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# The Regis Academy

Version 1.0

## English Policy

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<b>Approved By</b>	<b>Anna Pincher</b>

<b>Change of Record</b>		
<b>Version</b>	<b>Date</b>	<b>Description</b>

## **Statement of intent**

A strong foundation of English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All staff have a responsibility to develop pupils' competence in reading, writing, speaking and listening and to ensure that pupils become competent users of language, thus accessing the curriculum effectively and achieving their potential.

### **The Regis Academy aims:**

- To enable children to speak clearly and audibly, and to consider their listeners
- To encourage children to listen with concentration, in order to identify the main points of what they have heard
  - To help children distinguish between spoken English and local dialect, and standard English and to understand which is appropriate in different situations
- To show children how to adapt their speech to a wide range of circumstances
- To help children become confident, independent readers, through focus on word, sentence and text-level knowledge
- To develop enthusiastic and reflective readers, through experiencing varied texts
- To encourage accurate and meaningful writing, both in narrative or non-fiction

### **The Regis Academy:**

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life.
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, draft and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum

## **Curriculum**

English planning and learning objectives will be based upon the new National Curriculum, and staff will refer to the end of year group or key stage outcomes.

Staff plan their learning objectives using key skills for each identified year group from the statutory requirements document. These are used alongside the genre that they are currently focusing on.

To introduce a text type staff use the familiarisation phase to engage the children in a quality text.

Typical approaches include the following:

- Reading for pleasure and enjoyment of the text;
- Reading VIPERS are used to enable children to understand what makes a good reader;
- Reading in order to identify structures, vocabulary and techniques to use in their own writing.

Staff then capture the children's ideas and follow the sequence below to build their writing, following 'The Write Stuff' approach by Jane Considine:

- Demonstration and modelled writing
- Guided writing

- Independent, sustained writing
- Proof-reading, redrafting and producing a final “best” copy
- Celebrating the written work through display, pupils reading their work to another class, parent book shares.

The following areas are identified in weekly English and Guided Reading planning and through our class resources:

- Phonics
- SPaG and Spellings
- Learning objectives covered
- Shared learning and teaching
- Guided / independent work
- Plenary and key questions
- AFL comments (Specific key skills, Steps to Success, Next Step marking, use of highlighters to enable children to reflect on their own progress)

### **National Curriculum 2014**

Staff use the National curriculum 2014 document, this is broken down into the following phases:

- Lower Key Stage Two (years three and four)
- Upper Key Stage Two (years five and six)

Each programme of study is broken down into statutory and non-statutory recommendations that cover the following areas:

- Word reading
- Reading comprehension
- Writing transcription (spelling and handwriting)
- Writing composition
- Grammar and punctuation

### **Reading**

Pupils should develop a love for reading and be given the opportunity to read a range of fiction and non-fiction texts and access a wide selection of texts and genres. Reading is taught in a variety of ways.

### **Individual reading sessions**

Children are heard reading individually at least once a week

### **Whole class teaching**

Pupils are explicitly taught the skills of reading through teacher modelling and shared reading. In these sessions children are taught to examine texts using the VIPERS Skills.

V – Vocabulary

I – Inference

P – Predict

E – Explain

R – Retrieve

S – Sequence/Summarise

Whole class reading sessions ensure that children of all abilities are immersed in the same high-quality texts and the discussions that these texts promote. The text will be shared through teacher reading, echo reading, paired reading and/or independent reading.

Timetabled whole class reading will take place. Guided Reading lessons will follow the structure of: Model and teach the skill – collaborative activity – independent application (I – we – you)

### Years 3 – 6 Whole Class Reading

Staff plan for whole class reading sessions to provide opportunities for objectives and content domains to be met. The children's learning in a session focuses on one objective from the National Curriculum, which is then linked to one content domain, and therefore each session is focused on one of the VIPERS.

There are a range of resources in school with quality texts and questions, however these are adapted to meet the needs of the genre and skill being taught. Children will write their responses (You) to targeted questions or VIPERS-themed activities in their Guided Reading exercise book.

In Key Stage Two children's reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Domain Reference	VIPERS
2a give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how Meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

#### Assessment

Test data, 1:1 reading, Accelerated Reader, Guided Reading sessions and running records are all used to inform teacher assessment judgements. Teacher assessment is submitted termly as part of ongoing assessment for learning.

For some objectives, this evidence is verbal and therefore evidenced through teacher comments.

#### Feedback

- Daily marking of Guided Reading exercise books takes place using green highlighting to signal whether the Learning objective has achieved. Please refer to the marking policy for further information.
- Verbal, on the spot feedback is expected in all classes to maximise the effectiveness of every Reading lesson, to address misconceptions about a text and to challenge pupils further.

#### Accelerated Reader

Pupils in KS2, have a 30-minute slot daily for Accelerated Reading.

Accelerated Reader (AR) is a powerful tool for monitoring and managing independent reading practise. AR encourages substantial differentiated reading practise to create strong readers. Based

on each student's independent reading level, AR helps teachers to set personalised goals for each pupil, and guide pupils to books that are difficult enough to offer achievable challenge.

In addition, AR helps teachers monitor pupil's vocabulary growth and comprehension.

- Determine reading level – First, a pupil's optimal reading level is determined through the Start Reading Enterprise Assessment. The assessment suggests a range of book levels for each pupil called the 'zone of proximal development' or ZPD. Pupils should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.
- Personalised practice – Personalised reading practice means pupils read books of interest at their own reading level.
- Pupils take an AR Quiz – AR offers more than 150,000 quizzes of three types on both fiction and non-fiction titles. Pupils have the opportunity to take AR quizzes daily, during their 30 minute AR reading slot, to test their comprehension skills on books they read.
- Receive instant feedback – AR provides teachers with immediate information, helping them monitor the comprehension skills of each pupil and inform further instruction or intervention.

### **Home reading**

All children take home a reading book as a means of consolidating reading taught at school. Children are required to change their reading book frequently; this will vary depending on the length of text that they have taken home.

When the pupil has completed the AR book, either at home or in school, they will complete a quiz online, as they do in school. If the pupil achieves 100% on the quiz, they will move up to the next ZPD, when they reach a .9 of a level they will need to achieve 100% on two quizzes before they move up to .0 e.g. 2.9 to a 3.0 will require two 100% achievements on ZPD 2.9 texts.

### **Writing**

Our approach to writing is with support from Jane Considine's methods, taken from her book and training, 'The Write Stuff'. We encourage the children to write through the 3 Zones of Writing – techniques (FANTASTIC's), ideas (GRAMMARISTIC's) and tools (BOOMTASTIC's).

An individual lesson is based on a sentence model, broken into three separate chunks:

1. Initiate section – a stimulus to capture the children's imagination and set up a sentence
2. Model section – the teacher close models a sentence that outlines clear writing features and techniques
3. Enable section – the children write their sentence following the model

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk. 'The Write Stuff' uses three essential components to support children in becoming great writers.

The three zones of writing:

- IDEAS – The FANTASTICs uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.
- TOOLS – The GRAMMARISTICS. The grammar rules of our language system and an accessible way to target weaknesses in pupils' grammatical and linguistic structures.
- TECHNIQUES – The BOOMTASTICs which help children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

The ideas of writing are strengthened when children have good imaginations. Their imaginations are improved through rich life experiences and quality texts. Many children get stuck on knowing what to write; we invest in drama, reading and experiences to enrich our children's thoughts about what to write.

For children to accomplish skills in the Zone of Writing pupils need to use the cues in the FANTASTIC rainbow. The techniques or BOOMTASTICs enable children to showcase their personal voice and writerly style. Children need to be in control of their grammar choices to improve the precision and the impact of their writing.

The teaching and learning of writing takes place through five weekly English lessons.

All genres covered within English sessions are taken from the whole school Genre Coverage document shown below. Teachers cover each genre by the end of that year.

### Teaching and learning sequence: The writing process

The teaching and learning of Writing is divided in to 1 - 6 week units. Within each unit, a building of skills is evident in planning and pupils' books.

### Genre Coverage

	Year 3	Year 4	Year 5	Year 6
Narrative - story	16 weeks including plays	16 weeks including plays	18 weeks including plays	10 weeks
Recount	2 weeks	4 weeks including newspapers	4 weeks including newspapers	3 weeks biography and autobiography 3 weeks journalistic writing
Persuasion		4 weeks	4 weeks	4 weeks
Information	4 weeks	3 weeks		
Non – Chronological Reports	4 weeks	3 weeks	3 weeks	4 weeks
Instructional	4 weeks		1 week	
Explanation	2 weeks	3 weeks	2 weeks	
Discussion				3 weeks including debating skills
Poetry	4 weeks	4 weeks	4 weeks	2 weeks
Other				3 weeks formal writing 4 weeks revision

### Feedback

- Daily marking of English books takes place using pink and green highlighters to clearly demonstrate to pupils what went well, and what can be improved.
  - Every lesson has progressive success criteria displayed in the form of steps of success. These are stuck in English books and highlighted to show children what they have achieved.
  - Steps to success show the focus for each learning chunk taken from 'The Writing Rainbow' lenses
  - Verbal, on the spot feedback is expected in all classes to maximise the effectiveness of every English lesson. Children are encouraged to continually reread and edit their work as they are writing, using a purple pen.

- Age and ability appropriate clues are used to support a child towards proof-reading their own work.
- Next Steps are given at least once a week to move children's learning on and to address misconceptions.
- Children self-assess their own work through editing and improving their writing. They have opportunities to use purple pens to make change as to their writing during the independent writing stages as well as in every lesson

### **Working walls**

Working walls are used as an integral part of English teaching. Each classroom has a working wall allocated for English and this is used as a tool to assist in the teaching of each genre covered. Working walls illustrate the learning journey taken to build-up to an extended piece of writing. Our Working Walls reflect the learning that is taking place in the English lesson. The Working Walls will mirror the children's lessons by creating a visual plot point plan of how the lessons develop over the week/s. Each plot point will be **displayed**, and vocabulary added to match the chunks taught within the lesson.

Our Working Walls also showcase the children's learning by Sentence Stacking. For each plot point displayed on the working wall there will be se