

# Moldgreen Community Primary School



## English Policy

Written by: Carl Simeson  
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## English Policy

### **Rationale**

English is fundamental to all areas of learning across the curriculum and has therefore been acknowledged to be of primary importance within Moldgreen Community Primary School. We aim to develop the full potential of each child throughout the whole range of English skills providing structure for achievement towards end of year expectations. We believe that effective learning draws on the experiences of the child, their knowledge, understanding and skills and is further enhanced through positive praise and encouragement to promote confidence and high self-esteem.

Moldgreen Community Primary School makes full use of the national curriculum 2014.

## **Aims**

Our overall aim is to develop positive attitudes to all areas of English.  
We want to develop enjoyment and confidence for all.

We aim to:

- Enable children to use English as a means of understanding the world around them through the expression of their own thoughts, feelings and experiences;
- Enable children to appreciate the thoughts, feelings and experiences of others
- Develop children's linguistic competence by helping them to use language as a means of learning as well as a medium to express what has been learned
- Provide a broad-based, cross-curricular and child-centred approach to the teaching of English
- Develop English wherever possible in real situations and for real purposes so that children can acquire meaningful language skills
- Encourage and support our children's bilingual/multilingual skills and to value the linguistic richness brought to the school by children from diverse cultural backgrounds
- Foster the interdependence of speaking and listening, reading and writing
- Use drama as a vehicle for developing language
- Give opportunities to apply and develop children's computing capability in their study of English where appropriate.

## Objectives

Children will be taught to:

- Speak competently and creatively for different purposes and to different audiences
- Explore, develop and sustain ideas through talk
- Listen with concentration and understanding to more complex and varied speech and respond to speakers
- Develop an increased and varied vocabulary, which will be used effectively
- Participate in conversations and develop thinking, making appropriate contributions building on suggestions and responses
- Read and write with confidence, fluency and understanding, developing their powers of imagination, inventiveness and critical awareness.
- To be able to orchestrate a full range of reading cues (phonic, graphic, syntactic and contextual) to monitor their reading and correct their own mistakes
- Spell accurately by combining the use of grapheme-phoneme correspondence and morphological knowledge and etymological information
- Have fluent and legible joined handwriting
- Know, understand, interpret and to be able to read and write in a range of genres and understand and be familiar with ways in which different texts are structured
- Enjoy, engage with and respond to texts by retrieving, explaining, deducing, commenting and evaluating.
- Plan, draft, revise and edit their own writing, using and adapting a range of forms

## Teaching Strategies

Within Moldgreen Community Primary School a variety of teaching strategies will be adopted. We plan lessons, teaching various groups of children, including individuals, pairs, small group and whole class, on a mixed ability/ability basis.

Children will be taught in ability set groups in key stage two with a higher and lower group in each year group.

Phonics will be taught in ability groups from reception onwards.

Teaching will be creative, interactive, well paced, confident and ambitious.

To achieve this, teachers will use a wide range of teaching strategies including:

- **Direction:** e.g. to ensure children know what they should be doing, to draw attention to points, to develop key strategies in reading and writing
- **Demonstration:** e.g. to teach letter formation and join letters, how to read punctuation using a shared text, how to use a dictionary
- **Modelling:** e.g. discussing the features of written text through shared reading of books, extracts
- **Scaffolding:** e.g. providing writing frames for shared composition of non-fiction texts
- **Explanation to clarify and discuss:** e.g. reasons in relation to the events in a story, the need for grammatical agreement when proof-reading, the way that different kinds of writing are used to serve different purposes
- **Questioning:** to probe children's understanding, to cause them to reflect on and refine their work, and to extend their ideas
- **Initiating and guiding exploration:** e.g. to develop phonological awareness in the early stages, to explore relationships between grammar, meaning and spelling with older children
- **Investigating ideas:** e.g. to understand, expand on or generalise about themes and structures in fiction and non-fiction

- Discussing and arguing: e.g. to put points of view, argue a case, justify a preference
- Listening to and responding: e.g. to stimulate and extend children's contributions, to discuss/evaluate their presentations
- Evaluation: Emphasising thinking and articulating rather than writing, e.g. to use a range of questions to evaluate against the learning intention, broadening the scope for analysis and raising self-esteem.

## Planning

Each year group will plan using an agreed planning sheet which will highlight pupil premium children, intervention work for SEN and G&T and show differentiation across groups of children.

We carry out the curriculum planning in English in three phases - long-term, medium-term and short-term. Our long-term plans identify the genres and reading material that will be covered and includes the theme elements and shows where English will be incorporated and taken advantage of within foundation stage subjects.

Our medium-term plans will focus on each genre and unit of work in turn and include information on the NC objectives that will be covered in these units and the SPAG that will be taught within the genre. Teachers use these as a basis for their short term planning. The English Leader, middle management team and senior management are responsible for monitoring and commenting on the long term plans and the resulting work produced.

Class teachers complete a weekly short-term plan for the teaching of English. This lists the specific learning objectives for the genre or unit of work covered and gives details of how the lessons are to be taught. It also includes differentiation, success criteria and evaluation, which informs future teaching and learning. The class teacher keeps these plans and may discuss them on an informal basis with the Subject Leader. Teachers will annotate the areas of the NC they are focusing on to meet end of year expectations.

KS1 short term planning is planned for both classes in the year group in the first instance and adapted by the class teacher where appropriate.

Separate plans are written for Guided Reading and discrete phonic teaching.

Activities are planned and organised to give breadth and balance to all aspects of language, which includes speaking, listening, phonics, drama, reading and writing.

## The Foundation Stage

We teach English in Foundation Stage throughout all areas of learning. Planning and activities reflect the Stepping Stones, Early Learning Goals, NLS objectives and are influenced by the Sue Palmer & Ros Bayley document, Foundations of English.

English in the Foundation Stage includes speaking & listening in different situations and for different purposes, reading a range of simple texts and writing for a variety of purposes.

A mixture of Letters and Sounds, Jolly Phonics and the NLS Progression in Phonics are used throughout FS and in Reception to teach discrete phonic lessons.

Library books are sent home to give parents/carers the opportunity to take part in their child's learning; in Reception children also take home an individual reading book. Big Writing takes place from Christmas onwards with children starting the habit of writing for a purpose on a weekly basis.

### KS1

- Planning is created for the year group by one member of the teaching staff per year group. This is then adapted for the needs of individual classes.
- Text types are chosen where possible to link with theme work being taught.
- Cross curricular links are made where possible to encourage understanding across the curriculum.
- Power of Reading is used, with the aim to use a text a term based on texts from the web-site.
- EXCITING WRITING takes place each week and is an accumulation of the work being taught that week, where the children will work as independently as possible.
- Phonics is taught in ability groups.
- Marking is in line with the agreed policy of the school.
- Story sacks, Literacy Shed, drama are used to enthuse the children.
- Grammar is taught in line with the genre and the agreed school procedure of planning.
- Reading Eggs is used to help children with their English work.
- Rising Star tests are taken half-termly to assess ability in SPAG and Reading.

- Reading for Meaning lessons take place at least fortnightly.
- Guided reading takes place weekly.

## **KS2**

- Children are taught in ability groups in each year group.
- Phonics is taught as a catch-up program in years 3 and 4 with the use of Read, Write Inc and 'Spelling bank', with a start to using the 'NO Nonsense' spelling programme.
- Texts are linked to the themes of the class where possible.
- Power of Reading web-site is used with the aim to use a text a term.
- All writing styles are covered in KS2.
- 'The Literacy Shed' is used to help enhance the English work.
- Marking is in line with the marking policy.
- Each child has an EXCITING WRITING book and this includes a piece a week, where possible.
- Grammar is taught in line with the agreed policy taken from Pie Corbett's recommendations and in line with end of year expectations
- Rising Star tests are taken half-termly to assess ability in SPAG and Reading.
- Reading for Meaning lessons take place at least fortnightly.
- Guided reading takes place weekly, with the exception of top ability Y6 group.

## **Speaking and Listening**

Children will be expected to meet the expectations in their year through a range of opportunities:

- Show and tell
  - Performance poetry
  - Drama sessions
  - Circle time
  - Debate
  - Guided reading
  - Class discussion
  - Group work
  - Book review
  - Feedback session
  - Presentations in assembly
  - Planned class activities
  - Peer reading
- to name a few!

## Reading

All children will read in a guided reading group each week as well as be heard read on an individual basis at least once a week by the class teacher or class support. Children will also take part in a reading for meaning session, working on a given text at the required level.

Children each have a reading record and these are age specific. The children will progress through the coloured reading bands and be moved to the next band when deemed appropriate.

Pink Red Yellow Blue Green

Orange Turquoise Purple

Gold White Lime Brown

Children are expected to read at home on a regular basis and the parents/carers are asked to sign the reading record.

Other adults will read with children in school, ranging from other pupils, to governors, from arranged adult visitors to school support staff. These listeners will also comment and sign the reading record book.

Only the class teacher or class support where agreed will change a child's book level and this will be reported to the child's parents.

Class teachers will make a note when children move up a level to show progress towards their targets.

Children are free to choose a levelled book ranging from scheme books to recognised published authors. Once the children complete brown level to a required level they may choose books from 'THE SHELF' or books from their classroom book areas.

Children can borrow a book from the school library and will be able to change this on a regular basis.

Reading events, such as book fairs, Readathon, World Book Day and reading challenges will take place during the year to boost the need to read.

Regular book magazines will be given to children half-termly to expose them to books and have an opportunity to buy books.

Guided reading is planned weekly by the class teacher and children will read in a group at a level just above their present level. This will challenge the children in a safe environment where they will be supported by school staff. Text is chosen in line with the genre being taught, where possible.

Children will complete tasks on the books read to meet NC expectations. They will be asked their opinions, asked to question the text as well as complete comprehension based activities.

Teachers plan opportunities to read a variety of text and exploit the methods of shared reading, group reading, reading with expression and quiet reading sessions.

Magazines are bought for classes to enhance book corners and provide further reading as well as books.

Reading for Meaning sessions will take place in classes at least fortnightly where children will answer questions on a given text.

## Phonics

'Letters and Sounds' is used throughout Foundation Stage and KS1. Elements are used in Years 3 and 4 where required. Phonics knowledge is also developed and supported through the use of 'Read, Write Inc' materials developed by Ruth Miskin as well as use of the Spelling Bank for KS2. To further supplement phonics, regular spelling tests are carried out and grammar and word objectives are taught through discrete lessons weekly.

Children are split into phonic groups and these are led by teachers, cover supervisors and teaching assistants. Phonics trackers are completed each half-term to show progress by children and these are monitored by the English Leader.

Planning is completed on discrete phonic planning sheets and are based on Letters and Sounds primarily, but also Jolly Phonics and Ruth Miskin resources are used.

A range of resources are used to teach phonics and children are tested on spellings linked to spelling patterns and key words they are focusing on.

## Writing

A BIG WRITING lesson takes place every week in each year group from Reception upwards and work is presented in books.

Special folders are kept for each child, which contains the first piece of written work in that year group and the last piece in the year. The children then take these home at the end of their time in school.

Children write using the skills they have been taught for that genre and work is assessed to ensure children are using the required skills.

New national curriculum documents are used to assess work and highlight progress and are based on end of year expectations.

Year 2 and 6 use the government interim framework statements are also used to assess progress and show ability and standard.

Cursive handwriting is taught from reception and children will be given a handwriting pen when they demonstrate a required standard. See presentation policy.

Children will be given feedback on the writing they produce and this will inform them to improve the next piece of work in the genre. See feedback policy.

Teachers will provide children with either their book or pre-prepared sheets with line spacing of Comic Sans 22.

Opportunities will be given for children to mark their own work and peer mark each other's work based on the success criteria given. See marking policy.

## **Assessment, Target Setting, Recording and Reporting**

Reference should be made to the Moldgreen Policies on Assessment, Target Setting, Recording and Reporting. It is essential that children are closely monitored and assessed, with evidence of their work collected on a termly basis. Assessment data is recorded on *G2* and progress and concerns are reported to parents at Parental Consultation Evenings and in a written report. Meetings are also scheduled with parents throughout the year when required.

The Subject Leader through staff monitoring has portfolios of children's work showing below, expected and exceeding work in each year group where available to show ability and progress through school. This will demonstrate what the expected levels of achievement is in English in each year of the school.

Children from Year 2 upwards are tested on their comprehension skills regularly and assessment papers are used to gauge levels and support teacher assessment.

Phonic ability of children is mapped in Foundation Stage and KS1 and this provides information to support ability group teaching.

Children are set targets in writing on a regular basis to ensure they meet expectations and know what is required of them.

The Headteacher monitors reading each term for the school. The leadership team monitors work each half-term and has specific focus to ensure work shows progress and children are meeting expectations.

The English Leader will assess the data on *G2* on a termly basis and highlight children who are working below and significantly beyond expectation and staff in those year groups will show what has been put in place for these children. Progress will also be mapped to ensure children are progressing at an acceptable rate. (see provision maps)

## **Inclusion**

All children will be given the opportunities necessary to achieve their full potential. Work in English takes into account the targets set for individual children in their ANPs. Teachers provide help with speaking and listening and English through:

- Using text that children can read and understand;
- Using visual and written materials in different formats;
- Using computing and other technological aids and recorded materials;
- Using alternative communication such as signs and symbols;
- Using translators and amanuenses, when the need arises.

If a teacher has concerns that a pupil has a special educational need, then this is referred to the SEN Co-ordinator. Reference should be made to the Moldgreen Policy on SEN.

## **Interventions**

A number of focus groups will operate throughout the year.

- Better Reading Partners
- TRUGS
- Better Reading Support Partners
- Reading Friends
- 1:1 tuition.
- Peer reading
- Project X
- Narrative
- Socially Speaking
- Handwriting groups

See provision maps.

## **Resources and Resources Management**

Many of the language resources will be found within the year groups and responsibility for these resources lies with the teachers who are using them.

Guided reading books are stored on the top corridor and are split into fiction and non-fiction. When the children progress beyond lime level then Rigby Navigator is used as well as sets of novels.

- Non-fiction - Four Corners is used as well as class sets of non-fiction books.
- Poetry and play books are also provided at various un-banded levels to be used by teachers.
- Selections of Big Books are available in the library and in Nursery and Reception classrooms.

Magazines are purchased on a regular basis and these are provided in classroom for pupils to read.

Further English resources including up-to-date information on many aspects of English are available in the staff room and maintained by the Subject leader. These are passed onto staff when appropriate.

## **Library**

The Library is divided into non-fiction - organised under the Dewey system and fiction, which is divided into four main categories: upper fiction, middle fiction, lower fiction and picture books. The library is used to research topic areas and books are used in classrooms.

A computer lending system ensures children can borrow fiction books and each class has a designated time when they can swap books and spend time in the library.

## **Parental Involvement**

We promote a partnership with parents/carers in the children's learning and involve parents wherever possible. This involvement ranges from children taking their reading books home, so that parents/carers can hear their child read, to open afternoons and visits. Parents are up-dated about events in school and are always welcome to talk to staff about school events and their child's work.

Parents visit Reception to sit and read with their children and information about events, help and support are provided on the school web-site.

## **English Subject Leader's Role**

The subject leader is:

- A facilitator
- A provider of advice and guidance to the staff
- An assistant to the Head in monitoring and evaluating the delivery of English
- A Manager and organiser of resources

The English leader will constantly audit and purchase new resources and update any resources necessary. The subject leader will support staff in training, planning and delivery of the subject and advise when required. The leader will organise events with regards to the subject and provide staff with resources and information to help teach the subject. The leader will collaborate with the middle management and senior management team and monitor and assess children's work and planning. The subject leader will review the policy and follow a detailed action plan to promote and develop the subject in school.

## **Review and Evaluation**

The English Policy will be reviewed and evaluated annually.