

Goldington Green Academy



English Policy

Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Intent

At Goldington Green Academy, we aim to ignite in children a passion for the English language; both written and spoken. We recognise that English is a core subject within the National Curriculum and is a prerequisite for progress in all subject areas. We believe skills in English allow children to communicate effectively, think creatively and express themselves imaginatively.

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At Goldington Green Academy, we aim to nurture the 'literate child'; we strive to develop children's abilities within a broad and balanced curriculum of reading, writing, drama, speaking and listening. We acknowledge the need to develop children's technical skills through the systematic teaching of phonics, grammar, handwriting, spelling strategies (such as recognising word patterns) alongside genre specific skills. We also recognise the need to foster children's creative imaginations and enjoyment of reading and writing. We believe in a cross curricular approach where children have opportunities to apply English skills in all subject areas.

Curricular

- *To provide a rich and stimulating language environment where speaking and listening, reading and writing are highly valued.*
- *To provide opportunities for children to become competent, confident and expressive users of language (both written and spoken) with a growing awareness of how language works.*
- *To create an ethos where children feel confident in experimenting with language to express themselves and convey meaning, both written and spoken.*
- *To develop an understanding of how language is used to convey meaning to a variety of audiences and in diverse contexts.*
- *To develop children's understanding and ownership of learning and an understanding of next steps and how to progress.*
- *To develop children's ability to evaluate and analyse language features.*

At Goldington Green Academy we strive for pupils to be able, by year 6, to:

- read and write easily with confidence, fluency, accuracy and 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 explain clearly their understanding and ideas.
- are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- be able to use a range of strategies to self-monitor and correct.
- have an interest in words their meanings and origins; to develop a growing vocabulary, both written and spoken.
- be developing the powers of imagination, inventiveness, evaluation and critical thinking and have a suitable technical vocabulary to articulate their responses.
- be able to spell accurately using a range of strategies.
- be able to write in a fluent, joined style.

Reading

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At Goldington Green, we acknowledge the crucial role of reading in allowing children to access independent learning. We aim to inspire in children:

- a love of reading,
- an eagerness to read to learn,
- the necessary skills to allow them to decode and interpret texts,
- to use reading skills to access all curriculum areas.

We aim to develop visual English (moving and pictorial text) as well as competency with written text in all forms.

Through the teaching of systematic phonics, we aim for all children to be fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through Key Stage 2.

Children will be taught the key skills for reading:

- to use a range of strategies to read with accuracy, fluency and expression (word recognition processes and language comprehension processes);
- an understanding of the features of a text and how it works,;
- an understanding of how texts alter according to genre;
- to have an interest in words and their meanings;
- to be able to read the high frequency words set out in Letters and Sounds;
- to develop higher order reading skills to locate, retrieve, deduce, infer and evaluate information;
- to become reflective readers able to offer a personal response to a text;
- to develop personal reading tastes e.g. for particular authors and genres;
- to read for both pleasure and education.

Writing

We believe it is important for children to become independent, enthusiastic writers, who are able to express themselves in a meaningful way. We teach them to write clearly, accurately and coherently, adapting their language and style in, and for, a range of contexts, purposes and audiences.

They are taught to become confident and adventurous in their language choices. Writing is used as a cross curricular tool for expression. We aim for children to:

- use writing as a means to communicate ideas and information to a reader.
- write in a grammatically accurate way.
- develop an increasingly wide vocabulary suited to the purpose and genre.
- write in a particular genre with a good understanding of the features of that genre.
- understand the conventions of written language.
- understand how writers can have an effect on the reader.
- incorporate ideas and skills of other authors into their own writing.
- collaborate with others during the writing process.
- become confident in drafting and re-drafting, editing to make significant revisions where appropriate.
- use ICT as a tool for writing.
- use spelling, punctuation and syntax accurately and with confidence.

Spelling

Aims:

- to develop a positive attitude to spelling and word choice.

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- to encourage a 'have a go culture' in spelling attempts during the writing process.
- to encourage children to be responsible for their own spelling.
- to encourage children to apply phonic strategies when spelling.
- to develop accuracy in line with or above expected National Curriculum levels.

Handwriting

At Goldington Green, we believe that handwriting is an important communication skill and it is imperative that it can be easily read by others. We endeavour to instil pride in the presentation of work from an early age, whilst being sensitive to the right level of the task being set for individual children.

To ensure that children can eventually acquire an *individual style* which is legible, fluid and fast we ensure that they develop the following skills:

- Good gross and fine motor skills
- A recognition of the pattern
- A language to talk about shapes and movement
- The ability to produce the main handwriting movements involved in the basic letter shapes
- The formation of letters is taught in line with the progression set out in Letters and Sounds (see appendix 1)

Speaking and listening

At Goldington Green Academy, we recognise the need for children to become fluent, confident speakers who are able to listen with understanding and interest for sustained periods.

We believe that, as well as being critical skills in their own right, speaking and listening underpin reading and writing skills.

We aim to develop children's ability to:

- Listen intently, derive meaning and respond appropriately to spoken word;
- Use speech appropriately for different purposes;
- Understand the effect of language on the listener;
- Communicate meaning effectively;
- Follow verbal instructions accurately;
- Understand the importance of good listening and know how to respond during discussion or conversation;
- Develop the skills of turn taking, sharing opinions and reaching a consensus;
- Appreciate the way in which talk can help them develop ideas;
- Become confident in expressing themselves verbally.

Implementation

Inclusion

Differentiated activities and objectives will be provided to give support to less able children and to extend more able learners. Suitable resources and learning environments will be available to enable all children to access the curriculum and achieve their full potential. Where necessary, intervention programmes will be implemented. Additional support from outside agencies will be utilised as appropriate

Planning:

Teachers work together in year group teams to plan the overall English programme for the year. Staff meetings are used to ensure a consistency of approach, standards and expectations. All planning reflects the expectations of the National Curriculum for each year group.

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Additionally, we teach through a thematic, skills based, cross curricular approach. Whenever appropriate, we therefore link English teaching to the current topic that children are learning about, for example: Victorians or Fire.

Long term planning:

At Goldington Green Academy, we use the 2014 National Curriculum guidance for the focus of study in each year group. The year is therefore organised into blocks of 2 week, 3 week or 4 week units of work. Each block covers either narrative (including playscripts), non-fiction or poetry. Each term is based on a high-quality, whole-class text.

Medium term planning:

Undertaken by year group teams (with support from the English Leaders)

Each block is divided into various units of work. Each unit covers National Curriculum Expectations.

Short Term Planning:

Class teachers are responsible for weekly planning based on the agreed medium term planning.

They will:

- Use the agreed planning format.
- Identify the appropriate learning objectives and success criteria.
- Identify the appropriate learning and teaching strategies required (ensuring a balance of teaching and learning styles).
- Plan a range of speaking and listening and ICT opportunities.
- Provide a balance and variety of content and organisational learning opportunities for children.
- Assess and plan for the specific needs of individual children whilst adhering to the progression guidance in the National Curriculum.
- Use AfL strategies to assess children's progress and plan for next steps in learning.
- Use assessments to set targets.
- Keep records in line with the school assessment and recording policy.
- Differentiate to meet the needs of all learners.

Time Allocations:

English time allocations adhere to national government guidelines; English is also integral to all other subjects.

Phonics

Planning consistently follows the sequence of progression outlined in 'Letters and Sounds' scheme, from phase 1 to phase 6.

Letters and sounds is used as wave 1 (whole class) and wave 2 (extra support); additional wave 3 materials are used to support children with specific learning needs.

At Goldington Green Academy, we recognise the importance of children interacting with whole texts, as well as having opportunities for daily discrete phonics sessions. Synthetic phonics are therefore taught alongside the reading comprehension skills.

Long term Phonics planning will follow the sequence of progression in 'Letters and Sounds'.

Short term planning should contain the following within a daily lesson:

- Introduction of new grapheme/phoneme
- Revisit of all previously taught graphemes
- Teach
- Apply

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Over the course of a week there should be opportunities for practicing of both segmenting and blending, practicing of reading real and non-sense words, online phonics games and also more 'active' activities.

Grammar

At Goldington Green, we believe in the importance of explicit teaching of spelling, grammar and punctuation (GPS). As such, children have discrete GPS sessions which are also supported by the teaching of these skills in our English lessons.

Reading

Reading will be taught through:

- Teacher modelling the reading of whole texts;
- Individual Reading;
- Explicit teaching of each of the Reading Assessment Foci skills through daily 15 minute whole class reading lessons;
- Cross curricular reading opportunities;
- Shared reading of, and discussion around, a class reader.

Each child will be read with at least once per week. This is recorded in the child's home-school reading record and in the class reading folder.

Reading comprehension is taught through the language of VIPERS.

V = Vocabulary

I = Inference

P = Prediction

E = Explain

R = Retrieval

S = Sequence (KS1)/Summarise (KS2)

Reading comprehension sessions take the following format:

- The teacher picks a text for the week (a short story, an extract, a newspaper article etc.)
- The first day focuses on vocabulary. The teacher reads the text to the children. The children identify words that they don't know and these are discussed, The children play games and/or complete activities around the new words.
- On the other days, there is one skill focus each day (e.g. retrieval, inference). The session starts with the children taking turns to reread the text. Higher ability children read at the beginning of the week so that by the end of the week the lower ability children have heard the text at least three times before having to read it aloud. The rest of the session involves activities or questions around the skill linked to the text. This could be discussion, games, whiteboard work or book work.
- At least one session per week should be evidenced in English books.

As of September 2020, once a child achieves 25, 50, 100 or 200 reads at home, this will be rewarded with a certificate and badge which will be presented in the year group celebration assembly.

The awards are as follows:

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25 reads	Bronze	
50 reads	Silver	
100 reads	Gold	
200 reads	Emerald	 with green book

Books

We use levelled reading books (primarily the Oxford Reading Tree Scheme) to support the teaching of reading. Children at the early stages of reading use Jelly and Bean. At the early stages of reading the books are sorted into the Phonics Phases, as defined by Letters and Sounds. After Phase 6, they are then levelled according to the Oxford Reading Tree Scheme.

The levels are as follows:

Colour	Phonics Phase	Suggested year group
Dark purple	Phase 1	Preschool/Acorns
Pink	Phase 2	Reception
Red	Phase 3	
Yellow	Phase 4	
Green	Phase 5a	Year 1
Orange	Phase 5b and 5c	Year 2
Royal blue	Phase 6/Oxford Reading Tree Level 6	
Turquoise	Oxford Reading Tree Level 7	
Brown	Oxford Reading Tree Level 8	Year 2/3 (there are separate KS1 and KS2 brown books)
Gold	Oxford Reading Tree Level 9	Year 2/3 (there are separate KS1 and KS2 gold books)
White	Oxford Reading Tree Level 10	Year 2/3 (there are separate KS1 and KS2 white books)
Light green	Oxford Reading Tree Level 11	Year 2/3 (there are separate KS1 and KS2 books)
Lime	Oxford Reading Tree Level 12	Year 2/3 (there are separate KS1 and KS2 lime books)
Neon yellow	Oxford Reading Tree Level 13	Year 3
Dark green	Oxford Reading Tree Level 14	Year 3/4

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Dark red	Oxford Reading Tree Level 15	Year 4
Grey	Oxford Reading Tree Level 16	Year 4/5
Lilac	Oxford Reading Tree Level 17	Year 5
Shiny silver	Oxford Reading Tree Level 18	Year 5/6
Bright blue	Oxford Reading Tree Level 19	Year 6
Black	Oxford Reading Tree Level 20	Year 6

In Reception and Year 1 (and in Year 2 for those who have not passed the phonics screening test), children take home two books weekly – one is phonetically decodable and one is a ‘love of reading’ book.

In Year 2 upwards, children take home two books – one levelled book and one chosen book from the library or a class book corner. The levelled book must match their ability in decoding and comprehension. The chosen book may be a book which is to be read to them and is above the level at which they can decode. However, adults should ensure that the content is age appropriate.

Teachers also use a variety of texts; big books, shared reading books, newspapers, comics, multimodal interactive texts and ebooks across the curriculum.

We promote books through regular book fairs and author days. The school library and its librarian are a vital resource and used extensively throughout the curriculum. We aim to teach all pupils to appreciate our rich and varied literary culture, and appreciate texts from multicultural origins.

Parents/ Carers in Acorns and the Pre-school will be invited to stay in school and share a book with their child; staff will support them in using the question bears and recording children’s comments. This will enable and encourage them to support children at home.

Writing

Writing is used as a cross curricular tool for expression.

Explicit writing skills are taught through:

- **Modelled writing** sessions in which a teacher scribes and demonstrates each stage of the writing process.
- **Shared writing** sessions in which a teacher supports the class in developing, refining and scribing their ideas.
- **Guided writing** sessions where small groups work on a specific aspect of the writing process according to need.

In every year group, English units and writing opportunities are inspired by high-quality whole-class texts.

Children have regular opportunities to apply learnt skills in their **Independent and extended writing**.

Spelling

Teachers ensure that

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- Children are taught to discriminate the smallest units of sound in any given word and to know the letter choices available to write them (phoneme/ grapheme correspondence GPCs).
- Children develop **aural/ oral strategies** through various activities outlined in 'Letters and Sounds', such as the use of sound buttons, counting phonemes, learning raps etc.
- Children are taught to develop **visual recall strategies** for high frequency words including the use of games, topic word cards, flash cards, and visual patterns e.g. highlighting words within words, words using the same letter strings.
- Ample use of onset and rime patterns as a spelling aid.
- High Frequency/ Common exception words (both 'decodable' and 'tricky') will be taught according to the progression laid out in 'Letters and Sounds' and the Key Stage 2 spelling bank and in the Appendix 2 of the English National Curriculum.
- Opportunities for investigations into root words and word origins are provided in KS2.
- Children's own mnemonics are used to aid recall of difficult words.

Weekly spellings will be set for each child. Children will be encouraged to use the strategies such as 'look, say, cover, write, check' for spelling practice.

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We use a cursive style across the school. Please see the separate presentation and handwriting policy for further details.

Equal Opportunities

Children will be allowed to pick up the writing implement with which ever hand they prefer. They will then be taught the correct pencil hold. Staff are vigilant and sensitive in their approach to teaching left handed children, those with special educational needs and those whose home language has different print systems from the left to right, top to bottom of English script.

Impact

Assessment and recording in English adheres to the guidelines set out within the school's assessment and recording policy.

Phonics progress will be tracked and assessed using 'Phonics Tracker'. This will be used for all pupils in EYFS and Year 1 and other identified pupils from Years 2-6 as needed. This assessment information will be used to identify gaps in knowledge and inform future planning and

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interventions. Attainment in Phonics is measured by the Phonics Screening Test at the end of Year 1.

Reading records are maintained for shared, whole class and individual reading using agreed templates based on the national curriculum year group expectations.

Reading records must include:

- Weekly reading trackers for staff to tick when they have heard a child read and to record how many times a week each child has read at home.
- A reading level tracker to date when an individual child progresses to the next reading book stage.
- An objectives sheet for each child (relevant to their year group) to date and annotate the child's progress against each objective for their year group.
- In EYFS and KS1, comments from each time the child reads with an adult. (In KS2 this progress will be shown through pupils' written responses in reading comprehension lessons).

Children also have a home-school reading record. It is expected that this will be in school every day. School adults must date and comment in and sign this book whenever they read with a child in school. If the reading record is not in school, this should be noted on the weekly reading tracker in the class reading record.

It is expected that every child reads at home at least five times a week. This should be recorded in the child's home-school reading record by an adult at home. In Years 5 and 6, the child may record this themselves.

In KS1, the number of times a child reads at home is recorded on the reading rockets each week. This is to praise children who read regularly and encourage others to do so.

Monitoring

Subject leaders monitor and assess the effectiveness of teaching and learning through following the annual monitoring and evaluating timeline.

Policy and practice are monitored by the Headteacher and the subject leaders on an annual/termly basis through: -

- Scrutinising planning
- Scrutinising books and other work produced
- Learning walks and lesson observations
- Collating pupil voice
- Data analysis

Subject leaders triangulate these aspects to ensure standards are at least good.

Reviewed date: February 2020

Next review date: October 2024

Date: 15.4.2020

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Staff responsible: Victoria Paulding and Krystal Heath