

John Perry Primary School



English Policy

Approved by: School Governing Body

Date: September 2018

Last reviewed on: September 2018

Next review due by: September 2019



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English Policy

This policy should also be read alongside the National Curriculum (2014), our own school's Marking and Feedback Policy and Assessment Policy and other documents from the Standards and Testing Agency.

Introduction

The National Curriculum (2014) states that the teaching of English is a fundamental life skill which empowers the learner and is essential for independent learning. English develops children's ability to listen, speak, read and write for a wide range of purposes across the curriculum. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of nonfiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins.

Philosophy

At John Perry Primary School we strive to develop children who are fully literate, articulate, and prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of literacy and language and an enjoyment of learning. We challenge children of all abilities and ensure they make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually. We celebrate children's hard work and effort, alongside their successes. They are encouraged to revisit their work, making changes and developing their ideas to ensure they achieve their best.

Organisation

English is taught in mixed-ability classes in each year group. The National Curriculum for English (2014) is used by all teachers to ensure that all parts of the programme of study are taught. The programme of study is split into the different strands of Spoken Language, Reading and Writing (including spelling, grammar and punctuation).

Children in the Foundation Stage work towards the Early Learning Goals by following Development Matters and work is planned with links to other curriculum areas so that the children have a range of learning experiences. Pupils have access to a variety of play based activities alongside more structured teaching and opportunities for self-initiated learning.

Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Aims:

- To enable our children to speak with clarity, confidence and expression, and to take account of their audience, purpose and differing situations.
- To encourage our children to listen with concentration to others, to respond and build on their ideas and opinions and to identify features of language used for specific purposes.
- To show our children how to adapt their speech to a wide range of circumstances and demands by giving them the opportunity to listen and respond to literature, give and receive instructions and develop the skills of participating effectively in group discussions.

Ways in which we support this:

- Providing a range of opportunities for children to talk and listen in formal and informal settings
- The use of role-play and drama activities to explore situations e.g. hot-seating, performances
- Regular story times
- PSHE and Circle Time
- Class/group debates
- Opportunities to share experiences, ideas or describe events/objects
- Interviewing
- Praise given for use of interesting vocabulary
- Use of audio and visual recording

Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.' Reading allows pupils to 'acquire knowledge' and to 'build on what they already know.' (p13)

The Curriculum divides reading skills into two dimensions: word reading/decoding and comprehension. At John Perry we recognise that both these elements are essential to

success so we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Aims:

- To enable our children to learn to read fluently through the use of phonological awareness to decode and encode words.
- To encourage them to be able to read with fluency, accuracy, understanding and enjoyment.
- To help them become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge.
- To develop enthusiastic and reflective readers through contact with challenging and substantial texts.

Ways in which we support this:

- Phonics are taught daily in EYFS and Year 1 using Letters and Sounds. Children in Year 2 have 4 phonics lesson every week. Those children who do not pass the Year 1 Phonics Screening have the opportunity to re-take the test in Year 2.
- Phonics Bug and Phonics Play are used to support to the teaching of synthetic phonics.
- Use of flashcards and PowerPoint presentations with visual aids support the learning of sight vocabulary.
- Reading Logs are used to encourage children and parents read at home together.
- All children are given opportunities to regularly read to adults in school - more often for those who find reading a challenge.
- Pupils are encouraged to read widely and for pleasure, through our use of differing class texts, eBooks, library visits and high quality attractive books in reading corners.
- Exciting and interactive online texts are used in school or at home via Wordsmith and Bug Club.
- Picture books are often used to teach specific reading skills, especially inference and deduction
- The use of directed activities related to each text (such as completing cloze procedures, highlighting main points or adjectives) teach the skills needed to become competent and fluent readers.
- Staff are inspirational reading role-models and regularly talk to the children about their favourite children's poems, books or parts of stories in class or assemblies and World Book Day.
- Encouraging class discussion about favourite stories, books and other texts.
- Pupils across the school, who are identified as struggling with reading or making slow progress, are given specific support in a number of ways. These may include accelerated reading support by trained teachers or teaching assistants, Better Reading Partners, 15 Minutes a Day Programme, Wolf Hill. These are also used to address the needs of Pupil Premium children.

Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length

- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations.
- Write to support their understanding and consolidation of what they have heard or read.

The 2014 Curriculum divides writing skills into two dimensions: transcription (spelling and handwriting) and composition (articulating ideas in speech and writing). At John Perry we recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary and these are taught explicitly within English lessons but reinforced constantly through all areas of the curriculum. Grammar, Punctuation and Spelling (GPS) starters are used to support the teaching of these areas throughout the school.

Aims:

- To help our children develop an understanding that writing is both essential to thinking and learning and enjoyable in its own right.
- To enable our children to learn to communicate meaning in narrative and non-fiction texts, spelling and punctuating accurately and for a range of purposes.
- To enable them to improve their planning, drafting and editing skills.

Ways in which we support this:

- We value children's writing at all stages of development thus encouraging them to see themselves as writers from an early age.
- Providing a real purpose for writing and enabling pupils to become increasingly aware of their intended audience.
- A multi-sensory approach is preferred, providing a range of contexts and stimuli.
- The use of a range of drama skills, e.g. hot seating, re-enacting, use of the theatre for making and presenting.
- Providing outstanding role models through shared writing, where the teacher shares their own writing processes and experiences.
- Opportunities for collaborative writing.
- Providing scaffolding and appropriate support where appropriate.
- Giving the children experience of a range of ways to plan, edit and revise their work so they can choose which is appropriate for their needs as they progress through the school.
- GPS starters at the beginning of lessons engage children from the start and reinforce or assess children's understanding.
- Use checklists and success criteria for pupils to self-assess and/or peer assess, when appropriate so they can evaluate effectively and identify areas for development.
- Encourage joined handwriting to support spelling and speed.
- Supporting pupils with learning and motor difficulties through specific, targeted interventions and support from the relevant outside agencies.

Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently. Each classroom displays new and interesting vocabulary that has been explored in class Writing, Maths and other areas.

Vocabulary teaching needs to be:

- Ongoing
- Progressive and systematic
- Making links from known words
- Develop understanding of shades of meaning
- Subject specific e.g. accurate mathematical and scientific vocabulary.

We aim for our pupils to have a wide and growing vocabulary and we support this by:

- Sending Spelling lists/key words to take home to learn.
- Displaying of key words linked to topics and subjects.
- Modelling high level vocabulary.
- Delivering in-depth word based lessons looking at patterns.
- Using dictionaries, thesauruses and similar programmes.
- Using a range of fiction and non-fiction texts to explore vocabulary choices and the effect they have on the reader.
- Providing targeted one to one/small group support where appropriate.

EYFS

Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

By the end of EYFS the children should be able to:

- Listen attentively in a range of situations.
- Listen to stories, anticipate key events and respond with relevant comments, questions or actions.
- Give attention to what other say and respond appropriately, while engaged in another activity. • Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events. • Express themselves effectively, showing awareness of the listeners' needs.
- Use past, present and future forms accurately when talking about events.
- Develop their own narratives and explanations by connecting ideas or events.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately. • Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and other in a phonetically plausible way. (EYFS profile 2013)

Planning and teaching

The short term planning format is based on the schemes of work from borough schemes, Wordsmith, The Power of Reading and the 2014 English Curriculum. The plans are adapted and altered to suit the children's needs in English, based on rigorous assessment for learning. A starter activity, usually spelling, grammar or punctuation, allows pupils to begin learning as soon as the lesson starts. The main activities aim to introduce new learning and are differentiated to ensure pupils are learning according to their needs. Lessons include mini plenaries which are used throughout the lessons to develop and embed children's understanding further and allow for the progression through activities to develop at the appropriate pace for each individual child. Plenaries are used at the end of a lesson to celebrate learning and/or consolidate, assess and take learning forward.

The spelling programme No Nonsense Spelling is taught in Year 2 and KS2. The programme secures progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

The programme

- delivers a manageable tool for meeting the requirements of the 2014 National Curriculum
- has a clear progression through blocks of teaching units across the year
- comprehensively explains how to teach spelling effectively.

Careful thought is put into differentiation to ensure all children, regardless of ability, make progress, are challenged and engaged in the learning of English.

Although most English lessons are taught in mixed ability groups, some pupils may be streamed by ability for the teaching of specific skills e.g., spelling, reading comprehension, homework, interventions, etc.

Cross curricular

Class teachers regularly plan for opportunities for children to apply their English skills across the curriculum. This allows the children to revisit, practise and consolidate different areas of English and apply them within different contexts.

Assessment, Recording and Reporting

- Assessment for learning occurs throughout the entire English lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the children's needs.
- On a daily basis children self-assess against the Learning Intention and Success Criteria, giving them a sense of success and empowering them to take ownership and responsibility of their own learning.
- Pupils across the school, including in Early Years, are baselined in September to provide an accurate starting point for each pupil. Pupils are then continually assessed throughout the year and progress towards the Early Learning Goals in EYFS and the National Curriculum expectations is monitored.

- Pupils's work is marked in line with the Marking Policy. Grammatical areas are marked to identify errors or misconceptions in English (particularly GPS) and pupils are encouraged to learn from their mistakes and try again through responding to marking.
- All summative and formative assessments are tracked and monitored termly by the Strategic Leadership Team (SLT), phase and subject leads and discussed at length in Pupil Progress meetings.
- Children's quality of writing is moderated internally by teachers at Insets and externally with partner schools or by the Local Authority
- At the end of each academic year, a written report is given to parents outlining individual successes and targets in English. Those parents/carers with children in Year 2 and Year 6 are informed of SATs results. Parents/carers with children in Early Years receive a report with progress towards Early Learning Goals, informing also about achievement of a Good Level of Development (GLD). Finally, those parents/carers with children in Year 1 or Year 2 who have retaken the phonics screening test are informed of the outcome.
- End of Key Stage Assessments are analysed by the subject leads and SLT and feed into the School Improvement and Development Plan and performance management.

Display

- In each classroom there are interactive Literacy working walls to support current teaching.
- All classrooms have engaging reading corners where children feel enthused about reading and can find out more about the skills to become a good reader and learn about different authors.
- There are displays in corridors and in other areas of the school in order to encourage a positive attitude and enthusiasm towards reading and writing.

Resources

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses, and a variety of age appropriate resources. All classes have a good selection of fiction and non-fiction texts in reading corners. The libraries are stocked with a range of fiction and non-fiction texts aimed at a range of abilities.

Special Educational Needs and Disabilities (SEND)

In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the EHCP/Learning Plans that apply to children in the class he/she is teaching. This assists in the planning of differentiated material to ensure that all children are able to achieve at the level that is appropriate to their ability.

Equal Opportunities

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including academically more able, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. The use of differentiation allows

children to respond to the work presented to them at the appropriate level. All pupils have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background or ability. Class teachers will be responsible for planning activities that are differentiated and suitably challenging to meet the needs of all children, enabling all to access the study of English.

Information Communication Technology

All classrooms have interactive Smart Boards. Each classroom has at least one computer and access to iPads and laptops. Wordsmith, Bug Club and Phonics Play are examples of some of the programs which can be used to practise skills and support the daily English lessons as well as a wide range of activities on varying websites. Pupils are provided with personal log-ins to Bug Club so that they can access the program at home.

Differentiation

Using summative assessments and AfL, work is appropriately differentiated to meet the needs of individual pupils including those with Special Educational Needs and disabilities and more able children. Resources are therefore differentiated, modified and used imaginatively to support or challenge learning. Learning Support Assistants (LSAs) play a valuable part in supporting the effective delivery of daily English lessons for all pupils. Every effort is made to support all children in achieving their targets.

Marking

Work is marked according to our School Marking Policy and indicates whether or not the Learning Intention and Success Criteria have been achieved. Some English work may be marked during the lessons by pupils (thorough self-assessment or peer-assessment) or teachers to identify the amount of progress being made. Some more able pupils may need to be challenged further and other pupils may need extra support to achieve the objectives.

Homework

Homework is set each week throughout the school focusing on using basic skills in reading and writing. Each class also sends home a spelling list focusing on that week's spelling pattern. These are differentiated to suit the needs of the pupils. Spellings are tested weekly.

Evaluating and Monitoring

English teaching is evaluated and monitored by the Senior Leadership Team, phase leaders and subject leaders. This includes formal and informal lesson observations, book scrutinies, pupil conferencing and learning walks.

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leader and SLT. The work of the English leaders also involves supporting colleagues in their teaching, staying up-to-date with current subject developments, and providing a strategic lead and direction for English across the school.

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