups will learn a variety of text genres off by heart, in order to develop and internalise the language of a writer. Drama has been found to be useful to support boys' reading and writing (Barrs and Cork 2001- CLPE), including providing 'first-hand' experiences which they would otherwise be unaware of. Pupils are encouraged to participate in a wide range of drama activities including large events such as school plays and assemblies as well as less formal activities in class such as role play and hot seating. Learning skills, such as speaking for persuasion or discussion, and being able to listen and respond in these situations, sets children up for life.

We aim for all children:
- To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences
- To listen, understand and respond appropriately to others
- To know the grammatical constructions that are characteristic of spoken Standard English and to apply this knowledge appropriately
- To understand variations in language.

Phonics (More detail in Phonics Policy)

At Lancasterian, we teach phonics using a linguistic phonics programme called Sounds-Write. Sounds-Write is a very highly structured, multi-sensory incremental and code-oriented, instructional approach to teaching children to read and spell. It allows children to remember only the factual information (conceptual knowledge) that is needed, in order to learn to read; practicing skills which will lead to automaticity (speed and accuracy). The theoretical ideas behind cognitive development in Sounds-Write are referred to by Jean Piaget as cognitive theory and is underpinned by building on the child's schemas.

The Sounds-Write programme is implemented in the classroom and provides very fast and effective teaching for children at all levels. Children from Reception to Year 2 follow the programme and once children are fluent, confident readers, they begin a transition into our KS2 reading programme Destination Reader, outlined below.

This programme is successful in teaching children to read and spell because it starts with what all children know from a very young age – the sounds of our spoken language. Then, using a very systematic approach, it teaches them how these sounds are coded within our writing system.

At Lancasterian, we have collaboratively identified ways to creatively reinforce phonics skills throughout the day and to make cross curricular links to support phonics skills. For example; playing phonics based games during play times and the children's Golden Time, using PE warms ups and games to reinforce the knowledge and skills children have learned across a week. Our intention is for all our children to become skilled, fluent readers through having a repertoire of strategies to draw on, and to enjoy the learning as they progress.

Reading

Destination Reader is a Hackney born approach to KS2 Reading which is founded on these core principles:
1. Enable Quality Experience
2. Promote Enjoyment
3. Increase reading milage
4. Build firm foundations
5. Develop Thinking and understanding
6. Make talk central

Once a child at Lancasterian is a fluent reader and decoder, usually a Year 2 milestone, children are seamlessly transitioned into Destination Reader. The approach consists of learning and applying 7 core skills to a range of high-quality, real-life books.

The seven reading strands are: (See appendix A for examples of sentence stems)
- Inferring
- Summarising
- Evaluation
- Making connections
- Clarifying
- Asking questions

Focus is on partner reading, high quality discussions, improving oracy skills and the application of their new knowledge and skills in applying it to a weekly comprehension independently. Reading lessons are structured with teacher modelling and sharing of a text but this is kept to a minimum with a large focus on protected reading time. Children are also taught Learning Behaviours (Appendix D) in order to develop their cooperation and discussion skills with a partner. The week is split into mixed ability reading with a whole class text where children can support, listen to and learn from one another and be each other's role models. With the second part of the week reading at an instructional level where children can develop their individual reading skills to a book at their own level. This approach is fully inclusive of all our children and supports all children at Lancasterian to progress, build confidence and achieve.

Children will be assessed regularly using both formative and summative assessment. During their time in school, some children may find it difficult to make the progress in reading that is broadly in line with other children of their age. At Lancasterian, there are well established interventions in place to help to 'close the gap' for any children this may apply to.

Home reading

Research shows that greater parental involvement in children's learning positively affects the child's school performance, including higher academic achievement. At Lancasterian, we encourage parents to be involved in all aspects of their child's learning, including their reading. It is important for children to know that reading isn't something 'just for school'.

All children are offered 3 books to take home weekly:

- A book at their instruction reading level (phonetically decodable for those on the phonics programme). This is for the children to read independently with support from an adult at home.
- A book from their book corner of their choice to enjoy at home. To either read independently or to have an adult read it to them.
- A book from the school Library of their choice to enjoy at home. To either read independently or to have an adult read it to them.

Weekly reading is recorded in a home Reading Record to encourage parent/teacher communication. As children get older they are encouraged to take responsibility for their reading choices, and will hopefully have experienced so many types of quality texts that they will have developed preferences of their own.

In school we have a well-stocked and up to date Library with current authors and book releases and books which are fully representative of the families in our school community. Classes visit the Library once per week to exchange books, discover new authors and genres and enjoy some quiet reading. Our school Librarians take lead on this and are in charge of stock and organisation within the Library.

Reading Road Map

Lancasterian is part of the Reading Road Map challenge which is a Reading for Pleasure initiative designed to build a culture for reading within schools. Yearly, children have a brand new, up to date and inclusive set of books for each phase (Years 1 & 2, 3 & 4 and 5 & 6) with a map of genres to follow and complete. Children are awarded stickers in their Reading Records and receive certificates when they reach certain milestones. Children love to complete a route and share books and genres with each other. See Appendix B for examples of a Road Map.

Writing

Our model for writing is based on Pie Corbett's Talk for Writing programme, developed by Julia Strong, which as he states is an 'engaging teaching framework that raises progress and boosts standards'. It is based on how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. This is often referred to as the 3 I's outlines below:

Establish context	**Imitation** - familiarisation	**Innovation** - adaptation	**Invention** - creation	Publishing/ performing
Core Text	Oral learning Book talk Drama Read as a writer Planning - Box it up Create toolkits	Substitution Addition Alteration Change of viewpoint Planning - Box it up	Write own text based on previous stages. Should include editing and improving at various stages.	Give children this purpose for writing at the beginning.

Each year group in the school has a list of 12 core texts to base their 3-week cycle on. The list of these books can be found under 'Curriculum Maps' for English on the school website. There is a range of Fiction, Non-Fiction and Poetry for each year group with core similarities that link to key dates such as Refugee Week. Books are mapped out carefully to also be in line with our Foundation curriculum and links made between Science, History and Geography topics where we can to fully immerse children and ensure they are in a vocabulary rich environment. Each week lends itself to one of the 3 I's, developing confidence and independence as the weeks progress so that children can invent their own version of the text by the end in the form of a 'long write'. This approach really supports our children and fully immerses them in the texts. See Appendix C for fuller description of the approach as followed at Lancasterian.

Genres and progression of writing outcomes can be found in the English 'Curriculum Map' but include a range of the following:

Fiction: general story writing, myths and legends, traditional tales, playscripts and poetry.

Non-fiction: instructions, letters, explanations, persuasive writing, recounts, non-chronological reports, newspaper articles, and discussion writing.

Poetry: shape poems, haikus, free verse, clerihews, limericks and kennings

Spelling, Punctuation and Grammar

At Lancasterian SPAG is embedded within the teaching of writing. See Appendix D for SPAG progression which supports teachers when teaching the different genres. SPaG is taught both explicitly and using the drip effect. A new concept needs to be explicitly taught in a stand-alone way to ensure full understanding of the terminology and application. This is then continuously fed into toolkits and all forms of writing enabling practice of the specific skill. This can also come in the form of mental oral starters, partner talk games, editing targets, plenaries and TA led intervention groups.

Spelling

Reception and Year 1 spelling follows the Sounds Write phonics Programme in the order of sounds taught. Please see Phonics Policy for more details.

Years 2 to 6 follow the spelling scheme as outlined on Purple Mash which is a comprehensive programme derived directly from the National Curriculum with the aims of:

- Supporting teachers in teaching the statutory words and focuses over the course of the academic year for years 1 to 6.
- Assist teachers in assessing children's spelling on a weekly and termly basis.
- Providing children with a fun way to learn their spellings each week, either in school or at home.

Each year group has a carefully broken-down document outlining week by week spellings to be taught with review weeks embedded to allow time to recap. Please refer to Appendix D for example of overviews. Children receive spellings for homework weekly as well as being explicitly taught the rule with time to practice. An assessment takes place weekly to review progress.

Handwriting

At Lancasterian we follow the Letter-join writing scheme (www.letterjoin.co.uk) which offers a range of activities both online and printable for children to practice their handwriting skills. The scheme has a wide range of engaging activities what are usable and adaptable all the way from Nursery to Year 6. In the Early Years this is taught through a range of play-based activities and fine-motor skill sessions developing into cursive letter formation and later cursive joining techniques are introduced from Year 2. Handwriting is explicitly taught twice a week with other opportunities being fed in regularly. Parents have access to an at-home version of Letter-join which was made available in 2020.

Children are encouraged to take pride and responsibility in their handwriting and workbooks. Pen Licences are a way to reward and motivate children to aim towards cursive writing across all their books. Once children feel they are displaying that across all their books including maths and foundation, they can apply for a Pen Licence in the form of a letter to their class teacher who will review their handwriting. If granted one they receive a certificate and pen in assembly and have successfully made the transition from pencil to pen. Children are highly motivated by this.

Destination Reader Skills and Learning Behaviours

Destination Reader	
Predicting	**Inferring**
• I wonder if • I predict • I think that • I bet that **because** • I imagine • I think * will happen • I think I will learn • I think it will be set out • The next part will be about	• The word * tells me • The part * tells me • This makes me think that • I think this **character** **because** • I think the **setting** is • I think the **mood** is • I think the writer's viewpoint is • I think this character's viewpoint is
Asking questions	**Evaluating**
• Who • What • When • Where • **I wonder** • **Why** • **How** • **What if** • **Why do you think** • **How do you think** • **How do we know**	**Language** • The word/phrase * works well because • I like the way the author uses * it makes me think about • I think it would have read better if • It's very clever the way the author uses * because • The sentence * has high impact because **Organisation** • The text is organised well because • The presentation helps the reader because • The structure could be improved by
Clarifying	**Making connections**
• I think that means • I didn't understand • What does * mean? • I need to reread this part because • * is a tricky word so I • I didn't understand * so I • Let's reread because it didn't make sense.	**Text to self:** • I know about this because I • I've been to / seen • I saw a programme about this • I can identify with this character because **Text to text:** • I think this book is a * (*genre*) book because • This reminds me of * because • This is similar to * because • This character is similar to * because **Text to world:** • This links to • This is because
Summarising	
• The key idea is • The most important ideas are * and I know that because • This part is about • The headline would be • In 10 words • The main theme is	**Learning Behaviours** ❖ **Support and actively listen to others** ❖ **Discuss and explain our ideas** ❖ **Take responsibility for your own and your group's learning.**

| Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	**Support**	Great reading, good thinking. I like the way you … when you read. You've really improved in… Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	
	Active listening	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more…	
Discuss and explain our ideas			1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)	I think this means that … because it says… This part suggests that …. because … My view is that … because in the book …. Two main reasons explain why I think that … Earlier we learnt that … therefore … On the one hand you could say … but on the other … is similar to ….. because ….. In my opinion …. because …. This character is ….. because ….. The main idea is that …. In summary / I conclude that … because …		
Building on other's answers	**Agreeing**	I agree with … because … Similarly … I'd like to build on / add to that point …. Adding to that point …	
	Disagreeing / challenging and offering alternative	In contrast … Alternatively …. It could be but……. I agree with some aspects of …'s point however Why do you think that? What evidence is there that backs up your point?	
	New idea	Have we considered? Another point I wish to make is … On reflection I no longer think that …..	
Take responsibility for our own/group's learning			1 2 3 4
ensure you took part, made sure everyone understood task and participated	Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because we …..e.g. made sure we understood each part of the text before we moved on. We both / all took an equal part in the discussion today. Today didn't work well because …. Our target next time should be to …		

Appendix B

Year 5 & 6 Reading Road Map

Establish context – for example: Core text/topic

IMITATION – familiarisation

Begin with exciting, creative context.

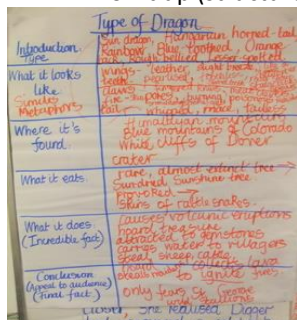Oral learning of a text.
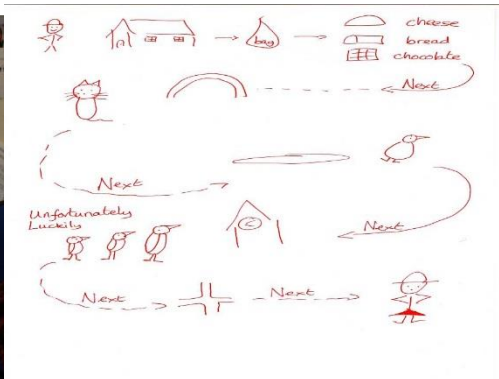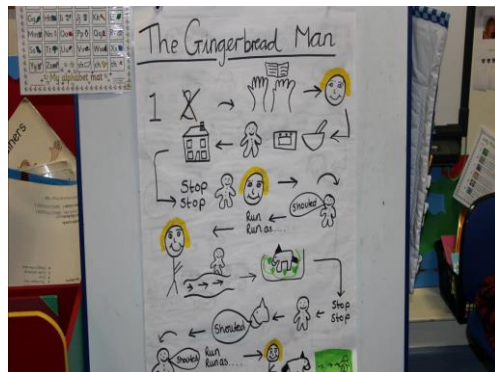
Read as a Reader –
- Book talk
- Drama
- Art

Read as a Writer –
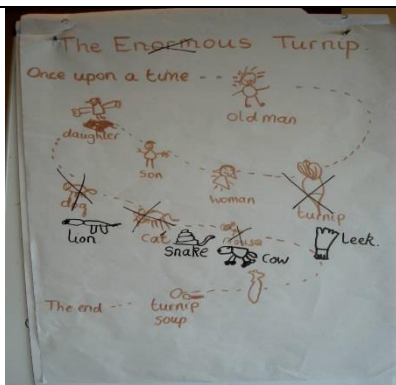- Box it up (structure of the text)

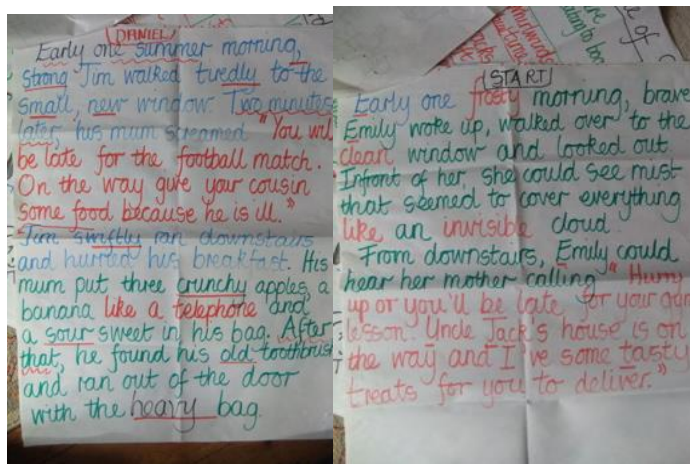- Create toolkits (features of the text)
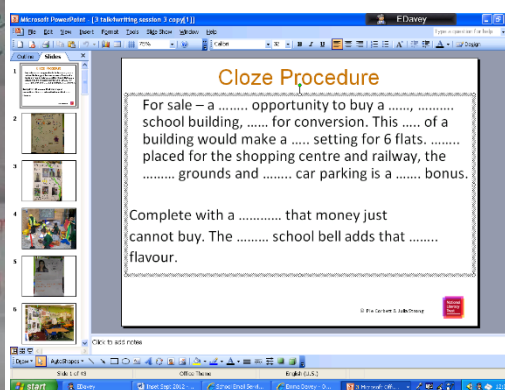
INNOVATION – adapting a well-known text.

- Substitution

- Addition
- Alteration

-
- Change of viewpoint

Either 'hug' closely or 'use toolkits'.

Use drama, images, etc to provide a context.

Daily feedback and sharing of quality examples.

INVENTION – creating your own new text
Set clear targets with examples.

Same text type and focus, e.g. warning story with suspense, non-chronological report about an animal.
Use focussed teaching and feedback.
Use drama, images, video, first-hand experience, location, quality reading, etc. to provide context.
Underpinned by daily spelling, sentence and creative games.
Perform/publish – purpose for writing

Appendix D SPAG Progression

Year Progression	Word	Sentence	Text	Punctuation	Terminology for pupils
			Vocabulary, Grammar, Punctuation		
Year 1	Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Seperation of words with spaces	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Joining words and joining sentences using and	Correct choice and consistent use of present tense and past tense throughout writing.	Introduction to capital letters, full stops, question makes to demarcate sentences	Noun, noun phrase, statement, questions, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma
Year 2	How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Subordination (using when, if, that or because) and co-ordination (using or, and, or but)	Use of continuous form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Capital letters for names and for the personal pronoun I	Adverb, preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')
	Formation of nouns using suffixes such as –ness, -er and by compounding [for example, whiteboard, superman]	Expanded noun phrases for description and specification [for example the blue butterfly, plain flour, the man in the moon]	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Determiner, pronoun, possessive pronoun, adverbial
	Formation of adjectives using suffixes such as –ful, -less (A fuller list of suffixes can be found in English Appendix 1)	How the grammatical patterns in a sentence indicate its function: statement, question, exclamation or command	Headings and sub-headings to aid presentation	Commas to separate items in a list	modal verb, relative clause, pronoun parenthesis, bracket, dash, cohesion, ambiguity, determiner, cohesion
Year 3	Use the suffixes –er, est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Expressing time, place and cause using conjunctions (for example, when, so, before, after, while, because] adverbs [for example, then, next, soon, therefore] or prepositions [for example, before, after, during, in because of)	Use of the perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Subject, object, active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet point
	Formation of nouns using a range of prefixes, such as super-, anti-, auto	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to punctuate direct speech	
	Use of determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted adverbials (e.g. Later that day, I heard the bad news.)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"]	
Year 4	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Apostrophes to mark plural possession [for example, the girl's name, the girls' name]	
	The grammatical difference between plural and possessive –s	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	The use of commas after fronted adverbials	
Year 5	Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)	Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house versus The window in the greenhouse was broken (by me)]	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (repetition of a word or phrase) grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Brackets, dashes or commas to indicate parenthesis	
	Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify]	Expanded noun phrase to convey complicated information concisely (e.g. The boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of commas to clarify meaning or avoid ambiguity	
	Verb prefixes [for example dis-, de-, miss-, over-, and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]		Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	
Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]			Use of a colon to introduce a list	
	How words are related by meaning as synonyms and antonyms [for example, big, large, little]			How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover]	
				Punctuation of bullet points to list information	

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Year 2 Spelling overviews – These documents are broken down as follows:

Autumn 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Autumn 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Spring 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Spring 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Summer 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Summer 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6

*Mixture of suggested common exception words

The words include statutory learning focuses, suggested common exception words and high frequency words embedded across the terms.

Year 3, 4, 5 and 6 Spelling overviews – These documents are broken down as follows:

Autumn 1	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Autumn 2	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Spring 1	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Spring 2	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Summer 1	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Summer 2	Wk1, Wk2, Wk3*, Wk4*, Wk5*, Wk6*

*Mixture of statutory words

*Consolidating all words this half of term

*End of year statutory words assessment
(Y3 first 80 words/Y4 all 106 words)
(Y5 first 80 words/Y6 all 104 words)

Year 3 and Year 4: Both year word lists contain statutory learning focuses and the common exception words.

The statutory common exception words for Year 3 and Year 4 are split evenly between them to ensure adequate coverage.

At the end of Year 3, the first 80 common exception words can be assessed over two weeks. At the end of Year 4, all the common exception words for year 3 and year 4 can be assessed over two weeks.

Year 5 and Year 6: Both year word lists contain recaps of prior learning, statutory learning focuses and the common exception words.

The statutory common exception words for years 5 and 6 are split between them with some overlap.

At the end of Year 5, the first 80 common exception words can be assessed over two weeks. At the end of Year 6, all the common exception words can be assessed over two weeks.