



*Learning together, valuing all,
enjoying and achieving*

ENGLISH POLICY

Revised and Updated: September 2023

Signed by Chair of Curriculum & Impact Committee:

Date:

AIMS AND RATIONALE

North Lakes School and its community share in a positive School Vision which states that we are:

A caring school community, where everyone can grow, learn and adapt for the future to achieve personal success.

Our School Mission is to be:

An inspirational and motivated team who are dedicated to:

- Valuing and developing the personal character of all learners
- Ensuring high quality teaching of a deep and rich curriculum
- Broadening horizons and widening opportunities for all

...through building strong relationships, and engaging all members of the community in a warm, diverse and inclusive environment.

This Policy is an important tool in realising the school's vision and providing the best possible opportunities to our students to communicate effectively, to learn, and to grow in their understanding of the world around them.

The Primary National Curriculum 2013 states that:

"English has a pre-eminent place in education and society... 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".

OVERVIEW OF PROVISION

The children follow the 2014 English programme of study and are supported by a wide variety of resources, which are matched to their needs.

Our curriculum for English reflects the importance of reading, writing and speaking in pupils' development across the whole curriculum. We intend to foster a love for the English language by offering our children a range of opportunities through reading, writing and experiential learning. We strive to immerse our children in a language rich environment that provides children with an abundance of vocabulary so they can share their thoughts, feelings and ideas, resulting in them becoming powerful communicators. We seek to provide hooks, high quality texts and resources that transport children into new and exciting worlds and aim for children to be authors and in turn inspire others.

In reading, teaching focuses on developing pupils' competence in both word recognition and comprehension. A key priority this year is to develop pupils' pace, fluency and accuracy in their own reading so that it improves their reading comprehension skills. For all year groups, whole class reading sessions take place in addition to an English lesson. Children are guided towards appropriate reading books and individual readers are listened to weekly in school. Children are also encouraged to read at home 5 times per week. North Lakes promotes reading for pleasure and engages with the community, developing different reading challenges including: visiting Penrith Library and book shops; encouraging reading mornings for parents in class; promoting World Book Day; and setting a variety of different reading challenges.

For children who are not yet phonetically secure, intervention groups take place that follow the DFE approved systematic synthetic phonics teaching programme Unlocking Letters and Sounds, to support children in their fluency and confidence as a reader. A Lexia Core Reading programme runs alongside our teaching of phonics in upper KS2.

In Writing, we use a mastery approach that incorporates the National Curriculum objectives. Lessons are planned using F Steps (feedback, skills, talk and thought, engagement, practise and sequence), which aims to empower children to become competent writers. Children are given opportunities to consolidate prior learning; explore literature and big questions; be exposed to different contexts; develop their writing skills and apply these in their writing.

READING

At North Lakes School we strive to ensure every child becomes a confident, fluent reader and develops a love of books and reading. The children will be taught to read with pace, accuracy and understanding through whole class teaching, so that they can read actively, enthusiastically and independently. We recognise the importance of reading to children and talking about characters, plot, events and information, which help the children to develop the necessary skills required to achieve a lifetime enjoyment through reading. As a school, we continuously model our own interest in reading and the pleasure and enjoyment we get from it.

DEVELOPING READING FOR PLEASURE

“Reading for enjoyment is the fundamental key that underpins the teaching of reading, and as such should form an explicit part of any whole-school reading strategy. Encouraging pupils to enjoy reading does not just foster positive reading attitudes and behaviour for life, but also has strong links to raising attainment.”

- National Literacy Trust (2016)

Within school we promote reading for pleasure in various ways. For example, through planned poet, author visits, trips to the local library, World Book Day events, extreme reading challenges, reading buddies, school library bus visits, reading competitions etc. Children’s suggestions for new books are encouraged and the books are purchased.

BOOKS WITHIN SCHOOL

The reading stock within school is divided into different coloured book bands using ‘real’ books as well as some commercial reading schemes. At North Lakes School, children will be allocated a colour band to choose their home reading book from, which will help ensure that the book selected is at the correct degree of difficulty. Every colour band offers a range of reading experiences, so that the children can explore a range of text types and illustrations.

Each child is given a reading record which they will need to bring to school and take home every day. At North Lakes School we strive for 5, and encourage all children to read 5 out of 7 days per week. We ask that parents regularly sign their reading record and support their child’s reading at home. Research has shown that those children who are supported with reading at home make strong progress in their own learning.

READING COMPREHENSION

“At the heart of reading is its purpose: we read for meaning. Reading for both information and also to connect to and experience texts are lifelong skills. This is achieved by developing high-quality classroom talk, sustained response, and the explicit teaching of comprehension strategies as an integral part of teaching and learning right across the curriculum.”

- National Literacy Trust (2016)

Reading comprehension is taught through modelled and supported practice based on the work of Doug Lemov in “Reading Reconsidered”. Our teaching builds on four core principles:

- Read Harder Texts
- Close Reading (structured teaching with a whole class)
- Reading more Non-Fiction
- Writing to support Reading

Strategies to be modelled and practised, to ensure they become fluent, are as follows:

- Prediction—pupils predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension.
- Questioning—pupils generate their own questions about a text in order to check their comprehension.
- Clarifying—pupils identify areas of uncertainty which may be individual words or phrases, and seek information to clarify meaning.
- Summarising—pupils describe succinctly the meaning of sections of the text. This causes pupils to focus on the key content, which in turn supports comprehension monitoring. This can be attempted using graphic organisers that illustrate concepts and the relationships between them using diagrams.
- Inference—pupils infer the meaning of sentences from their context, and the meaning of words from spelling patterns.
- Activating prior knowledge—pupils think about what they already know about a topic, from reading or other experiences, and try to make links. This helps pupils to infer and elaborate, fill in missing or incomplete information and use existing mental structures to support recall.

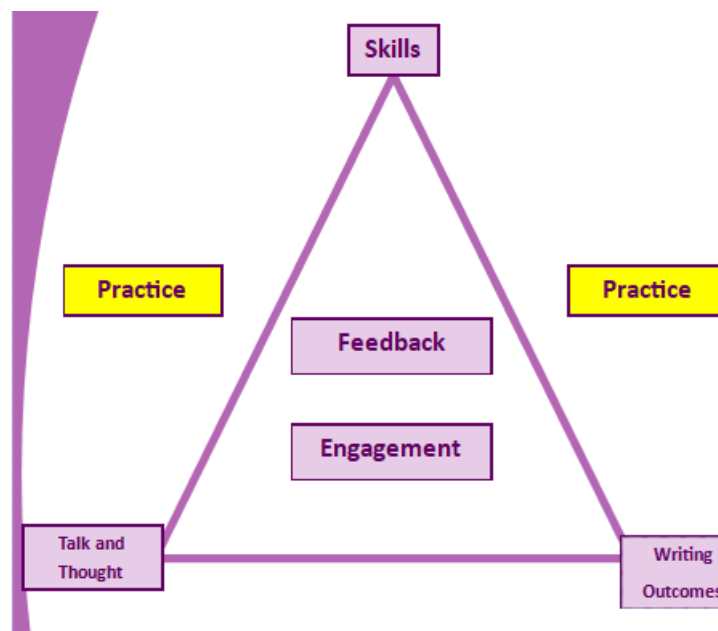
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Staff are using the planning pyramid below:



Effective teaching of Grammar, Punctuation and Spelling skills is needed to ensure meaningful and successful writing. These elements are best understood when they are contextualised into the exploration of the writing process with pupils, rather than as discrete elements and through unrelated exercises. Spelling is taught using the Spelling Shed scheme. Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning.

References:

Literacy Guide for Primary Schools 2016-17 - National Literacy Trust (2016)