GLC English Policy [Primary]	

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GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

The Gateway Learning Community Trust comprises the Gateway Academy, Herringham Primary Academy, Lansdowne Primary Academy, the Gateway Primary Free School and Tilbury Pioneer Academy. For the purposes of this document each will be referred to as an 'Academy'.

Equalities Statement

The GLC is committed to ensuring equality of provision for all. Equality is enshrined in our mission statement. Additionally, our wider vision for community equality is outlined in the GLC Community Vision Statement:

The GLC: all different and all equal

Imagine the GLC ... A thriving and prosperous place where all are equal and where every one of all ages matter. It is expected in each GLC academy, that all people are treated fairly, equality of opportunity and good relations are expected and individual different characteristics including age, ethnicity, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We will create environments where people are not fearful of others, and where individual difference or family circumstances don't act as a barrier to success.

GLC English Policy [Primary]

Section 1: Introduction
1. We expect that through the strict adherence to this policy:
    -   The quality of the teaching of English will enable each GLC academy to achieve its annual pupil outcome targets [see current GLC Development Plan];
    -   The achievement gaps for particular groups of pupils [particularly disadvantaged and SEND] will reduce and eventually close;
        The GLC will achieve year-on-year improvement in attainment for all pupils.

2. The GLC English policy:
    -   Supports all pupils to be articulate, confident, creative, independent and skilful readers and writers;
    -   Sets out our approach to the planning and teaching of Speaking and Listening, Reading and Writing [transcription and composition];
    -   Identifies how Speaking and Listening, Reading and Writing [transcription and composition] will be assessed;
    -   Recognises the role of all adults in modelling a love of literature;
    -   Recognises the importance of the support of parents and carers.

3. The GLC expects that the planning for individual lessons and wider units of work adheres the agreed English curriculum [to achieve the same learning across each of the GLC primary academies]. Teachers are welcome to use and adapt existing lesson plans that have been saved on the Online Excellence Hub [OEH] **but teachers are encouraged to use their own experiences and creativity to create new plans to meet the needs of their pupils.**

4. **Equality of Opportunity:**
    All pupils will have equal access to all aspects of learning and the curriculum. This will be monitored by analysing pupils' performance throughout the school to ensure that all pupils are on-track to achieve their learning outcomes. Additional provision will support SEND pupils and those deemed to be 'disadvantaged' to achieve their short-term goals and long-term objectives.

Section 2: Oracy
'Oracy can be defined as the development of children's capacity to use **speech to express their thoughts and communicate with others in education and in life**, and **talk through which teaching and learning is mediated.** Teachers recognise that oracy can represent both learning to talk and learning through talk.' *Oracy-state of speaking report.*
It is crucial that the four strands of oracy [physical, linguistic, cognitive, and social and emotional skills] are taught in order to enable successful discussion, inspiring speech and effective communication.

In order to achieve this, teachers and other adults will:
-   Take every opportunity to encourage pupils to speak in full sentences;
-   Routinely make pupils aware of what makes good listening and demonstrate this during whole-class and smaller group discussions;
-   Ensure the use of talk partners is embedded and pupil talk in this context is focused and purposeful [discussion points are open-ended];
-   Plan regular opportunities for high quality talk in every lesson;
-   Discretely teach key vocabulary that becomes increasingly complex over time;
-   Use sentence stems, where appropriate, to scaffold pupils' talk;
-   Display and refer to discussion guidelines [or equivalent] in-order to support group discussions;

- Model good language in and out of the classroom;
- Take every opportunity to praise and reward pupils' oracy [as outlined in the Behaviour Policy];
- Use a wide range of stimuli for talk [e.g. talking points, images, multimedia];
- Carefully consider pupil groupings [such as pairs, trios, larger groupings] so that they are appropriate to the task;
- Ensure that pupils are encouraged to learn from each other during group and paired dialogue sessions;
- Provide pupils with opportunities to self and peer-assess talk;
- Provide opportunities for pupils to take part in events that develop oracy skills beyond their school e.g. the poetry competition and Summer Arts Festival.

See Appendix 1a-The four strands of oracy
See Appendix 1b-Oracy Non-negotiables

All teachers will follow the English Overview which indicates the books that should be read and the writing units to follow.
See Appendix 2 – English Overview

Section 3: Reading

Being able to read skilfully and for enjoyment at an appropriate stage for their age is critical for academic success and a successful life ahead. Pupils are taught to read effectively and for pleasure using the Read Write, Inc phonics programme, through structured reading lessons, sharing stories and by creating good conditions for home reading.

The GLC recognises that in order to become a skilful reader, pupils will be taught to:
- Develop their phonological awareness so that they can 'tune in' to hear individual words, beats and whether words rhyme;
- Develop their phonemic awareness so that they can hear, identify, blend and segment orally before 'reading';
- Have a good **phonic awareness** in order to **decode;**
- Be able to read increasingly difficult texts **fluently** with expert prosody**;**
- Have a good bank of **vocabulary** that grows on a daily basis;
- Understand the meaning of words in context using the 4-phase approach;
- Be able to **retrieve information** quickly and accurately;
- Be able to use their **knowledge to infer** information;
- Develop the ability to **summarise** and **evaluate authorial intent;**
- Read a range of **fiction and non-fiction** texts that are chosen for them [to ensure breadth] and that they choose for themselves [to foster a love of reading].

See Appendix 3
3a The GLC Reading Journey
3b Working Walls

Read Write, Inc Phonics
Pupils will be initially taught to decode and read fluently using the **Read Write, Inc phonics programme.** The programme is for:

a) Pupils in Year N to Year 2 who are learning to read and write;
b) Any pupils in Years 2, 3 and 4 who need to catch up rapidly;
c) Struggling readers in Years 5 and 6 who follow Read Write Inc. Fresh Start.

Pupils will be taught to:

a) Decode letter - sound correspondences quickly and effortlessly, using their phonic knowledge and skills;

b)   Identify the letter sounds within unfamiliar words;
c)   Read 'tricky' (red words) on sight;
d)   Understand what they read;
e)   Read aloud with fluency and expression.

Pupils will be taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as poor articulation, or problems with blending or alphabetic code knowledge.

Pupils are grouped homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will often lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R (or in Nursery if appropriate) the emphasis is on the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics will be taught rigorously to help them grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – 'red words'.

Staff will ensure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'red words'. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

See Appendix 3c- Phonics Sound mats
Appendix 3d – Linked Texts

Reading lessons
In order to develop vocabulary, a pleasure of reading and the development of comprehension skills, teachers read and provide opportunities for pupils to read a wide range of stories, poetry and non-fiction to pupils during daily reading lessons and Storytime. The GLC has a reading list with a range of texts that have been selected by teachers:
- In response to pupils' interests;
- To widen pupils' experience and vocabulary;
- To ensure progression from Nursery to Year 8.

Teachers carefully select activities to develop reading skills and understanding at an appropriate stage for each pupil.

During reading sessions, pupils will be given the opportunity to explore texts, guided by an adult. A range of strategies should be deployed in order for pupils to develop an understanding of the text as a whole:
- To develop fluency: paired reading, echo reading, reading aloud, performance reading, teacher modelling (these need to be planned and purposeful opportunities that take consideration of the texts, the needs of the cohort and pupils individually (QLA's);
- To develop comprehension: when planning to teach comprehension, it is important that all domains in reading are covered throughout the year; however, it is essential that the three key domains are covered (retrieval, inference and finding the meaning of a word in context) in a term. Both written and verbal sessions should include a range of question stems and layouts should reflect formal testing techniques;
- To develop vocabulary: 3-5 tier two words should be explicitly taught before every reading lesson using a range of strategies **(see appendix 3e).**

Home Reading

Pupils will be provided with a reading journal in which to log their reading and explore themes of the texts by completing short activities. Each week, pupils will have the opportunity to share their journal with an adult, and their peers, with model logs being celebrated.

When pupils are learning to read they will take a book home that is matched to the RWInc book they are reading and a book they choose which will be monitored by the teacher.

When they are reading fluently pupils will read at least two chapter books per half term; 1 class book and 1 book chosen by the pupil that is at an appropriate level for them. Pupils are then able to choose their own books from their class/school libraries.

Storytime

The GLC acknowledges the importance of being read to with fluency and prosody as a tool to develop pupils' reading confidence and author's voice when reading independently. All pupils will have the opportunity to be part of storytime, on a daily basis, where high quality texts will be shared. In KS1, the model and planning to be followed is based on Talk Through Stories. The GLC English Overview references some books that need to be covered. These texts have been selected to ensure there is a broad balance of social, moral and cultural genres.

Section 4: Writing

Pupils are taught to write for a purpose using identified high quality texts. Their skills are further refined in writing for different purposes across the curriculum.

Pupils are taught to:
- Use texts, film clips, plays, music and images as inspiration for their writing;
- Use talk to develop pupils' thinking and vocabulary;
- Use the alphabetic code to write simple words and phrases;
- To identify and evaluate the language and layout features of fiction and non-fiction texts;
- Explore different ways to respond to stimuli for writing through immersion activities;
- Capture and plan ideas for writing a range of genres;
- Engage in shared and independent writing, that engages the reader and for a variety of purposes with confidence and increasing independence;
- Develop fluent transcription [handwriting and spelling] and composition skills;
- Use a wide range of vocabulary and grammatical structures to create different effects on the reader;
- Evaluate, edit and redraft their work with the teacher, their peers and independently.

See Appendix 4
4a The GLC Writing Process
4b Writing rubric
4c Box it up
4d Story Mountain example
4e Editing and proofreading
4f Working Walls

Grammar

Grammar is discreetly taught during or as part of English lessons by using QLAs to fill any gaps. Teachers plan their grammar objectives and how they will teach them using 'SPAG on a Page'. The objectives are mapped out progressively from Y1 to Y6. Teachers use the PiXL definitions to ensure that expectations are pitched accurately.

See Appendix 5
5a Grammar overview
5b PiXL Grammar Definitions

5c SPAG on a Page

Spelling
Pupils in Reception and Year 1 are taught spelling in their RWInc lessons. In Years 2 – 6, teachers fill gaps in spelling patterns using Pixl therapies and the RWI spelling programme. Pupils are taught to spell confidently using prefixes and suffixes and learning spelling patterns and rules. They use the speed sound chart, learn the origins of words and understand words in context [including homophones and synonyms]. The RWI Spelling programme follows a structure which is the same for each unit in each year group. RWI Spelling ensures breadth and coverage in the teaching and learning of spelling and is closely linked to the new National Curriculum guidance on spelling. Pupils will have the opportunity to use 'Fred Fingers' [a strategy to support the sounding out of words] and to use 'complex speed sound charts' to help them spell words correctly.
See Appendix 6
6a Speed Sound Chart
6b Teaching strategies for spelling
6c Steps to success/spelling poster
6d Common exception words

Handwriting
The Letterjoin handwriting programme is taught every day in teacher led handwriting sessions in Key Stage One. Pupils access instructional video clips to help warm up their muscles in order to be ready to write and are then introduced to a letter, punctuation mark or spelling pattern. They practise joining patterns and parts of words before being asked to write full words.
The correct formation of both upper and lower case letters, including clear ascenders and descenders must be in place before moving on to joining. This will begin in the summer term for most pupils in Year 1. Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. All teachers must model writing with joined hand writing and use the handwriting strips to support this.
See Appendix 7– Letterjoin
https://www.letterjoin.co.uk/LJOverview.ppsx

Section 5: Planning
English is planned using the National Curriculum programmes of study and the GLC objectives.
Opportunities to develop pupil's oracy skills are planned as part of all units of work.
Each reading unit is planned to reflect the stage that the pupil is at and will follow the GLC reading process.
Each writing unit is planned to reflect the GLC writing process of immersion, planning, writing, editing and refining. Teachers will plan the whole unit and should try out what they are asking the pupils to do so that they are able to model effectively. Some teachers use log-books, others, use word-processed or annotated hand-written plans: all with the same outcome.
See Appendix 8a – Writing Planning Example
8b – Reading Planning Example

Section 6: Resources
Pie Corbett-Talk for Writing
Grammarsaurus
Literacy Shed Range of Apps (morpho, comic life, FX Guru)

Section 7: Pupil Books
Pupils will have two books; a daily log and a writing book. The daily log serves as their planning book. When pupils are ready to draft their piece of writing, they will write on every other line and miss two

lines for a paragraph. This means that they will be able to edit easily. Once pupils have edited their work using the editing process they may publish their work. This will always be for a purpose e.g. for a display or as an assessment piece.

Section 8: Assessment, Marking and Feedback

- LSA's (if available) must work with a small group or be making assessments during whole class teaching;
- The assessment, marking and feedback policy will be followed;
- Summative assessments will be updated each half term with input from all staff;
- Gaps analysis will be shared with all adults and used for planning and intervention;
- National exemplification materials will be used when making judgements;
- Teachers will highlight targets in pupils' books using the writing framework
- Assessments and test outcomes will be shared with pupil and parents/ carers;
- Common exception words and fluency will be tested half-termly

See Appendix 9: Writing Framework

Framework statements for end of Key Stage

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1