



ENGLISH POLICY

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Committee responsible for review: Learning and Achievement

Castilion Primary School

ENGLISH POLICY

Aims and objectives

We will provide a consistent whole school approach to raising standards in Literacy across the curriculum. This policy consists of key paragraphs that explain how English is taught;

- Planning
- Writing
- Spelling, Punctuation and Grammar
- Reading
- Handwriting
- Phonics

We intend to help children develop skills and knowledge that will enable them to communicate creatively with the world at large through spoken and written language. We also intend to help children to enjoy and appreciate literature and its rich variety. We aim to:

- ◆ Provide opportunities for children to peer and self-assess their own work enabling ownership over their work and set targets;
- ◆ Provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated;
- ◆ Provide opportunities for pupils to become confident, competent and expressive users of the language with a developed knowledge of how it works;
- ◆ Encourage children to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- ◆ Foster an interest in words and their meanings and to promote the development of a growing vocabulary in both spoken and written form
- ◆ Through reading and writing, develop their powers of imagination, inventiveness and critical thinking.
- ◆ Develop in pupils an interest in, and a love of ,books and literature that will not only support their learning across the curriculum but also enrich their lives;
- ◆ Foster an enthusiasm for, and love of, reading for life;
- ◆ Enable children to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- ◆ Enable children to read with confidence, fluency and understanding;
- ◆ Engage children with an understanding of a range of text types and genres;

- ◆ Enable children to write in a variety of styles and forms showing awareness of audience and purpose;
- ◆ Teach children to know, understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot;
- ◆ Teach children to understand, use and be able to write a range of non-fiction texts;
- ◆ Plan, draft, revise and edit their own writing;
- ◆ Develop the powers of imagination, inventiveness and critical awareness in all areas of literacy;
- ◆ Teach the children to use grammar and punctuation accurately;
- ◆ Develop the understanding of correct spelling conventions;
- ◆ Encourage the production of effective, well presented written work using fluent and legible handwriting;
- ◆ Provide opportunities for pupils to communicate ideas through the use of ICT;
- ◆ Value and celebrate diversity in culture and language;
- ◆ Prepare children for the next stage in their education.

Planning

Long Term Plans

Within long term plans (Appendix 1), the teaching sequences and books that children will encounter throughout the year should be specified. It is important at this point that teachers have identified where the different writing genres that are required throughout the year will be covered to ensure that no genres are missed out. There is not a long term plan for guided reading. Additional opportunities for writing or cross curricular links can be added to the long term plan. Any trips related to English should also be on this plan.

On the medium term plan (Appendix 2), the main focus on each lesson is identified for both the English lesson and the basic skills lesson in that term. These can be in the form of objectives or activity and may be brief as long as the teaching sequence is clear. The medium term plans are completed by the beginning of each term and can be adapted where required as the teaching sequences progress. There are no medium term plans for guided reading.

In short term planning for English (Appendix 3), the week's lesson plans are completed by the beginning of the week. Clear objectives are set for each session and success criteria are shared or developed with the children. Teachers differentiate according to the needs of the children and interventions are used to target and support identified children. Teachers work towards independent learning and plan for different groups e.g. whole class/guided group/individual. Pupils are taught how to plan, draft and edit a range of fiction and non-fiction genres. English across the

curriculum is encouraged and cross-curricular links are made where appropriate. ICT is used where it enhances, extends and complements English teaching and learning. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals. Guided reading can be planned for daily or weekly (Appendix 4). It is vital that adults have had the opportunity to study their guided reading plan and familiarise themselves with the text before the session. Phonics plans (Appendix 5) must be completed at the beginning of the week and given to the adults who are delivering them to allow them to familiarise themselves with the lesson and prepare any resources that they require.

Writing

The National Curriculum Programmes of Study (2014 – Appendix 6) form the basis of teaching, learning and assessment. Teachers plan and deliver a range of teaching sequences which ensure that children are developing a range of English skills. Each session will use a range of creative approaches to support the pupils’ understanding and exploration of the text, including drama, speaking and listening tasks and text and illustration studies. Children will develop their understanding of a range of text types and be confident in identifying the language and text features. Teachers employ a range of strategies to ensure that children are developing their planning, drafting, writing and editing skills allowing them to compose a piece of independent writing. Throughout the academic year, children will experience:

Teaching sequences		
KS1	Lower KS2	Upper KS2
A minimum of three Power of Reading teaching sequences that have been adapted to meet the needs of the children in each class and to ensure coverage of the curriculum. These cover a wide range of book types including picture books, poetry anthologies and novels.		
A poetry based teaching sequence (can be linked to a PoR book).		
Two teaching sequences based around developing narrative skills using a range of stimuli to engage pupils such as objects, film clips, artefacts or music		
A teaching sequence developing writing skills across the curriculum. This can be linked to any foundation or core subject.	A teaching sequence developing children’s writing skills through a current affairs issue that affects the children or the wider world.	

Coverage of writing genres within teaching sequences	
Year 1	Stories, description, poetry, recount, letter, postcard, information, instructions, labels, lists and captions.

Year 2	Stories, description, poetry, information, instruction, explanation and recount.
Year 3	Stories, description, poetry, letter/postcard, recount, information and instruction.
Year 4	Stories, description, poetry, letter/postcard, recount, explanation and persuasion.
Year 5	Stories, description, poetry, letter/postcard, recount, newspaper, information, persuasion.
Year 6	Stories, description, poetry, recount, autobiography and balanced argument.

Spelling/phonics

From Reception to Year 2 the Letters and Sounds document is followed (Appendix 7). All children are grouped for phonics according to their phonic knowledge and ability (phase tests – Appendix 8). This is currently assessed and recorded in each child’s individual Letters and Sounds book. Phonics sessions are delivered by teaching assistants as well as teachers. Teachers plan and resource all sessions. In Year 1, children’s learning is focused on reading of phonemes and graphemes up to and within phase 5. This is then recapped so that children can consolidate this knowledge and apply it accurately and confidently to spelling. In Year 2, the teaching of phonics is further focused on the application of phonics knowledge to spelling and learning spelling rules for regular and irregular suffixes and prefixes.

The recording and assessment of phonics is under review in order to make the system more accurate, effective and manageable to administer.

From Year 2 (when children have completed Letters and Sounds) to Year 6, children follow the objectives as set out by the National Curriculum Programmes of Study (2014). Spelling rules and patterns form the basis of discrete sessions once a week. Children are given 10 spelling words to learn that are directly related to the rules that have been taught in class. They are also given two additional words from the relevant year’s word list as set out in the National Curriculum Programmes of Study (2014). Word lists will be differentiated as necessary.

Children in Year 2 and 3 who were unsuccessful in meeting the expected score of the phonics test receive specific interventions to ensure future progress.

Children in lower KS2 who continue to have gaps in their phonological awareness are given specific phonic lessons based on the phase with which they require support. The children are grouped across lower KS2. These lessons take place during the spelling lesson (basic skills) and in the afternoon where required. At the end of each half term, children will retake the phase test to assess their achievements and place them in the correct group for the next term.

Grammar and Punctuation

In Year 1 and 2, grammar and punctuation lessons form the basis of discreet lessons either at the beginning of an English lesson or as part of a whole lesson where a new skill is being taught. The objectives followed are set out in the National Curriculum Programmes of Study (2014).

In Years 3 – 6, grammar and punctuation lessons are taught discreetly for 20 minutes three days a week. These sessions cover the objectives set out in the National Curriculum Programmes of Study (2014) and allow children the opportunity to develop these skills before applying them in their work. Where possible, basic skills sessions should link to writing skills that are being developed in the English lesson.

Handwriting

Children are taught pre-cursive handwriting from Reception where they learn how to form letters with the correct orientation and then, when they are ready, children are taught to add leaders and exit points. Our expectation is that by the end of Key Stage One children will be able to join their writing with an emphasis on presenting writing that is neat and legible. Children with neat, legible and cursive handwriting are awarded pen licenses allowing them to use handwriting pens in cross-curricular written work. In KS1 and KS2 children have a handwriting lesson once a week and additional practise for early morning work.

Reading

Guided reading

In guided reading sessions, children are grouped according to their reading ability. Children in KS1 and KS2 participate in guided reading session four times a week. Teachers choose books that are at the correct level for independent reading, meet the instructional goals for the group, and are interesting and motivating to students. As students become more skilled at using a range of reading strategies, the ability level of the texts used in guided reading lessons can be increased. A range of genres, publishers, schemes and media are available to the children. Children work on a rota throughout the week aiming to participate in a guided reading session with a teacher and TA each week in order to develop specific reading skills. In Year 1, guided reading is being developed in response to the children's reading needs. Children who are blue (level 4) readers and below will participate in extended phonics activities in order to build and consolidate reading strategies. Children who are green (level 5) readers and above will participate in guided reading sessions as described below. This style of guided reading is continued in year 2. KS2, children work with an adult in developing their reading skills. Each guided reading session consists of a book introduction, strategy check, independent reading (where the children read to themselves to a given point with specific questions to consider) and then the adult-led session ends by working together to answer four questions. Each question has a focus: literal, inferred, thinking and punctuation/language/layout. The following day, children work to independently answer these questions in their reading journal. When children are not working with an adult, they complete a range of pre-reading tasks and vocabulary development tasks. (Please see Appendix 4 for an

example plan). They are also given the opportunity to read for pleasure in the book corner and express personal opinions about books.

Comprehension

Children in Year 6 and Year 2 also have English lessons where they develop strategies to answer questions in reading comprehension papers. Additional adults are used in these sessions so that children are regularly working in small, ability groups to discuss questions and to review strategies to answer the questions efficiently. Teachers and TAs model answers and assist children in proving a point using PEE (point / example / explanation).

Individual reading

At present, children take a levelled reading book and a free reader each week and have the option to change these books within the week. Parents are encouraged to comment and sign in reading records when the books are read at home. In Spring 2017, KS2 will be implementing Accelerated Reading for independent reading.

Speaking and Listening

Speaking and Listening objectives from the National Curriculum are covered within English lessons and in other lessons across the curriculum – a cross curricular approach is essential! Specific examples include:

- Debating
- Hot-seating
- Role-play
- Poetry recital
- Team decision-making
- Readers' Theatre
- Planning and collaborating

Vocabulary development

Every week, teachers are required to select 2-4 words that will be introduced to the class and displayed. These words will be referred to regularly allowing children to develop their vocabulary. Children are encouraged to use these words in their own writing and talk. In addition, children are encouraged to ask the meaning of new words in reading sessions and use dictionaries regularly to check definitions.

Foundation Stage

The Reception children will experience Communication, Language and Literacy as part of the six areas of development as laid out in Foundation Stage Curriculum (Appendix 9). Through careful planning teachers will ensure that Foundation Stage pupil needs are provided for through activities linked Development Matters and ELG. Speaking and listening skills are highly regarded and the

environment should be rich with language with a focus on developing vocabulary words. Foundation Stage children will be taught phonics through a synthetic and systematic approach as laid out in the Jolly Phonics Programme and Letters and Sounds document. Guided reading approaches are followed in line with the rest of the school when children are ready to embark on the schools colour banded reading system. Emergent writing is encouraged through role-play experiences and informal writing opportunities alongside adult led and adult initiated activities. When children are familiar with the phonics and letter formation they are encouraged to attempt a more focus form of writing using the initial, end and medial sounds in words, learning high frequency words and make phonic attempts at writing across all areas of learning. Reception children are set weekly handwriting / patterning homework to develop their pencil control and letter formation. Literacy based homework is set on a fortnightly basis; this is linked to the phonic teaching or topic areas. All EYFS children are also set termly optional homework called Homework Heroes – this a topic based approach to home learning and will include CLL and Literacy tasks.

Homework

In KS1 and KS2 children have handwriting homework every week. Children practise joins that they have worked on within the week in handwriting lessons. Children receive English homework every other week. This homework should alternate between reading comprehension, a writing task and a grammar, punctuation and spelling task.

Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. Where identified, some pupils are considered to require targeted support to enable them to work to age appropriate objectives. Intervention strategies are mentioned on Personal Learning Plan's and discussed with parents. A variety of recording strategies are used to support pupils with SEND e.g. sound buttons, laptops, photographic evidence etc. More able pupils are planned for in line with our policy for teaching more able pupils. The needs of children with English as an additional language will be met through planning and support. This is supported by our EAL Policy.

Parental/Community involvement

We believe it is vitally important to work together with parents and carers to support their child's development of literacy. We promote a positive home school partnership in the following ways:

- Asking parents/carers to read regularly at home and record and write comments in the pupils reading record;
- Sharing information – newsletters, parents' leaflets, reading diaries;
- Celebrations – special events such as World Book Day, assemblies, displays, book fairs, etc
- Home Learning - in line with our home/school agreement;
- Parental help- volunteer helpers to hear children read.

Marking

Please refer to the school's marking policy.

Learning environment

Please refer to the school's learning environment policy.

Assessment

Assessment judgements are made in Reading and Writing in line with the school assessment policy. Following the national testing arrangements, children are formally assessed in Reception (Baseline), end of KS1 and end of KS2. In Years 1, 3, 4 & 5 children are assessed in Reading on an on-going basis through teacher assessment and through the use of formal comprehension tests at the end of each year. In writing, evidence is taken from all pieces of writing and the assessment judgements will then be moderated across the school in staff meetings (1 moderation meeting per term).

The assessments made in Reading and Writing are updated by staff onto the school's tracking system, Classroom Monitor. This allows for staff to plan next steps for the children, as well as, ensuring coverage of the curriculum.

Progress meetings with the assessment leader are held every half term where teachers discuss the progress of selected children based on assessment data. At the end of each full term, progress meetings are held with the assessment leader, head and deputy to discuss the progress of each child in the school.

Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Marking is in line with the school marking and feedback policy. Analysis of assessment data is used to set appropriate targets and a whole school literacy curricular target for the percentage of children meeting age related expectations. Each child has an independent target based on their writing needs.

Teachers report to parents twice a year at parents' evenings and in the annual report to parents.

Staff Development

Supported by the English Leader, teachers are expected to keep up to date with subject knowledge and use current materials that are available in school. Training needs are identified as a result of whole school monitoring and evaluation, appraisal and through induction programmes. These will be reflected in the School Development Plan which includes the English Action Plan. Additional adults who are involved with intervention programmes will receive appropriate training.

Resources and Accommodation

Every class has easy access to basic resources for English such as dictionaries, thesauri and reading books. The school library contains a range of up-to-date fiction and non-fiction books. Guided

reading books are kept centrally and these books are banded according to book bands. Enrichment events may be organised including storytellers, authors, visiting drama specialists and theatre groups.

Monitoring and Evaluation

English is monitored by the Head teacher, Deputy Head and SLT. Having identified priorities, the English Leader constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.