



**The Park Federation Academy Trust  
Lake Farm Park Academy**

**English Policy**

## Approval

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## **Section 1: Introduction and Aim**

This policy is a statement of the aims and principles of the teaching and learning of English at Lake Farm Park Academy. English embodies the important skills of reading and writing together with speaking and listening. It lies at the heart of communication skills, leading ultimately to an empowerment of future acquisition of knowledge and the development of the whole child. English unites the important skills of reading, writing and speaking and listening, and therefore cannot be seen as separate entities. It is essential that, in order to communicate effectively, a child needs an environment rich in language to develop successfully. It is therefore vital that the teaching of English is well structured, practised and monitored in order that every child is able to move forward with confidence. At Lake Farm Park Academy we believe that the teaching of English includes the acquisition of language skills, where exploration and internalisation of vocabulary is essential and is the cornerstone of reading for pleasure and the ability to convey meaning clearly in both the written and spoken word. **See appendix A**

Our commitment is that *the teaching of literacy is prioritised, particularly language, communication and phonic development*

### **Policy Aim**

- To develop children's ability to communicate effectively by listening attentively and speaking with fluency and confidence.
- To develop communication skills in order that children speak, read and write Standard English fluently and accurately.
- To enable pupils to read and write with confidence, fluency and understanding.
- To instil enthusiasm and responsiveness to English in all its forms as part of the wider curriculum.

### **Section 1:1 English Intent Statement**

At Lake Farm Park English learning is at the heart of preparing pupils for the future. Our curriculum encourages pupils to think like authors, develop a love of language and make connections to the wider world drawing on links to other areas of their learning. We commit to ensuring that all pupils are equipped with the basic skills to read and write. We use the Read Write Inc programme to establish a consistent approach to allow pupils to begin their reading and writing journey in our Nursery and throughout the school. We are committed to offering high quality texts which are engaging and experiences which are immersive to ensure that writing and reading is purposeful. Pupils are explicitly taught vocabulary, comprehension, spelling and grammar skills to enable them to effectively communicate their ideas to a range of audiences. They are encouraged to reflect on their written work through editing and improving to challenge themselves to be the best learners they can be. Pupils have opportunities to extend their reading skills and enjoyment of books through a range of initiatives.

## **Section 2: Teaching of English**

The English curriculum is organised into both distinct daily, allocated, teaching time sessions and cross curricular learning opportunities; where skills are practiced with equal importance. Teaching and learning methods differ in content as appropriate to children and may include individual work, peer work, group work and whole class teaching.

A variety of teaching methods need to be adopted in order to accommodate children's differing learning styles; therefore planning for the teaching of English should include visual, kinaesthetic and audio activities. The statutory guidance for the 2014 National Curriculum provides the framework upon which all learning is based. Planning for the seven areas of learning and development in Nursery and Reception classes comes from The Early Years Foundation Stage (EYFS) documentation.

Planning for the teaching of English must stem from a benchmark of skills already acquired by children and should support progression through appropriate and challenging targets. Teachers taking their planning from the progression documentation building on previous years taught skills.

### **Section 3: Language Development**

Speaking and listening skills should be developed through offering children a wide variety of activities and first hand experiences. Daily opportunities must be provided for children to talk and listen in both formal and informal settings.

To support these goals children will have:

- opportunities to take part in drama and role play, class discussions or debates;
- exposure to a language-rich environment, including high quality models of spoken and written English;
- the teaching of clearly identified key vocabulary;
- opportunities to participate in class assemblies, year group performances, whole school presentations;
- opportunities to speak and listen to a range of audiences;
- daily story-time;
- opportunities to listen to and talk to invited speakers.

All activities should be designed to build and encourage the use of expressive vocabulary, which can then be used in every part of the curriculum.

### **Section 4: Reading**

The teaching of Reading at LFPA will be based around the promoting a love for Reading which looks at the acquisition of word-reading, fluency and comprehension skills.

#### **Within Lake Farm Park Academy we teach reading through:**

1. Whole class explicit taught Reading skills from Reception to Year 6
2. Shared Reading
3. Phonics decoding and word recognition
4. Individual Reading
5. Ongoing assessment of pupils skills to ensure appropriate/accurate matching of independent reading books through Accelerated Reader (Years 2-6) and Bug Club (Years N-1)
6. Small group and individual support to overcome minor difficulties
7. Specialist individual teaching for children with more profound difficulties

Children are provided with opportunities whilst reading, to have a focus on listening, talking and answering questions in relation to the text that they are reading. There is a strong focus on helping children to develop their familiarity with books and stories and their knowledge of the meanings of words and the development of language acquisition.

LFPA regards reading as the pinnacle that underpins all other areas of the curriculum. Therefore children will have every opportunity throughout the school day to further develop and extend their skills in reading. Adults will plan and encourage reading appropriate to task. This could either be as a whole class, in groups and individually.

To support these goals teaching staff will:

- Encourage reading around all subjects taught.
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc.
- Promote skimming and scanning skills in lessons.
- Develop children's ability to locate and retrieve information.
- Encourage children to select and interpret information.
- Promote skills in being able to collate supporting details within a text.
- Foster skills to collate material from a variety of texts, including different genre.

A culture of reading for pleasure should be prevalent throughout the academy. This is achieved through access to stimulating and inviting book areas, a well-stocked library as well as through other informal reading opportunities e.g. the provision of reading materials at lunchtime.

Pupils will have opportunities to:

- select from a range of high quality texts;
- read regularly during guided reading or free reading sessions, individually and in groups;
- take home reading scheme books as well as free readers;
- read aloud and be read to;
- perform texts, including poetry and plays;

### **Initial stages of developing reading skills**

At LFPA we prepare pupils to begin their journey as readers by providing them with the skills to decode words. We follow the RWI scheme from Nursery to Year 2 to ensure consistency in our approach to phonics. We ensure that pupils are able to decode and blend confidently to build up reading fluency and knowledge of the alphabetic code. Pupils are taught the skills to sound talk words using Fred to identify known graphemes and break words into chunks. Pupils link this approach to reading to their spelling of words using Fred fingers. Phonics lessons are conducted daily for all pupils and ensure that pupils have an opportunity to orally read and hear words, begin to recognise the pictorial writing of words, begin to spell words using taught sounds and then apply this to read texts using taught sounds. Pupils are assessed every 6 weeks and pupil's gaps are identified and explicitly addressed within whole class review and 1:1 tailored interventions with identified pupils.

### **Whole class teaching:**

Daily literacy lessons have an oracy, grammar and writing focus, but are usually based around a high-quality text where children have the opportunity to read and have fluent reading modelled to them. This also allows children to 'magpie' language from the books they read in order to improve their writing. Teachers plan lessons on their Year groups taught texts and incorporate the lesson into high quality resources and PowerPoints/Interactive Whiteboards.

In addition, children also have 3-4 lessons of reading per week where the focus is on shared reading of a whole-class text, followed by close reading opportunities to develop the national curriculum content domain skills. Texts are chosen to challenge and extend pupils' vocabulary and build on pupils' previously taught skills.

This sequence may be applied to a whole book, or just a chapter; it may be taught throughout one week or over a longer process at the teachers' discretion.

- Children are given the opportunity to participate in shared reading where the teacher can model the reader's thought processes and behaviours, make the connections and re-read; drop in implicit vocabulary instruction; comment, explain, focus on general knowledge (with frequent pauses for analysis); mitigate the risk of misunderstanding and misreading.
- Children learn targeted vocabulary through explicit vocabulary instruction in order to support their understanding of the text. They may also learn general knowledge or read secondary texts which broaden their understanding of the context and support them to make inferences.
- Children are guided in 'close reading' focusing on one of the core reading skills such as predicting, summarising, explaining, sequencing or comparing the text.
- We recognise the importance of inference skills and therefore place a heavy emphasis on this phase of teaching. Children learn to combine their wider world knowledge with their understanding of the specific text to make assumptions and judgements about what they are reading. This may involve some comprehension based activities.
- Children practice skills for retrieving key information from the text. This phase balances a combination of teaching skills to aid retrieval such as skimming and scanning as well as informal assessment through comprehension questions. Pupils are taught to answer comprehension questions by making explicit referral to the point and then providing evidence from within the text.

**Individual Reading:**

Reading for pleasure: There are daily opportunities for quiet independent reading and access to a range of books within the classroom. Pupils also have access to the school library and opportunities to select texts from a range of classic and modern fiction and non-fiction.

1:1 reading: Children should be taught how to select and borrow books and how to replace books in alphabetical order by author's surname. Use of the library should be taught through focused activities in order to instil respect for the books and encouragement to take delight in reading by discussion. Children reading one to one with an adult in school is an aspect of learning to read which we encourage whenever possible. This will not always be their class teacher; teaching assistant time is often given to this activity. In addition, SMSA's, volunteer adults and parents work regularly in school to support staff in giving every child an opportunity to read regularly.

**Individual support:**

Pupils who need extra support are carefully assessed and a programme is put in place to help them to accelerate their progress and overcome any difficulties. This may be with a trained Teaching Assistant or Class Teacher.

**Small group support:**

Sometimes it may be appropriate for support to be provided to a small number of pupils who have very similar needs. They are carefully assessed and they participate in the Fresh Start intervention programme for phonics and decoding support or a planned comprehension skills support which is planned to specifically meet these needs. This is usually with a trained Teaching Assistant.

**Reading at home:**

Many children come to school with experiences of being read to and enjoying books at home. Some have started to learn to read. Others, however, have little or no experience of books and for these children it is particularly important that teachers make links with parents and encourage them to share books with their children. Results show clearly that children who have regular support at home with their reading are likely to achieve a high standard by the end of Year 6, whereas those who do not receive interest and encouragement at home are least likely to do well. Children are therefore encouraged to take books home regularly.

Children are assessed and assigned a ZPD range or coloured book band through teachers triangulation of their assessment of pupils word recognition and understanding through our Accelerated Reader scheme and Pira assessment. Pupils are then given their reading range and we encourage independence of pupils from Reception to Year 6 to then select a book within the appropriate range so that they can both enjoy reading and make progress. These books are changed regularly at school and can be taken home to be read with parents. A reading record book is supplied to support home-school liaison and parents are encouraged to make comments and record the child's progress. Furthermore, children also have access to online 'Bug Club' and 'MyOn' texts, which can be assigned by the class teacher and accessed at home to allow children opportunities to read a broad range of fiction and non-fiction.

**Extra-curricular activities in reading**

Other activities take place in school to enrich the reading curriculum.

- An annual Book Fair
- School book swap with our partners the Pop up Hut, reading with peers
- Harry Potter/Roald Dahl day
- World Book Day celebrations
- Library visits - Links with local libraries
- Visits from prominent authors
- Local and national competitions
- Workshops for parents

## **Section 5: Writing**

The teaching of writing at LFPA will be based around the acquisition of transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) skills to promote writing as an essential form of communication for pupils.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model. There are many opportunities for children to improve their writing inspired by writing prompts, drama techniques and film clips. They may be asked to produce their writing on their own, as part of group, with their peers or as a class. We use 'Teach Handwriting' as a Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing.

Our aim for writers is to be able to write for a purpose and audience. We teach the writing process to pupils and encourage editing and revision throughout. Our Marking Policy reflects the importance of revision and editing to continuously improve and challenge learning. Teachers model high quality writing and the writing process to pupils. Writing links to pupil's high quality reading texts and cross curricular links where appropriate.

### **We teaching writing through:**

- Promoting a love of writing
- Appreciation of writing as a form of communication
- High quality reading texts and written models
- Explicit teaching of writing genres and writing for a purpose
- Both explicit lessons and embedding/application of spelling and grammar within their written work
- Challenging and ambitious vocabulary
- Progression of skills to build up writing
- Cross curricular links to allow writing opportunities across subjects
- A process which allows pupils to appreciate the significance of editing, revising and drafting their written work
- Pupils taking responsibility and ownership of their own personal targets and writing development
- Opportunities for pupils to share their writing

### **As part of the writing curriculum, pupils will have:**

- opportunities to write for a variety of purposes and audiences and to recognise the characteristics of different genre;
- regular opportunities for writing to be shared, displayed, published and celebrated;
- discrete lessons on the conventions of grammar, punctuation and its applied uses together with the techniques of spelling;
- modelling of legible handwriting planning, drafting, editing and presentation to support the acquisition of skills;
- Opportunities to transfer writing skills into other areas of the school curriculum and will recognise what is needed to produce different genre. Extensive opportunities for applying these skills will be provided.
- Opportunities to use the words discovered, embedded and apply this to all areas of learn

### **What writing looks like at Lake Farm Park:**

**Familiarisation** -Children begin the writing process through immersion in the text type linked to their reading. Pupils will identify the key features of that given text. Children will become familiar with the language rhythms and patterns that are involved within the text. It is impossible to write a sentence pattern without being able to say it. This helps children to internalise the patterns of language, children may refer to this as 'talking the text'. Key vocabulary is identified, unpicked and displayed to be referred to throughout, it is vital that children understand what words mean. They may also look closely at the text, analysing language patterns and playing with language. This is the part of the unit where a writer's toolkit may be created and further exploration into grammatical features and deeper meanings may be explored. Children may explore other similar texts, they may draw upon underlying structures and language features of the original model.

Writing is developed through the provision of a wide range of contexts, including writing for a variety of audiences, authentic purposes and book-making activities. Children are set challenging targets based on genre and style with individual or group differentiated tasks to support ability. There are daily opportunities for the practice of writing skills.

Children are encouraged to work through the stages of the writing process and are given opportunities to experience planning, drafting, revising and proof-reading before producing a final copy.

Learning Intentions for writing should support the whole school curriculum and targets; with planning that reflects cross-curricular links, a variety of purpose, audience and genre together with the use of a wide range of teaching resources. Pupils are involved with regular and ongoing feedback to take ownership of their own challenges, development and progress.

### **Grammar and Punctuation**

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupils' own writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language.

Pupils will be supported to develop these skills through:

- a rich and vibrant environment which promotes high-quality examples of grammar and punctuation and spelling;
- carefully identified targets for development;
- access to a range of appropriate dictionaries and thesauruses.
- direct teaching and accurate modelling, including sentence level work
- shared reading and writing to provide a helpful context for the discussion and demonstration of grammatical features at word level, focusing on specific aspects

At Lake Farm Park Academy, we have a threefold approach to the teaching of grammar and punctuation. This approach is essential in the development of linguistic fluency.

- Grammar and punctuation is **taught directly** using elements from the scheme (Headstart) to ensure progression.
- The use of punctuation, and the application of grammar is **highlighted** when reading and discussing texts during reading activities.
- Pupils are exposed to high quality modelling and feedback to embed skills within their own written work

### **Section 6: Spelling**

In EYFS and KS1 children will have embedded within phonic sessions spelling practice on a daily basis. All pupils will have a weekly spelling test to

Pupils will have opportunities to:

- Practise and assess spelling;
- Apply spelling strategies and practice proof-reading;
- Develop their self-image as confident spellers.

Through the carefully planned and progressive teaching of spelling, we aim to:

- Encourage children to become confident and competent spellers
- Teach children spelling strategies relevant to their developmental stage
- Help children to understand that there are spelling patterns and rules which can be learnt
- The Teaching of Spelling
- Children will be taught to:
- Identify sounds in spoken words (phonological awareness)



- Recognise the common spellings for each phoneme (phoneme/ grapheme correspondence)
- Blend phonemes into words for reading
- Segment words into phonemes for spelling
- Acquire a knowledge of high frequency words
- Identify onsets and rimes as an aid to spelling
- Investigate and learn spelling conventions and rules
- Attempt a spelling before checking with the teacher
- Identify mis-spelt words in their own writing, keep individual lists and learn to spell these words
- Develop and use independent spelling strategies
- Use a variety of dictionaries and thesauruses to support their work

At all stages, much useful teaching of spelling on a one to one basis can take place while children write. Teaching spelling patterns at the same time as practising handwriting skills, provides useful reinforcement.

In the Foundation Stage, children are encouraged to make their own marks as the beginning of learning to write and spell. As they progress, they may have their ideas for writing scribed by an adult and they may occasionally copy this writing. As they begin to learn initial letter sounds, they start to use this knowledge in their emergent writing. Gradually they learn to identify and record final and medial sounds. At all times, children are encouraged to develop confidence in their increasing ability to spell independently.

Children are also encouraged to 'have a go' at spelling words of which they are unsure. The teacher responds by ticking a correct word or taking the opportunity to remind the child of a spelling pattern/mnemonic etc. for the particular word. From Year 3, as the child's spelling competence develops, use of a dictionary will become more frequent to check spellings; although it is important that the child can use a dictionary quickly and easily, so that fluent writing is not impeded. From Year 1, weekly spelling lists will be given based on the letters and sounds progression, modified as appropriate for some children.

## **Section 7: Handwriting**

Aims of Handwriting, to:

- Understand that each letter has only one correct formation and orientation
- Develop a sense of pride, pleasure and enjoyment in their handwriting
- Adopt fluent, legible and joined handwriting
- Adapt lettering styles for different purposes

A variety of aides, such as pencil grips and tracing cards, are available to support handwriting in the early stages. As correct letter formation and joining become established, the teaching focuses on consistency in size, shape and general clarity of writing. As pupils' handwriting skills develop, they are given opportunities to write on narrower lined paper and develop skills in using guidelines with plain paper. Once pupils establish a fluent, joined style, they are free to personalise their joined writing.

Children in all years up to Year 2 use pencil. When the children's writing is ready they will progress onto using a pen this will be monitored and removed if the child's work does not reflect the correct criteria to receive a pen. Cross-curricular opportunities are used to provide real purposes for using handwriting skills. The motor skills necessary for handwriting will also be developed in Art, D.T. and P.E, as well as in motor skills groups.

Children will need guidance as to the best way to orientate the paper on which they will be writing, particularly if they are left-handed. Left-handed children should sit on the left or beside another left-handed child when paired. In addition they may benefit from the use of a pencil grip.

Particular attention is paid to handwriting in the final draft of a piece of written work, especially in KS2. All pupils should be using joined writing throughout KS2 and are taught to print for a purpose in the later years.

## **Section 8: Assessment of English**

Effective assessment involves careful observation, analysis and review by teachers in each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

Across all key stages, formative assessment is informed through the regular and consistent marking of work, offering feedback for the children; providing evaluation of the children's progress in line with learning Intentions against targets, as well as enabling teachers to inform their planning, in order to set appropriate learning objectives for the future.

Progress in English will be tracked against the 'Development Matters' framework in the EYFS and against the "The Park Federation Framework" of assessment in KS1 and KS2, which links closely to the National Curriculum Programmes of Study.

Formal, summative assessment is carried out at the end of each Key Stage through the use of observations, teacher assessment and statutory and optional tests. Children in Year 1 will undertake the national Phonics Check at the end of the year.

Pira tests are used to track progress in reading alongside Accelerated Reader Half Termly tests and regular reading checks.

Records to inform assessment include:

- Ongoing assessment in class
- Accelerated Reader assessments
- Summative assessment points
- Teachers notes from reading with pupils
- Teacher's assessments files, including assessment tracking grids;
- Writing books and other pupils' work

Monitoring of the children's work takes place regularly and considers:

- the breadth of skills practiced;
- marking
- self-evaluation and feedback to children;
- progression in skills
- whether tasks are appropriately matched to ability
- whether a variety of learning styles are accommodated.

### **Special Educational Needs and Disabilities**

Children who have been identified as having a special need in English are supported by appropriate Individual Educational Plans. Programmes of work created by the class teacher might include contributions from the teacher with responsibility for Special Educational Needs, the Psychologist Services and other 'Outreach' agencies. Targets in English for children on the register for Special Educational Needs are taken from the 'P' levels of attainment to complement whole class learning targets. Class teachers must ensure activities for pupils with additional needs are closely matched to their needs and abilities.

### **English as an Additional Language**

Children with English as an Additional Language (EAL) will be assessed and supported through the academy's EAL provision. EAL pupils will be given appropriate and challenging targets for learning. Class teachers must ensure activities for pupils with EAL are closely matched to their needs and abilities.

### **High Achievers**

Teachers' planning must be differentiated and provide challenge for more able children. Having determined the children's needs, by monitoring and assessing their work, we plan to ensure

excellent progress is made. Activities are structured to ensure success for all children, allowing more able children to undertake work of a sufficiently challenging nature.

## Appendix A

### Vocabulary Acquisition

At Lake Farm Academy we believe there is a hierarchy of vocabulary needed to be taught and explored.

There is a three tier model:

Tier 1: Words learnt in everyday 'common' language

Tier 2: Words likely to occur frequently in a wide variety of written texts

Tier 3: Words tightly associated with a content area

**Tier 3 words** are subject specific and need to be taught in context.

*We aim to create a curriculum that revisits key vocabulary and develops the use further as the children move upwards through the school (progression). At the start of each topic, the children are exposed to the vocabulary likely to be met in that topic and opportunities are given to embed its correct use. Children are encouraged to use subject specific vocabulary correctly, especially in mathematics, Science and Topic lessons.*

**Tier 2 words** are explored in reading and writing activities.

*Includes words that may be unfamiliar, and children discussing and defining them in context.*

*Vocabulary 'magpied' from texts to use in writing during the teaching of "Talk for writing" is discussed in context to be used fluently in children's own writing.*

**Tier 1 words** are encouraged in discussions *but children are taught to realise that there is a difference between the spoken word (conversation) and the written word. They are given opportunities to explore and discuss the meanings of words found in the texts and to use a more formal vocabulary in written tasks, unless the text type calls for colloquial vocabulary.*

*Weekly spelling words are acquired through rote learning and then transferred in writing in context.*

Our classrooms are language rich, filled with words that the children can use in their own writing, with examples of vocabulary taken from shared reading, spelling lists and subject specific vocabulary.

## Appendix B

### Spelling Programme/ Scheme

Early years and Year 1 teach spelling alongside phonics acquisition.

Year 2 up to year 6 follow a scheme that exposes children to the **statutory required spelling patterns** and **common exception words** for each 'phase' - Years 1-2, Years 3-4 and Years 5-6.

#### In Key Stage 1 and 2

Children are given a list of words **each week to learn at home**, based on a key spelling pattern, and then tested at school.

Opportunities to explore the meaning of the words on the list and to rehearse the spelling **through sentence construction, handwriting practice, word searches and puzzles may be given** to reinforce both how to spell the word and how to use the word in context.

The statutory requirements into half termly overviews with weekly lists of ten spelling words each linked to one spelling rule.

At the end of every half term, a supplementary pack of assess and review materials is also available, where pupils are able to revise all sixty words covered within the previous six weeks' spelling lists.

Place for Progression overview