



LANNER PRIMARY SCHOOL ENGLISH POLICY

SEPTEMBER 2020

Date approved	28/09/2020		
Review date	28/09/21		
Amended	15/01/22		
Headteacher	Kieran Walsh		
Governor approval	05/10/2020		

Rationale

At Lanner School, we believe that vocabulary, speaking and listening, reading and writing are inextricably linked, not just within the 'English' curriculum but within the curriculum as a whole, encompassing all subject domains. The acquisition of vocabulary and the ability to communicate through speech, reading or writing is fundamental to pupils' development as independent learners, during their time at school and beyond. Knowledge and understanding of vocabulary is central to our ability to understand, interpret and communicate with each other and the world around us. In turn, this has a direct effect upon progress in all areas of the curriculum; therefore, reading and vocabulary is given high priority at Lanner School, enabling the children to become enthusiastic, independent and reflective learners. At Lanner School, staff recognise that fostering a life-long love of reading in children is crucial to the acquisition of vocabulary. We believe that parental involvement is vital in developing a positive approach to reading and parents/carers are informed and involved as much as possible.

'Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum.' (DfE, 2014)

Early Vocabulary Acquisition and Development

Research (Nagy 1980; Beck, McKeown et al 2002) suggests children learn around 3000 new words every academic year. Beck et al assert that this figure relies heavily on wider reading and less than 10% of these words are explicitly taught. For reticent readers, the vocabulary gap will only get bigger: the Matthew Effect.



Why are we teaching vocabulary?

Some learning of vocabulary is incidental: through oral interactions, being read to or through independent learning. However, for many children, particularly within areas of deprivation, this incidental acquisition of vocabulary does not necessarily happen. Therefore, it is essential that children are taught vocabulary, and to apply it within different contexts, so that they can access the curriculum, texts and other academic resources in education and, ultimately, benefit from all the opportunities that life has to offer.

The 2017 Education Policy Institute 'Closing the Gap' report (Andrews, Robinson and Hutchinson) stated at the end of secondary school (2016) the gap between 'disadvantaged' and 'advantaged' pupils was 19.3 months. This gap had narrowed between 2007 and 2016, but by just three months.

The **Department of Education 2017 'Unlocking Talent, Fulfilling Potential'** report stated:

"We know that vocabulary at age five is a key predictor of whether a child from a disadvantaged background is likely to 'buck the trend', succeed at school and become socially mobile in later life. And yet

on average, by this age, disadvantaged children are significantly further behind in vocabulary than in any other area of cognitive development.”

Similarly, Marzano (2015) noted, “the importance of direct vocabulary instruction cannot be overstated. Vocabulary is linked to academic achievement.”

However, context is vital when learning new language. As Biemiller asserts, when recalling newly learnt vocabulary, students are “...often aware of the specific context in which word meanings were first learnt.” (Biemiller 1999) The context provides a hook on which to hang new learning. Thus, the context in which these students come across new language is vital.

At Lanner, the teaching of vocabulary must be part of our teaching of language-rich texts, and not in isolation. Additionally, rich and robust vocabulary teaching goes beyond definitional knowledge; it gets children actively engaged in using and thinking about word meanings and creating relationship and links with and between words, which is far more relevant within the context of a high-quality book. This provides the dual benefit of contextualising vocabulary within appropriate sentences but also provides cultural capital.

INTENT

Through a well-balanced book-based curriculum, that is moulded around high-level language, vocabulary and literacy, all pupils become confident speakers, listeners, readers and writers so that they can use their knowledge and skills for a wide range of purposes within and beyond their school life.

Aims

Our aims are for all children at Lanner School to:

- Have access to a sequential and progressive curriculum that prioritises vocabulary through speaking, reading and writing, ensuring that the learning needs of all groups are met;
- Understand and apply their knowledge of phonics and spelling patterns and use this to read and write with accuracy, fluency and pace;
- Become confident, enthusiastic and independent readers who develop the habit of reading regularly for pleasure and information, through contact with varied, engaging and challenging texts;
- Develop a secure understanding of grammar and knowledge of linguistic conventions for communicating through speaking, reading and writing, with a focus on the acquisition and understanding of a range of tier 2 and tier 3 vocabulary;
- Write clearly, coherently and confidently, adapting language and style for a range of contexts, purposes and audiences.
- Develop the ability to analyse, reflect on and appraise their own work, that of their peers and a range of writers;
- Through our book-led curriculum, be motivated and engaged to learn more, know more, remember more and be able to do more.

Furthermore, we recognise the importance of working together with parents/carers to support their children’s development of vocabulary and communication skills through speech, reading and writing.

IMPLEMENTATION

Books underpin our entire curriculum. Fiction and non-fiction books are carefully selected for each year group, with new books being introduced each half-term. Books have been chosen to provide a range of varied text genres from both modern and classic literature, to ensure pupil engagement, and of course on

their literary merit to enable teachers to promote high quality learning in reading, writing and across the curriculum.

Statutory Requirements: Teaching of Speaking, Reading and Writing in the Foundation Stage follows the prime area of Communication and Language, and the specific area of Literacy in the Statutory framework for the early years foundation stage(EYFS) 2021. Teaching for Years 1-6 following the National Curriculum for English (2014), which is divided into three stages: Key Stage 1, Lower Key Stage 2 (Y3 and Y4) and Upper Key Stage 2 (Y5 and Y6). Within the English National Curriculum, teaching and learning relates to four areas: Spoken Language; Reading (word reading and comprehension); Writing (transcription, spelling, composition, handwriting and presentation; Grammar and Punctuation. The EYFS Statutory Framework and the National Curriculum detail what we teach in the long term. In addition, teachers plan an overview of the year, detailing taught reading books and writing genres (Matrix 1). Medium Planning details half-termly overviews whilst short term planning contains the day-to-day learning objectives, texts and text-based resources.

Early Years Foundation Stage

We strongly believe that learning about books starts before children join us at Lanner School. Children who enjoy books at home usually find the more formal aspects of learning to read much easier. In our nursery and the reception class, children take high quality picture books to share with their parents and carers at home. Parents and carers are given guidance on how to read and talk about books with their children to foster a positive attitude towards books, reading and vocabulary. This shared reading helps the very young child become familiar with print delivering a message, left to right directionality, orientation of a book, prediction, sequencing and book language. All of these are the precursors of independent reading. EYFS staff consolidate these messages by reading to, and with, the children on a daily basis, alongside reading-linked continuous provision activities. A wide variety of texts and computer-based activities are available for shared and independent learning in the classrooms. Each half-term, a new topic theme is introduced and books linked to these topics are shared with the class. From these books, key vocabulary is highlighted and shared with the children with the expectation that they, alongside EYFS staff, will use the new words.

EYFS and KS1 Phonics

At Lanner, we teach Read, Write Inc (RWI) phonics lessons. Daily, discrete phonics teaching sessions take place throughout EYFS and Key Stage 1. The children are grouped according to ability. Groups are monitored and assessed continually by the EYFS lead and phonics lead, creating flexibility for children to move between groups according to need and therefore ensuring a continuous cycle of consolidation and progression. The phonics lead also ensures that class teachers receive regular feedback in relation to each phonics group to enable further focus and progression of phonics to take place within the classroom.

Children take home a RWI reading book every week. These are closely matched to the needs of children within each group and monitored by the member of staff teaching that group. In addition, KS1 children take home a 'grapple' book to provide further challenge and encourage enjoyment in reading. These books are linked to the learning needs of each RWI group.

For those children who have successfully completed the RWI Phonics programme, we teach RWI Comprehension. These children are also enrolled in the Accelerated Reader programme. Progress on this programme is regularly monitored by the class teacher and the English Lead.

See Appendix A – Reading flowchart.

KS1 English

Learning in English and across the curriculum is linked to a class fiction book and a non-fiction book each half-term. Appropriate texts are chosen to encourage book talk with the adult and to experience a wide range of quality texts from different genres. In addition to the daily phonics lesson in KS1, and opportunities for reading within English lessons, each week one English lesson is specifically dedicated to teaching higher level 'tier 2' vocabulary and the five KS1 reading domains associated with comprehension:

Vocabulary; Retrieval; Sequencing and Summarising; Inference; Predictions. Furthermore, activities to encourage and extend understanding of vocabulary are taught as 'warm-up' starters at the beginning of each English lesson through the week. These are all linked to vocabulary within the class books. There are also many other opportunities for children to engage in reading during the week through shared reading in lessons across the curriculum, one-to-one reading and independent reading. A range of whole books, extracts and computer-based sources are used.

The teaching of writing in KS1 is also linked directly to the class books. Indeed, acknowledging the crossover from reading into writing is imperative. In particular, staff regularly model use of Tier 2 vocabulary from the texts, both in their speech and when modelling writing. Additionally, elements of the 'Talk for Writing' approach are used to ensure that children develop and internalise the language structures needed to move from reading into writing. Within KS1, writing is taught within 2- or 3-week blocks, each underpinned by a model text.

Key Stage 2 English

In Key Stage 2, whole class reading is taught using the PEE / PEEL paragraphs strategy. This is linked to the class books which inspire the learning for each half-term. Reading is taught for thirty minutes each day. To start each week, one day is dedicated to the introduction, acquisition and understanding of higher level or 'tier 2' vocabulary taken from the class book. Over the following days, children are taught 5-10 minute vocabulary sessions to extend their understanding of the week's words and to provide opportunities for them to apply their knowledge. It is expected that children then make independent application of the new vocabulary in their written work: often this is set as a 'challenge' to motivate and engage pupils in making use of the new vocabulary. Teachers and teaching assistants also regularly model use of the vocabulary in their interactions with pupils, as well as explore the use of specific vocabulary within modelled writing.

During reading sessions, the class teacher reads the book to the class whilst pupils follow the book in their own copies. A range of activities are then provided over the course of the week. This will involve differentiated comprehension-style questions, with other activities such as emotions graphs, writing from a given perspective or true/false statements. Each activity must be linked to the eight KS2 reading domains: Vocabulary; Retrieval; Sequencing and Summarising; Inference; Prediction; Explanation of content; Explanation of word choice; Comparison.

Key Stage 2 children are enrolled on the Accelerated Reader programme. Children are expected to read at home for at least 15-30 minutes on most days of the week, depending on age. Staff monitor and support progress on AR and through regular 1:1 reading sessions. Children have daily opportunities to complete a book quiz and change their book when they have finished. To encourage children to read, they work towards AR certificates which are presented in assembly. See Appendix A – Reading flow chart.

As in KS1, English writing lessons in KS2 are linked to the class books for that half term. Children write for a range of genres, learning about grammar and punctuation through analysis of the relevant text types. Aspects of 'Talk for Writing', such as storytelling and boxing up the text may be included in lessons. In year 3, writing blocks are typically taught in three-week blocks, particularly for narrative. In years 4-6, writing blocks usually span two weeks.

Handwriting

In the Early Year Foundation Stage, children are given the opportunity to write with either hand to establish their preference. Children are then encouraged to use an appropriate pencil grip. Alongside their own mark-making, children take part in a range of activities to develop gross and fine motor skills and pencil control. Handwriting patterns and modelling of correct letter formation is used to teach handwriting. Handwriting is taught daily across KS1 as they learn pre-cursive and cursive handwriting and

then into Y3 and Y4 to establish these skills. Handwriting practice continues across Y5 and Y6 with intervention being offered with support materials from 'Letter-join' where necessary.

See Appendix B – Handwriting flow chart.

Spelling

At Lanner, we support the teaching of spelling using 'Spelling Shed'. In Y1, from Spring 2, children focus on spelling the common exception words while in Y2, children are taught spellings linked to the Spelling Shed scheme. From the Summer Term in Y2, children start to learn spelling rules as opposed to spelling word lists. This continues through KS2, with occasional exceptions where particular words need to be learned.

The Wider Curriculum

Reading, writing and the acquisition of vocabulary are, of course, essential components of our entire curriculum. Although there are arguably more opportunities to apply and enhance reading and writing skills within some subjects than others, further acquisition of vocabulary can be developed across all subjects. Within the English and wider curriculum, we focus on using 'Tier 2' vocabulary which is applicable across the whole curriculum. This 'Tier 2' vocabulary focuses on the use of mostly academic verbs: identify, predict, hypothesise, investigate, analyse, argue, summarise, evaluate, infer as well as pattern. These are displayed in each classroom and on display boards around the school.

In addition, within each distinct subject area, children are introduced to, and encouraged to use, subject-specific 'Tier 3' vocabulary to broaden their range of vocabulary as well as develop and enhance their understanding of subject content. In each classroom, Tier 3 vocabulary for the term's topic is displayed on the relevant topic board and on the 'Vocabulary and Knowledge tables' for Science, History and Geography (see Appendix C for an example). In addition, Tier 3 subject-specific vocabulary is introduced at the start of each individual subject lesson. Within EYFS and KS1, subject-specific vocabulary is introduced verbally. Images may be used alongside any written words to help to clarify children's understanding. In KS2, vocabulary will be introduced verbally and is also recorded in their books in a variety of ways. We regularly recap on vocabulary in the different subject areas and encourage the older children to independently review the vocabulary in their books and apply it within their written work.

Alongside teaching subject-specific words across the curriculum, at Lanner we believe that it is important to equip children with the vocabulary to speak and write in a more formal, academic tone. For this reason, we aim to scaffold children's talk and written work by using general 'Time to talk' sentence starters. Children are regularly encouraged to make use of these when asking and answering verbal questions across the curriculum. To further support this, in our curriculum 'Learning Journey' books, children are provided with a range of subject-specific sentence starters (Appendix D) to support them in creating higher-level written work. The aim is that these sentence starters should become internalised structures for communicating thoughts and opinions both orally and in writing, which can be used throughout their lives.

Assessment

Reading, writing and understanding of vocabulary are assessed on a daily basis, within the taught reading and English sessions with feedback being given to children, in line with the Marking and Feedback section of our Teaching and Learning Policy. These teacher assessments feed into our Target Tracker system, from which a summative assessment for reading and writing is made each half-term.

In addition, reading is formally assessed at the beginning of each year and again during the summer term using the NGRT online reading tests. This data is used alongside data from the Accelerated Reader Star

Reader tests which are taken each term, to ensure that children are reading texts that provide appropriate levels of support and challenge.

Assessment 'snapshots' of writing are made each half-term with a Progress Write, where children will be asked to independently complete a piece of writing, revisiting writing genres and objectives taught earlier in the half-term or in the previous term. Information from these, along with writing from across the curriculum, helps to provide a more complete picture of children's writing attainment, which also feeds into the Target Tracker system.

Intervention

The vast majority of our children at Lanner complete the RWI phonics programme within KS1. For those children within KS1 who are assessed as needing extra support, top-up RWI support is provided. For those children still to complete the programme as they move into Y3, RWI will continue to be taught to ensure that all children receive the complete the RWI programme. We constantly monitor children's progress and for those children who are assessed as needing extra support with their reading, a programme of intervention is put in place to ensure that children can make accelerated progress. We use a range of resources to support this: regular 1:1 reading with an adult to improve fluency; 1:1 modelled reading with an adult to develop reading prosody, extra comprehension activities to enhance understanding as well as Nessy Club or Nessy Home Learning to further develop decoding and comprehension.

Any misconceptions in written work are usually addressed through plenaries, individual feedback, Post-Teach sessions or within the next lesson as part of the sequence of learning steps.

Monitoring

Monitoring of English is carried out regularly through planning scrutiny, book looks, and where possible, lesson observations and pupil conferencing. Monitoring may be carried out by the subject lead, SLT or teaching staff.

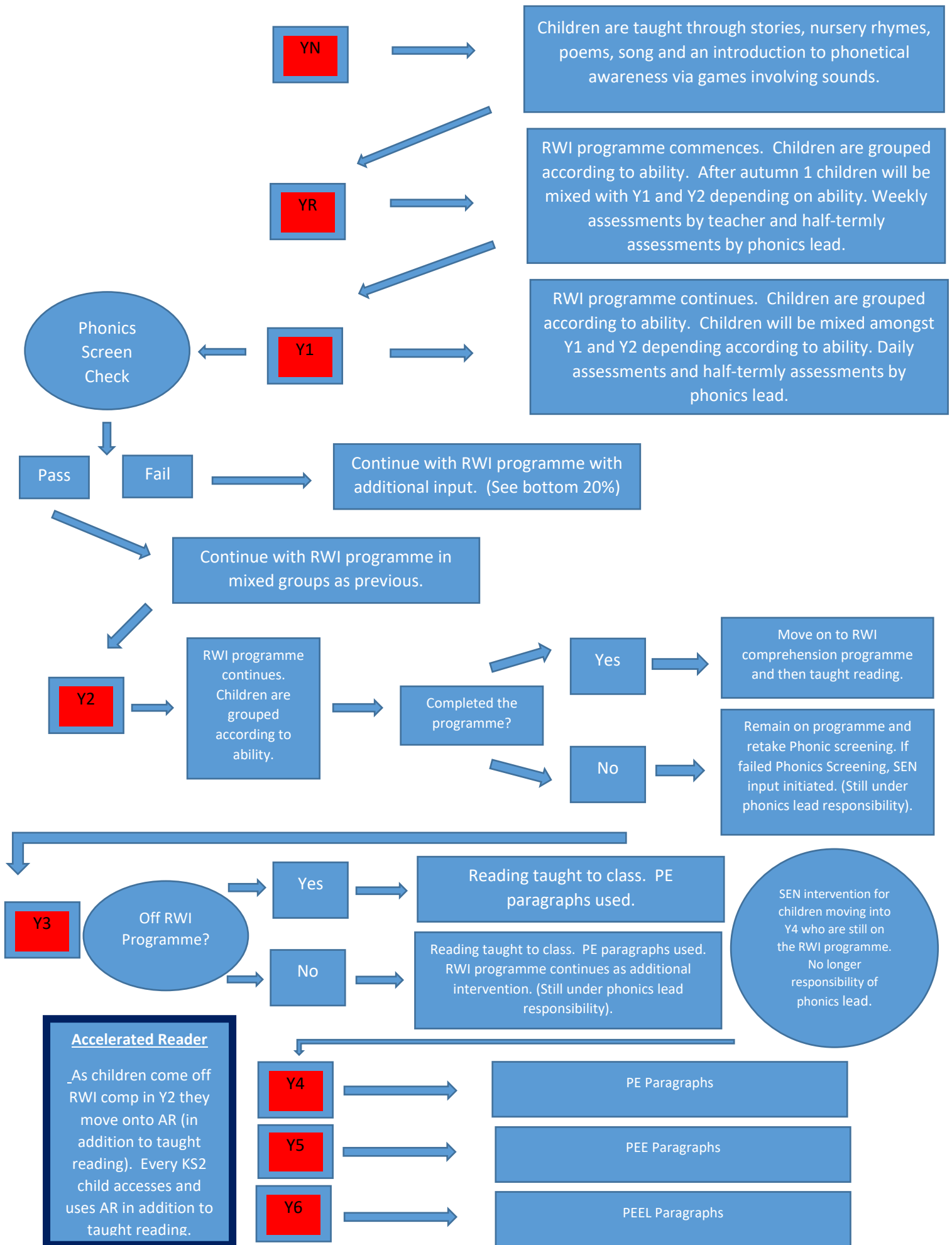
CPD

Opportunities for CPD are regularly presented at Staff Meetings, Twilights or INSET days. CPD is planned in relation to priorities on the School Development Plan, but may also be planned in response to areas for development that arise from monitoring or staff consultation. The school's English Lead also leads on English Network meetings across the MAT to further develop her role as subject lead and to share good practice.

IMPACT

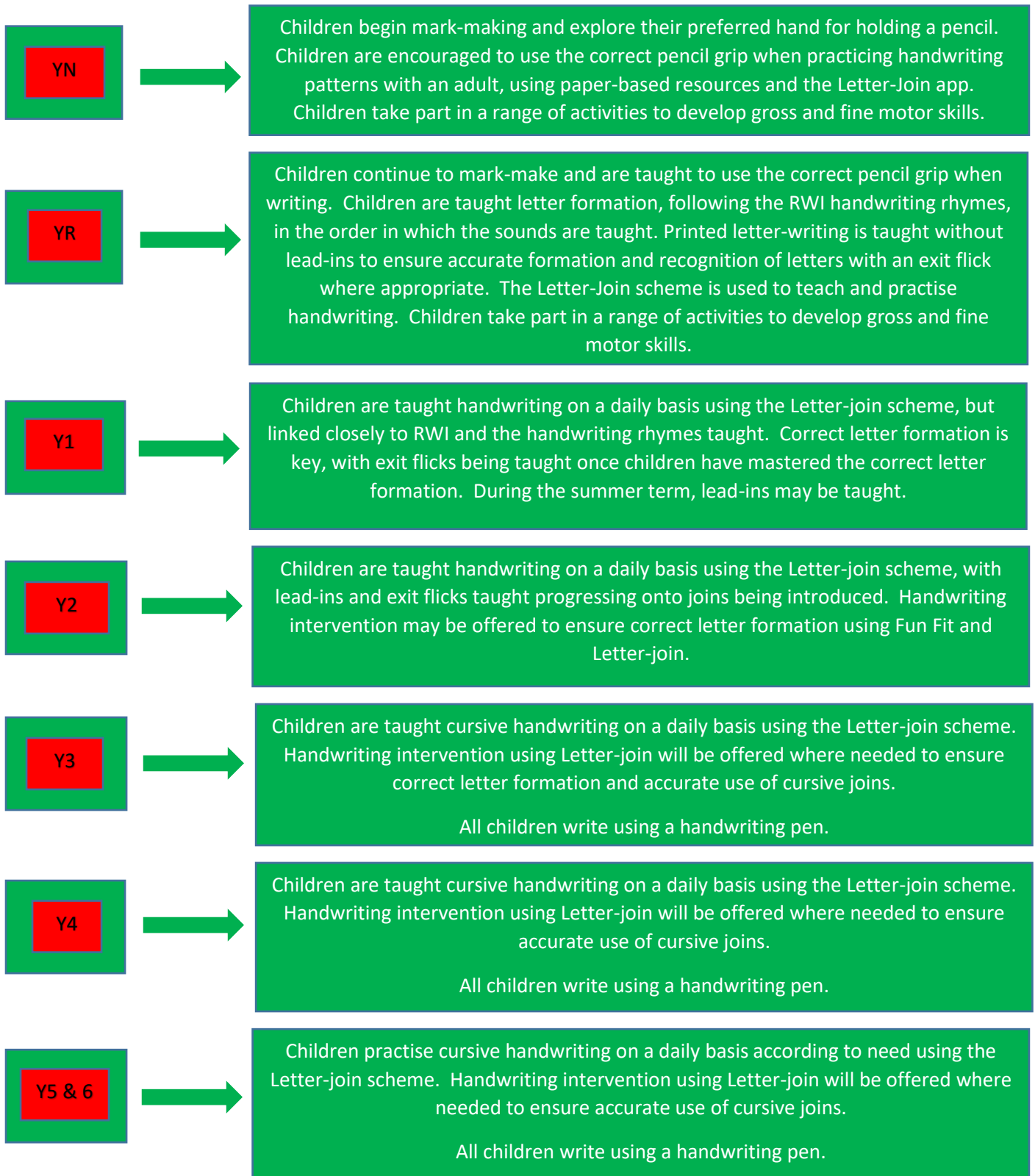
Our English curriculum aims to facilitate sequential learning and progression of knowledge alongside development of skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high-quality questioning, discussion, modelling and explanation at the beginning and end of a lesson or book-themed unit. Regularly revisiting skills enables children to develop the skills as well as their confidence in applying them to a range of increasingly independent activities within English lessons and across the curriculum. The range of opportunities we provide for speaking, listening, reading and writing will allow our children to enjoy an engaging, challenging and purposeful curriculum so that, ultimately, they learn more, know more, remember more and can do more.



Lanner Primary School – Reading Flow Chart



Appendix B

Lanner Primary School – Handwriting Flow Chart



YEAR 5 SCIENCE – EARTH AND SPACE	
Tier 3 Vocabulary	Knowledge Facts
	Book curriculum
<p>Solar system: Comprising of the 8 planets, moons, asteroids & comets that orbit our star: the Sun.</p> <p>Orbit: An elliptical path of an object around a star (Sun).</p> <p>Geocentric: A belief that the Earth was the centre of our solar system.</p> <p>Heliocentric: The Sun is the centre of our solar system, around which all 8 planets orbit.</p> <p>Axis: An imaginary North - South line through the Earth around which it rotates.</p> <p>Rotation: The spinning movement of an object around a central point.</p> <p>Longitude: Imaginary North – South vertical lines on the Earth, measuring distance East or West.</p> <p>Time zones: A region of the Earth with a specific time, earlier or later than neighbouring zones.</p> <p>Lunar: To do with the moon.</p> <p>Phases: A distinct stage in a process of change.</p> <p>Waxing: Increasing in size.</p> <p>Waning: Decreasing in size.</p>	<p>The planets are spherical and orbit the Sun. The heliocentric model proposed by Copernicus in the 16th Century.</p> <p>The order of the planets: MVEMJUSN. Smallest: Mercury; Largest: Jupiter.</p> <p>Terrestrial planets – Mercury, Venus, Earth, Mars; Gas giants – Jupiter, Saturn, Uranus, Neptune.</p> <p>The Earth rotates on its axis from West to East (anti-clockwise). The Sun 'rises' in the East & sets in the West. The Earth takes 24 hours to complete one rotation – giving us day & night.</p> <p>Shadows are shortest at midday when the sun appears overhead & longer in the morning / evening.</p> <p>The Moon orbits the Earth. 29.5 days for a full lunar cycle of 8 phases: new moon waxes to full moon & wanes to new moon. The Moon does not change shape. It reflects the Sun's light.</p> <p>National Curriculum End Points I can describe the movement of the Earth and other planets, relative to the Sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth & Moon as approximately spherical bodies. I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>
	 <p>Other recommended reads.</p>
	 <p>My Very Excited Mom Just Served Us Nachos</p> <p>Not to scale.</p>

Appendix D



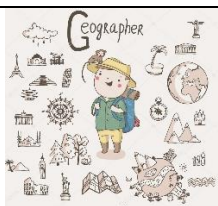
Scientist (as a scientist):

- When looking at the data, I have observed...
- My hypothesis is...
- My prediction is.... / My results support my prediction because...
- From examining my results, I can conclude that...
- I was surprised by this evidence because...



History (as a historian):

- The most significant effect of... was...
- The most likely reason....
- Based on..., I conclude...
- One piece of evidence that informs my decision is ...
- One of the main causes of ...
- From analysing the secondary sources, I believe...



Geography (as a geographer):

- The diagram / map shows/ highlights/demonstrates....
- The processes causing this are...
- This happens as a result of...
- In conclusion, ...
- The impact of this is...



RE (as a theologian):

- In my opinion, ...
- Upon reflection, ...
- Some people believe that...;however, others suggest...
- The Bible / Torah / Quran suggests that...



Design Technology (as a designer):

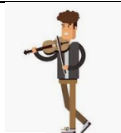
- The product should be able to...
- The product successfully... / fails to...
- Looking at existing products...
- The common features I must include...
- In comparison, I can see that...

For the product to be successful, it must...



Art (as an artist):

- I would describe this work of art as....
- In this work of art, I recognise....
- This work of art is similar to....
- This work of art is different to....
- In comparison, I can see that...
- What interests me the most is...
- What stands out to me is...
- I think the artist made this work of art to....



Music (as a musician)

- I would describe this piece of music as....
- In this music, I recognise....
- This piece of music is similar/different to....
- In comparison, I can hear that...
- What interests me the most is...
- What stands out to me is...
- I think the musician made this piece of music to....
- This piece of music would be suitable for....



PSHE (as a moral citizen)

- Upon reflection...
- From listening to..., I believe....
- Some religions believe...
- From a comparison of cultures, I have noticed....
- A similarity between.....religion/cultures is...
- From a personal point of view,...

