

Conisbrough Ivanhoe Primary Academy



English Subject Policy 2024-2025

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ENGLISH POLICY 2024



Introduction

This English Policy outlines our commitment to developing strong literacy skills in all pupils at Ivanhoe School. Recognising that literacy is fundamental to learning across all subjects, our aim is to foster a supportive environment where every child can become a confident and competent reader and writer. We recognise that strong literacy is crucial for academic success and personal development, and we are committed to fostering a love of reading and writing among our pupils.

We strive for them to have the ability to speak fluently and write legibly, with the appropriate use of Standard English, in order to communicate their thoughts and ideas succinctly. We wish to foster an enjoyment of reading, and to widen their repertoire of reading materials, including non-fiction, poetry as well as a range of fiction.

We aim for our children to read easily, fluently and with good understanding. We strive to produce skilled readers in order for them to function well in adult life, whether in fulfilling personal goals, progressing in the labour market or participating more widely in society. We understand that pupils who enter adult life with low reading skills have fewer life chances and we must do our utmost to eliminate this from our children's futures. We believe that this will help our children to deal more successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are, therefore, given a high priority in our curriculum.

We understand that despite new forms of oral and visual communication, the written word is more important than ever in economic and social interaction. As the world becomes more complex, we need to equip our children to be able to use reading and writing effectively to thrive in their daily lives. We aim for them to write clearly, accurately and coherently, adapting their language and style, for a range of contexts, purposes and audiences.

We aim for our pupils to learn how to understand the relationships between words, word meaning, implied meaning and figurative language whilst ensuring that children are supported in their spelling strategies. We strive for grammatically accurate speech which is transferred to written work.

Intent

- ✓ Promote Reading for Pleasure: Encourage a love of reading through diverse texts and engaging activities.
- ✓ Develop Writing Skills: Equip students with the skills to express their ideas clearly and creatively.
- ✓ Enhance Vocabulary and Comprehension: Build a rich vocabulary and comprehension skills through varied instruction and practice.
- ✓ Support Diverse Learners: Provide tailored support for students with different learning needs and backgrounds.

Staff at Ivanhoe feel it is seminal to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach personalised English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and



progress is measured in line with these starting points to ensure every child can celebrate success. Our writing sessions are inclusive of all learners, and differentiation is through outcomes in those sessions.

We have broken down the transcriptional and compositional knowledge for each year group. Please see the progression documents to see the progression across school.

Implementation

A Balanced Literacy Framework - a comprehensive approach that includes:

- Reading Aloud: Engage students with modelled fluent reading.
- Guided and Shared Reading: Support small group and collaborative reading experiences.
- Independent Reading and reading for pleasure: Foster personal choice to encourage exploration of texts.
- Writing Instruction: Use a process-oriented approach to writing, incorporating:
- Modelling Writing Techniques: Demonstrate writing strategies and techniques.
- Peer Review: Foster collaboration and feedback among students.
- Writing Across the Curriculum: Integrate writing activities across subjects

Vocabulary Building:

- Explicit Instruction: Introduce new vocabulary systematically and contextually.
- Word Games and Activities: Use engaging methods to reinforce vocabulary learning.

Comprehension Strategies:

- Teaching Strategies: Implement techniques such as predicting, questioning, and summarising to enhance understanding.

Reading

We follow a Mastery approach to Reading through the programme Pathways to Read. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for reading. Skills are built up through repetition within the units, and children apply these skills in the reading activities provided.

In KS2, the programme is delivered through whole class shared reading lessons. In Y2, children participate in one whole class lesson followed by bespoke grouped reading at least once a week as well as individual reading. In our whole class reading, there is a clear teaching focus with the opportunity to master key reading skills in each session. There are follow on reading tasks to enable pupils to evidence the skills they have mastered independently.

Many opportunities for widening children's vocabulary are given through the Pathways to Read approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary. Our classic Set Texts for each year group contribute to this (see Reading Text Policy). By the end of Y6, children at Ivanhoe will have been exposed to, and enjoyed such a variety of texts.



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We also use Pathways to Write to drive our writing curriculum. This aligns with Pathways to Read ensuring meaningful links for our pupils with texts and topics that are used across Literacy, Humanities and Science.

Reading is taught throughout the school at many different times:

- Read, Write Inc sessions take place 5 times per week for 45 minutes. At Ivanhoe we focus on the reading elements of RWI and place emphasis on this therefore, we have adopted our own weekly timetable. Children read in small, ability groups to practise their phonics skills, with RWI trained staff (see Early Reading Policy).
- Any Y3 children still needing phonics support continue to participate in daily RWI sessions with KS1. Y4 move towards RWI targeted sessions as an intervention. Y5/6 use Fresh Start as an intervention, and any children where this is not appropriate move towards the sightreading programme 'Spike's Sight Words'. This is to ensure that children in Y4-6 do not miss out on developing their comprehension skills through Pathways to Read.
- In Years 1 and 2, Pathways to Read will begin to be implemented. In Y1, the Pathways to Read sequence will start after Christmas, once children have focused on their phonic skills.
- In Y2, Autumn 1 texts will be read in depth and shared for pleasure, moving onto the Pathways to Read planning sequence in Autumn 2. This is timetabled as two 30 minute sessions each week.
- In Key Stage 1, children read 1:1 with an adult at least once a week, providing more opportunities for those children needing extra support.
- In Key Stage 2, Guided Reading is taught using a whole class method. Children develop a range of skills, documented in the reading skills progression document, which include: clarify, compare, infer, language, predict, retrieve, structure and summarise.
- Story time takes place across the school (daily in EYFS and KS1, weekly Read for Pleasure sessions in KS2). This is for the children's enjoyment of listening to a book read by an adult. The children share a rich text which expands their vocabulary, increases imagination and creativity to lend itself to their own writing pieces. In addition, it develops the children's knowledge and confidence to discuss a wide range of authors, illustrators, text types and genres.

Writing

We follow a Mastery approach to English writing through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Teachers deliberately practise spelling, punctuation and grammar intentionally across each year group, within sessions. They use a variety of approaches to ensure that all pupils achieve success. Our early writers, in Foundation and Key Stage One, are taught using early writing strategies, such as hold a sentence and dictation. This is to ensure that they have the



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opportunity to practise transcriptional skills, before they move onto composition. Across school, children practise transcriptional skills (handwriting and spelling) daily.

Handwriting is taught daily. We follow the Read Write Inc handwriting sequence across school to ensure consistency and familiarity, starting with letter formation in FS2. These skills are eventually followed into Y2 and Key Stage Two, where pupils will practise and secure their cursive joins (see transcription progression document). Inclusivity is key in our setting. We use the 'Write from the Start' programme, teamed with short gross/fine motor activities, to support pupils needing extra support with handwriting. It offers a different approach, developing the muscles of the hand so that children gain the necessary control to produce letter forms.

Spellings are practised daily through RWI SpellZone from Y2-6, once pupils in Y2 have secured their phonic awareness and are starting to transfer this in to their writing. In Y1, pupils continue to develop their phonetic skills when spelling, alongside relevant suffixes and spelling patterns from the National Curriculum.

Writing at Ivanhoe will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at Ivanhoe will be exposed to a language heavy, creative and continuous English curriculum from the EYFS, which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

Marking and Feedback

Towards the end of Y2, and across KS2, children will mark their own daily work (supported by teachers where necessary). Children are made aware of their mastery skills focus in each session, and use green highlighters to check and assess their own work. Our aim at Ivanhoe, is that the children will have greater ownership of their learning and will be taught how to self-reflect on their learning more effectively, which will in turn enable them to make more progress and confidently know what their 'next step' is.

Teachers also employ a 'Fast Feedback' approach within lessons (Frequent, Accurate, Specific, Timely). This is instant, on the spot editing and feedback that moves the children's learning on during the lesson rather than the next day.

Teachers will 'helicopter' in lessons and provide immediate, verbal feedback to children. This is in the form of questioning to address misconceptions and supporting children to improve their writing and make progress. Progression should be seen in children's subsequent writing when any previous misconceptions which were addressed, do not reappear.

Teachers will mark final independent pieces using green highlighters where evidence is found, assessing against the end of year *Assessment Frameworks* provided by *The Literacy Company*. The year 6 framework aligns with the statutory Y6 teacher assessment framework and the year 2 framework aligns with the Y2 teacher assessment framework that was statutory until June 2023. The document is used across the year to identify next steps for pupils and to support judgements for the end of year assessment.



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In reading, adults provide immediate feedback to promote decoding strategies, develop fluency and comprehension. Misconceptions are addressed and challenge is provided through questioning.

Impact

- **Formative Assessment:** Use ongoing assessments to gauge student progress and inform instruction.
- **Summative Assessment:** Participate in end of key stage, and year group assessments to monitor literacy achievement.
- **Targeted Support:** Create individual learning plans for pupils needing additional help.

Monitoring:

Monitoring includes: Observations across consecutive year groups to ensure progression of skills is appropriate and evident; learning walks; book looks; pupil conferencing; teacher conferencing; and data analysis. Whole staff writing moderation meetings are also held termly to ensure teachers are confident in their assessments of children's writing.

Assessment:

In reading, assessment takes place every time a child reads, participates in class discussions – showing their understanding or produces written work in their Guided Reading books. Progress is shown through developing fluency when reading as a result of moving through the RWI programme, through comprehension skills moving on evidence in sessions and assessments, and by teachers uploading data and supporting evidence on to Emag to form half-termly levels for each child. Children are also assessed twice per year through PM Benchmarking once they are reading fluently and off the RWI programme (Autumn term and Spring term) to ensure that their reading books are correctly matched to their reading ability. This, in turn, also helps to show progress made by a child from the Autumn term to the Spring term. Termly comprehension assessments also take place from Y1-Y6 to support next steps.

In writing, progress and attainment is assessed half termly by teachers. Any written work which a child has completed independently will be able to be used by teachers to form their assessments. This comprises of: transcription, composition, spelling and vocabulary, grammar and punctuation. Teachers will then upload data and supporting evidence on to Emag to form half-termly levels for each child. Subsequently, this will help teachers to form an accurate picture of the next steps needed for their class.

Professional Development

- **Staff Training:** Provide regular professional development opportunities focused on effective literacy instruction and current best practices.
- **Collaborative Planning:** Encourage teachers to work together to share resources and strategies, made possible through Ivanhoe's joint PPA time on Wednesday afternoons



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- Moderation: participate in moderation meetings termly in-house, as well as working with other schools throughout the year, provided by Doncaster LA.

Parental Engagement

- Literacy workshops: Organise events to engage families in literacy activities and promote discussions around current learning.
- Reading Resources: Provide families with resources and strategies to support literacy development at home.

Conclusion

At Ivanhoe School, we are dedicated to creating a nurturing environment that fosters literacy skills in every child. By implementing this policy, we aim to ensure that all children leave our primary school equipped with the literacy skills necessary for future success.

This policy will be reviewed annually and updated as necessary to reflect the evolving needs of our children and the educational landscape.

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Policy Document Links:

Early Reading Policy 2024 - 25

Reading Texts Policy 2024 - 25

