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**Sheep Dip Lane  
Academy**

# English Policy

## Autumn 2020

Status	Curriculum
Governing Body Committee	Academy Improvement Committee (SIC)
Responsible Persons	Dawn Barker Michelle Steeper
Date the policy was agreed	September 2020
Review date	September 2021

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# **Sheep Dip Lane Academy: English Policy**

## **Reviewed: September 2020**

### **Rationale**

At Sheep Dip Lane Primary Academy we believe that English is central to all areas of the curriculum. It is essential for communicating ideas, needs, feelings, thoughts, experiences, observations and expectations. We believe that a language rich environment will motivate children to develop as communicators. We believe that there is no one-way to develop children's linguistic skills and we use and encourage different strategies and structures.

We believe that to become confident users of language children need to be able to speak, read and write and read Standard English with fluency and accuracy.

This English policy covers reading, speaking and listening, writing and spelling punctuation and grammar. Teaching should ensure that work in reading, speaking and listening and writing is integrated across the whole curriculum.

### **Curriculum Intent**

At Sheep Dip Lane Primary Academy we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of spoken language and who can use discussion to communicate and further their learning (please see the oracy policy for further information). We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in English skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

### **Implementation**

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers follow a reading into writing approach, as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

Our curriculum closely follows the aims of the National Curriculum for English 2014. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

In addition to daily English lessons, children excel in early reading through the use of the letters and sounds phonics programme from reception – year 2 and continue to develop a range of reading skills, as well as a love of reading through the shared reading lessons.

We use a wide variety of quality texts (our core text approach) and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, from educational visits, inspiring visitors into school, writing for real audiences and for a real purpose and entering young writing competitions. This ensures that children benefit from access to positive role models from the local and wider locality.

### **Impact**

As a result we are developing a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

See **appendix 1** for further information regarding the intent, implementation and impact of the English curriculum at Sheep Dip Lane Primary Academy.

### **Recovery Curriculum – September 2020 following wider re-opening of academy due to the Covid 19 pandemic**

The Covid-19 pandemic has been a disruptor to normal life within our academy communities. These factors are enhanced by the social distancing measures that our pupils and workforce are experiencing. Unlike a more conventional recovery from a period of absence from academy, e.g. 6-weeks summer holiday period, the time period and potential fluctuations that will occur over the coming months will be a new recovery challenge that we will need to deal with, for example;

- Fluctuating restrictions depending on future peaks and outbreaks that may be uneven across the region and unpredictable
- Services may be ‘switched on and off’ within the recovery period
- The recovery period may be at least 12-18 months or until widespread immunity via a vaccine
- Different need for restrictions i.e. shielded population may have greater restrictions for longer. This will impact on workforce availability
- Implementing social distancing measures within the context of a academy

Our **Recovery** can be defined as the process of rebuilding, restoring and rehabilitating following this emergency and our plan to get back to ‘normal’ academy functioning. We will set about initiating diagnostic assessments to inform and establish trajectories for our Recovery Curriculum and these assessments will cover the following themes;

-Social and emotional needs

-Behaviour and routines

-Academic gaps in learning

-Tracking back our curriculum to move forward from the right starting points

-Resilience of our pupils

-Feedback on the types of learning the pupils want to experience and think is of most benefit

### **We are adopting a Three Horizons Model**

Understanding of timescales and a consistent approach to the journey from response, recovery, renewal and to achieving the long-term objectives is a foundation from which we can build our strategic plans. Using the three horizons approach that set out different timescales and outlooks that are not linear but run concurrently but with different prevalence over time. It also sets out questions (example questions set out in **Horizon 3**), which challenge what we want to recover back to and which parts of the disruption of Covid-19 do we learn from to build the future we aspire too.

- **Horizon 1 (H1):** Immediate Recovery steps (June - Aug 2020)

Horizon1 is the existing business as usual or the dominant way of doing things today.

- **Horizon 2 (H2):** Post Peak Recovery Foundations (Sept 2020 – December 2020)

Horizon 2 is the part of greatest innovation and disruption where new innovative thinking and new ways of doing or being emerge. A good example is the digital transformation of the past decade i.e. smartphones.

- **Horizon 3 (H3):** Realising the Recovery Objectives (2021 onwards)

Horizon 3 is the future we want, pockets of the future are already in existence and we want to see these grow and become the new future.

### **Teaching and Learning**

Our English provision follows the 2014 National Curriculum and is taught through daily literacy lessons as well as a varied enrichment programme. Lessons run for approximately 1 hour x5 days a week to ensure continuity and rigour in teaching and learning of knowledge and skills. We recognise that spoken language underpins the development of reading and writing which is why, at Sheep Dip Lane Primary Academy Oracy has it's own policy. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers ensure the continual development of pupils' confidence and competence in their knowledge of spoken language and listening skills. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning. Higher level questioning is used to elicit a deeper understanding.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. Modelled writes have a clear learning objective and the teacher explicitly models a specific skill. Throughout the EYFS and KS1, moving into KS2 adults will also link modelled writing back to phonics and how to segment words for spelling
- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Independent composition – Once children have been inspired by the core text, and have built the required grammar skills needed in their writing, and after a modelled write, children will write their own piece. This independent application allows children to showcase their skills, flair and vocabulary. After composition, the child and class teacher have a writing conference where the writing is discussed and improvements are suggested. This then develops into the edit and revision process
- Edit and revise writing – Children are encouraged to reflect critically on their own writing and make improvements.
- Comparing, Analysing and Evaluating – Children review written texts, speech and drama and compare, analyse and evaluate them. They establish the strengths and weaknesses of different examples and incorporate these ideas into their own work.
- Talk for writing – Classes also use some elements of Talk for writing within the teaching sequence to help children to develop their writing skills to simple captions and beyond.

Within our writing cycle we also make reference to 'Alan Peat's exciting sentences'.

In order for a child to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills.

These are:

- A familiarity with the genre of stories and an ability to make links between stories.
- A good visual memory.
- A good auditory memory.
- A recognition of the letters in the English alphabet.
- A knowledge of the grapho-phonetic construction of words.
- A familiarity with the syntax (sentence structure and grammatical arrangement) of English text

This knowledge and skills are taught explicitly through our reading approaches – letters and sounds phonics, whole class shared reading and reciprocal reading – and are continually referred to during additional reading opportunities in literacy lessons and wider curriculum subjects.

All literacy lessons have clear success criteria/ KPI grid so that the children understand the expectations of the task and how they can achieve their best in the lesson. Success criteria are consistently referred to during teacher modelling and used effectively for self and peer assessment at the end of a task. The success criteria are clearly referred to when feedback from the teacher is given, either verbally or in writing. These can be altered for different ability groups in the same lesson where appropriate. Grammar and vocabulary lessons should include a 'Challenge' so that children can stretch themselves and deepen their learning, using the B.A.D model of learning.

Literacy activities are effectively differentiated so that all children can achieve the success criteria and feel empowered by their own accomplishment. Nevertheless, all children are given the chance to reach the same high level in every lesson. Effective differentiation is in place so that all children can meet every learning intention through having vocabulary word banks, writing frames and sentence starters, mixed ability groupings and adult support. Teachers also ensure that children are taught and know how to demonstrate greater depth in their outcomes of work, and this is reinforced through the success criteria which children refer to throughout their work and assess against on completion.

Displays are used throughout the school to promote reading, writing and discussion. We recognise the important role display has in the teaching and learning of literacy. Each class displays work, which celebrates a variety of children's achievements to a high standard of presentation. All aspects of the literacy learning process are illustrated through displays including vocabulary enrichment, grammar and punctuation support, the planning process, and finished pieces of writing. Every classroom has an attractive book corner designed and made by the children to promote and celebrate a love of reading.

### **Our reading curriculum**

At Sheep Dip Lane we want our children to become enthusiastic, engaged readers and to develop a life-long love of books. We introduce the children to a range of good quality fiction, non-fiction and poetry books through our whole-class, core-text approach to teaching reading, and during their weekly guided reading session.

In the early stages of reading, we teach children to decode words using phonic skills as their main approach with the letters and sounds approach, alongside we teach sight reading of high frequency words. Whilst children are learning to decode using phonics they will be given a reading book closely matched to their phonic ability. Once grasped, the focus for developing reading is on understanding and comprehension. Your child will read with their class teacher once a week during their 1:1 session, in guided

reading and then independently supported by teacher set activities during the rest of the week. Children also participate in shared reading lessons which focus on the core text of their topic. We have daily story reading sessions in each class which we invite visitors to school to enjoy.

### **Reading Buddies**

Each week our older children have a buddy session with younger children to share books, model expression, fluency and talk about the images and text. Alongside this we have a weekly community library session and class session in our special school library. Each class has a library loan box where children can loan a book to read inside school or at home. We have a range of reading enjoyment activities including reading cafes, comic café and parent workshops.

### **Reading café**

Once a half term (or more frequently dependent on key stage) parents will be invited into school to share a book with their child in our reading café. Children share their favourite texts, biscuits and juice with their family. This also allows time for parents and carers to speak to class teachers for end of year expectation information.

### **Reading rewards**

Once a child has read 50 times at home (100, 150 etc) they are invited to share this achievement with the Head Teacher. They receive a special message in their reading record, and then choose a special book from the cupboard in the main entrance. Their achievement is then celebrated across school.

### **Assessment**

Children are assessed formatively through questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. This helps to ensure that maximum progress is made throughout literacy teaching across the school. In addition to this, regularly timetabled summative assessment opportunities are planned into the academic year to ensure that the progress in knowledge and skills that each child makes is accurately measured. Summative assessment opportunities are used to support teachers in their assessment judgements and should not replace teacher judgement based on experience of the child in everyday lessons.

### **Reading Assessment**

In Early Years and KS1 children are assessed half termly using their Letters and Sounds phonics diaries, class teachers complete these assessments. They establish which sounds children are confident in and whether children are applying this phonics knowledge in the reading of captions and sentences. These phonic diaries include common irregular words and 'alien' nonsense words. (See phonics policy for further details). In FS1 in the summer term class teachers complete the phonological assessment diagnostic and this is passed to FS2 teachers in preparation of phonics teaching. EYFS also complete concepts about print assessments.

In KS1 and KS2, classes complete a comprehension activity each term. This should match the instructional reading level of the individual child and so often children in the same class will complete different activities. The RM Benchmarking system may be used to accurately level a child's reading ability and to find out the strategies they are using to understand the text. Teachers often use this to help assess the levels of those children who appear to be making less progress. Reading and spelling of common exception words are checked half termly. Fluency rubrics are completed half termly. In KS2 we also use non-standardised assessments (Hodder reading age/published age assessments) to further understand a child's reading levels.

In KS1 children continue with the phonics assessment diaries until they are confident in all elements of phase 5.

### **Writing Assessment**

As well as ongoing formative assessment teachers from Reception to Year 6 assess the writing of every child half termly. A piece of writing from each child will be assessed according to the criteria for the age expectation at six points throughout the year by the class teacher, taking into account achievement from the previous term. Teachers also take into account work completed throughout the term. Any areas of the age expectation criteria children are not showing in their writing will be worked into the teaching cycle. This can mean different groups of children within a classroom may be working on different grammar elements.

### **Equal Opportunities**

All children have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

### **Inclusion Children with English as an additional language:**

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes: teacher and peer modelling and consistent use of visual support, repetition and recasting of language features, word banks and scaffolded speaking and listening activities. Teachers work with the Inclusion Coordinator to best meet the needs of individuals within their classes. Class teachers use their teaching assistants to provide targeted support and the use of home language support and peer-buddying is encouraged.

### **Special Educational Needs**

Some children experience learning difficulties, which affect their progress in literacy. Class teachers inform the SENDCO and Inclusion Department if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- precision teaching
- Write from the start
- Dough disco
- 5 minute box
- Letters and sounds interventions
- YARC assessments may also be carried.

### **High Achievers**

Children who achieve highly in Literacy will be supported and given opportunities to deepen their knowledge and skills through the reading and writing groups and differentiation. The success criteria for the lesson also indicates how greater depth has been taught within the context of the lesson and how this can be demonstrated by the child in outcomes of work. They will also have opportunities to work with outside agencies when appropriate.

### **Role of the Subject Leader**

The role of the subject leader in literacy is to coordinate the teaching of reading, writing and communication across all phases of the school. This is in order to secure high quality literacy provision for every child, including outstanding literacy teaching and learning, effective use of resources and the highest standards of achievement for all.

Some key duties that the literacy subject leader should undertake over the course of the year include:

- Monitoring of literacy, reading, handwriting and spelling books
- Reading walks and other lesson observations where necessary

- Planning and organising literacy enrichment opportunities and competitions
- Helping identify and facilitate the professional development needs of staff
- Liaising with SLT to help implement school improvement priorities
- Liaising with the school SENDCO to best support children with literacy difficulties
- Organising, maintaining and cataloguing resources
- Keeping abreast of new initiatives in literacy teaching

**Parents**

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in literacy. During the Autumn term parents evening, the literacy standards of the year group are explained, as well as further meetings throughout the year to support parents to understand new literacy initiatives. Regular phonics meetings for parents also take place throughout the year to support parents to help their children’s phonics progress. Homework is also part of the school’s successful literacy home/school link and is organised as follows.

**Reception**

- Sound cards and tricky word book marks sent home as children are taught these in class
- A picture books chosen by the child from the class Book Corner to be taken home each week (this is to be shared with an adult)
- A phase banded book matched to the child’s phonics ability that they can read to an adult.

**KS1**

- A phase band/ book banded book matched to their reading ability
- One picture book chosen by the children from the KS1 Library to be taken home each week
- One spelling activity to be completed at home each week

**KS2**

- A book matched to their reading ability they can read to an adult.
- One spelling activity to be completed at home each week All children receive a weekly list of spelling words to practise at home, as informed by the national curriculum 2014.

At Sheep Dip Lane Primary Academy, we expect parents listen to their children read at least 3 times a week. Class teachers monitor this and hold meetings with families if this is not happening. If parents continue to miss this expectation then a member of the SLT team hold a formal meeting with the family, where they discuss the importance of reading.

To support parents listening to their children read, we give them a list of questions they can ask their child about the story and that link to the reading domains, outlined in the 2014 National Curriculum.

Signed:  Co Chair of Governors  
 Signed:  Head teacher

Policy Agreed: October 2020  
 Policy Review Date: October 2021

Appendix 1: Intent, Implementation and Impact

Intent	Implement	Impact
All pupils to receive a daily English lesson For pupils to be able to read, write, spell and speak at age appropriate levels and following age-related expectations.	Daily reading, writing and spelling sessions with many opportunities for reading across the wider curriculum.	90% of pupils will be able to read, write, spell and speak at age appropriate levels and following age-related expectations.
For pupils to be exposed to a variety of literature, genres and authors.	Full range of book types and genres to be shared by all children- shared , guided and independent learning supported by daily reading at own level and daily story time shared by all	All children to have an awareness of different genres and to makes decisions about favourite authors including style of writing/genre. Children to be able to use story plots and outlines to support their own writing
For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.	<p>Reading into writing to support teaching sequence. Teaching structure to highlight purpose and audience so children have a real purpose for writing and can apply taught skills.</p> <p>More value to writing achievements - see it on display, used as WAGOLs, made into class books, shared on Seesaw with their families etc.</p>	<p>90% of children’s extended writing to meet age expectation incorporating real purpose writing experiences</p> <p>Pupils enjoying writing and using the features of different genres and styles. They can write for different purposes and audiences with improved confidence and independence.</p> <p>Pupils are proud of their writing.</p> <p>More pupils know that others value their writing.</p>
<p>For pupils to read and write daily.</p> <p>For pupils to be confident when writing and read easily, fluently and with good understanding.</p>	<p>Daily reading and writing experiences within class pitched at the child’s appropriate level.</p> <p>Additional expectation for children to read at home.</p>	<p>All children to make expected progress within daily lessons and over time. KPI grids will be rag rated based on progress and outcome daily.</p> <p>Fluency, expression, pace and prosody to be tracked over time alongside comprehension for understanding.</p>
For pupils to develop an understanding of grammar and punctuation and to acquire a wide vocabulary and to use these appropriately.	<p>Reading into writing to support teaching sequence. SPAG skills taught within this sequence and gaps addressed discretely.</p> <p>Vocabulary addressed through pre reads and book talk with specific vocabulary sessions addressing the subject specific language needs.</p>	<p>90% of pupils will be able to meet SPAG at age appropriate levels and following age-related expectations</p> <p>90% Of children to use the grammar and punctuation skill appropriately within their own writing.</p>

		Skills progress (grammar and punctuation) throughout the school is evident in children's books. Pupils are being adventurous with vocabulary choices.
To create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.  Pupils enjoy reading regularly, for information and for enjoyment/pleasure.	Reading and writing to be shared as a positive experience with all children and families. Children seeing all reading within D.E.A.R sessions and reading promoted around school and at home with parents as a positive experience. Displays of reading and writing to be evident in all classrooms and around school. Reading buddies encouraging reading behaviours with younger children. Families invited in for reading cafes.  Teachers being explicit about the reading that supports the wider curriculum- planning in sessions for the children to read independently and for research purposes.	90% of pupils showing progress over time and meeting age expected in reading and writing. 90% of children reading at home and this to be tracked by class teachers. Higher percentage of children being awarded for engagement in reading. Writing progress displayed on the schools writing progression board for each year group. Greater parental engagement in reading cafes. Survey to indicate a greater enjoyment in reading by children and parents. Pupils discuss books with increased excitement and interest.  Greater involvement in reading for pleasure, independently and for research purposes to support independent learning
<b>Writing across the curriculum is</b> For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often.		
For pupils in EYFS and KS1 to have daily phonics sessions, following Letters And Sounds.	All children in EYFS and KS1 to follow the letters and sounds progression chart in the set order outlined in the policy.	90% of children to pass the phonics test in Year 1. Resits in Yr 2 to begin to reduce in comparison to previous years.
For Year 2-6, to use the RWInc spelling programme scheme, delivering 4-5 sessions per week.	Daily RWI session delivered by class teachers using the online resources to support the teaching of the skills.	90% of pupils will be able to spell at age appropriate levels and following age-related expectations.
<b>Writing across the curriculum is</b> For pupils to acquire strategies to enable them to become independent learners in English (spelling	Spellings sent home weekly, each Monday. Pupils to practise their words and to write a sentence	Weekly tests scores to show improved progress overtime.

rules and patterns and how to tackle unfamiliar words when reading).	containing each word at home. Tested each Friday. Spelling gaps to be addressed as needed.	Spellings being applied across subjects more independently and children seeing the links.
For Shared reading/ Guided Reading sessions to take place daily in all classes	Sharing texts as a class allows all children to be exposed to high level vocabulary and text structure. Where children need texts pitched at their level guided reading sessions will take place	Improved reading attainment with progress expectations achieved and accelerated progress made when children need to catch up.
<b>Writing across the curriculum is</b> For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.	Dialogic classrooms where oracy features highly. Children having sentence starters to support structured dialogue. Oracy skills being taught explicitly to support all children.	Focused discussion within classroom settings where children know how to take turns and support each other with clear structured dialogue in a variety of situations ie debate, present etc
<b>Writing across the curriculum is</b> Pupils to take pride in their writing, to use cursive script and present their work to a high standard.	Daily handwriting sessions taught across school to embed correct letter formation. Application across the curriculum – to ensure children apply the skills in all subjects	Book work and displayed work to show cursive style across school. Writing progression display evident in main school. Individual extended writing folders will show progress over time.