



## English Policy

### 1 Aims and objectives

**1.1** The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

**1.2** The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to develop phonics to enable children to decode when reading and make the right choices when spelling words.
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognize its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

### 2 Teaching and learning style

**2.1** At Moorthorpe Primary School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English, predominantly through oracy. In Foundation Unit and KS1 there are daily phonic sessions where children are taught in the appropriate phase and this is then reinforced in everyday classroom lessons. In Y2 and KS2 daily support for spelling and grammar sessions ensure that children are taught the rules of the written English language. The daily lesson for English has a high proportion of whole-class and group teaching. During KS2 lessons children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning. They have the opportunity to experience a wide range of

texts and use a range of resources such as dictionaries, thesauruses and phoneme fans to support their work. Children use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. The school is focused upon actively encouraging children to use and apply their learning in other areas of the curriculum and links with other areas of the curriculum are made and shown on planning.

**2.2** There are children of differing ability in all classes at Moorthorpe Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

### **3 English curriculum planning**

**3.1** English is a core subject in the National Curriculum. We use this as the basis for implementing the statutory requirements of the programme of study for English.

**3.2** We carry out the curriculum planning in English in phases (long-term, medium-term and short-term). The National Curriculum for English details what we teach in the long-term.

**3.3** Our plans, which we also base on the National Curriculum for English give details of the main teaching objectives. We teach and ensure an appropriate balance and distribution of work across each term. The English subject leader is responsible for keeping and reviewing these plans.

**3.4** Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans and shares them with the supporting staff within the class, e.g. learning support assistants or students. The English coordinator also reviews the planning on a regular basis.

#### **3.5 Approaches to Reading**

There are many opportunities for reading during the school day. We complete shared reading of texts during lesson input. We aim to create a love of reading and aim for good attainment and progress outcomes. We do this through:

- Guided reading, which is completed twice a week for FS and KS1 and once a week for KS2. During the guided reading session times children complete reading challenges that can be based on comprehension, phonics, grammar, independent reading, etc, and this encourages independence.
- Phonics resources are available to encourage independent word building in Foundation and Key Stage 1, and where required in Key Stage 2.

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- We have a reading timetable where children read aloud to adults in school.
- Independent reading is encouraged through a range of reading resources in each class library. The whole school reading room is a central store for all of our independent home-school reading books and guided reading resources. We have a range of reading schemes which cover a range of genres. We are aware of boys reading interests and have a range of Project X books, Poetry books, ORT books, etc. Upper Key Stage 2 now have a separate store of books to ensure that children have challenge when they get to Years 5 and 6.
- We send home books regularly with the pupil planners; this is supported by a reading incentive scheme, personal to each class. To support parents to listen to their child effectively, questions are sent home to parents (in the pupil planners).
- Training on guided reading is provided for support assistants on using the assessment focus reading record sheets.
- To create a love of storytelling, we have puppet sets in both Foundation and Key Stage 1 and a Listening Centre in Key Stage 1, where children listen to and then retell the stories they hear.
- Provision areas and reading areas are monitored and presented in an interesting/ appealing way.
- A range of topic books to support reading in topic areas are in each classroom to enhance children's own learning.
- Comprehension lessons take place regularly too.

### 3.6 Approaches to Writing

As a school we pride ourselves on providing children with an enriched English curriculum which embraces many aspects of the Talk for Writing programme. This provides children with a wide range of cross-curricular writing activities. Children are frequently given an exciting stimulus to write from, ensuring a purposeful learning experience. A wide range of genres are covered through careful planning over the year.

We have a range of strategies to support children with their writing skills:

- To support children's spellings, age appropriate dictionaries are provided with enough for each child. Thesauruses are also available in each classroom.
- Phonics word/sentence building activities are evident in each classroom. Phonic building activities are most noticeably available for children to access as continuous provision (FS and KS1).
- Each class from Nursery to Year 2 also has a designated writing area for children to go and extend their learning further after they have completed their work. Activities are there to challenge and engage children.
- Classes have interactive working walls to reinforce genres of writing and hold information to support children with their writing).
- Our whole school mark scheme is clear and shared with all staff in school. It is also explained to children on a regular basis, who also use the systems alongside peers.
- Opportunities for cross-curricular topic writing is planned for each half term, topic books are then monitored and feedback given to staff.

### 3.7 Handwriting

The school's cursive handwriting scheme is the Sheffield Handwriting Scheme and there is daily time allocated for children to be taught handwriting. From Nursery the children are aware of a range of prints/fonts in the environment and they are also taught the cursive print form of letters through phonics sessions. When children are ready, or usually through the teaching of digraphs / trigraphs, children are taught to join letters in Reception.

### 3.8 Learning objectives and assessment

- A clear Learning Objective and Success Criteria sheet/'topper' is stuck into books. There is a place for self / peer assessment and teachers ensure that they give children time to improve their writing and act on comments made by their teacher each day.
- SPAG information is displayed in each classroom and spelling patterns are displayed.
- Teachers ensure that when planning, children have a range of appropriate shared writing, modelled writing, guided writing, paired writing and independent writing activities.
- Progress writing is completed three times a year and marked using the appropriate criteria. Writing assessments also take place three times a year and levelled appropriately. The next steps are looked at as a staff and moderation takes place.
- Formative assessment is regularly taking place to ensure that children are being tracked closely.

### 3.9 Approaches to Speaking and Listening

The Four Strands of Speaking and Listening: Speaking, Listening, Group Discussion and Interaction, and Drama are encouraged enthusiastically through the curriculum. Interactive strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Talk for writing approaches are encouraged to give children the confidence to discuss their ideas with their peers. There is also a drama club to give children the opportunity to develop their skills with children of different ages.

## 4 The Foundation Stage

4.1 We teach phonics and English in Upper Foundation as an integral part of the school's work. The format for the daily lessons is similar to that used in the rest of the school. As the Upper Foundation class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Years Foundation Stage (EYFS). Communication and Language development (CL), in addition to Listening and Attention, Speaking and understanding, underpins the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

## **5 Contribution of English to teaching in other curriculum areas**

Teachers seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. They will also use their long term planning to make the best use of fitting in appropriate units to coincide with topic plans. Special visitors are booked to enrich the curriculum in an interesting way including; theatre companies, authors and poets, etc.

**5.1** The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, phonics, speaking and listening enable them to communicate and express themselves in all areas of their work in school. There is particular emphasis upon this application and consolidation within the subjects Science, History and Geography.

### **5.2 Mathematics**

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

### **5.3 Information and communication technology (ICT) / Computing**

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a newspaper (often linked to other subject areas e.g. history). Children use the planning and proofing tools in a word processor when checking their draft work. We actively encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate. Our iPads are especially valuable, providing purposeful opportunities for children to role play, create scripts and write programs and instructions within the various apps and software on the device.

### **5.4 Social, health, moral and cultural learning, citizenship and Philosophy 4 children (P4C)**

We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views. Throughout school children take part

in circle times and philosophy sessions. Such sessions allow children to discuss a wide range of issues and topics and encourage them to develop their thinking skills. The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

## **6 Teaching English to children with special needs**

**6.1** At Moorthorpe Primary School we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through:

- using texts that children can read and understand (including phonetically decodable books);
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication such as signs and symbols;
- using translators and amanuenses.
- Using drama and the creative room

## **7 Assessment and recording**

**7.1** Teachers assess children's work in English in three phases. The short-term assessments (AFL) that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarize the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, plus additional assessments throughout the year in Years 1, 3, 4 and 5. Teachers also make annual assessments of children's progress using the guidance within the National Curriculum and utilising our selected assessment method – Focus Education. In Year 1 the children undertake the Phonics Screening Check, and those children not meeting the required level resit the test in Y2. Analysis of the tests is used to inform phonics planning in the next phase of their education.

**7.2** Each class teacher keeps a book of children's written work and this is then passed to the next class teacher. As a school we build a folder with samples of children's moderated work at each particular level. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review and level individual examples of work against the national exemplification material produced by the STA and the DFE.

## **8 Resources**

**8.1** There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. Each classroom has reading area with a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer. Access to the Internet is also available in the ICT suite or on the iPads. The library contains a range of books to support children's individual research as well as reading for pleasure. Class teachers actively encourage reading with a range of activities to encourage reading and a love of reading for pleasure. New resources have been purchase to enhance the reading provision in the school and develop children's reading abilities.

## **9 Monitoring and review**

**9.1** Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The leader has specially-allocated regular management time in order to enable them to review samples of the children's work, conduct 1 to 1 interviews with children on a regular basis, conduct work sampling and undertake lesson observations of English teaching across the school. The curriculum and standards governors meet the senior management team to review progress.

## **10 Outside agencies and support**

As a school we ensure that CPD is centred around pupil progress. Our skilled senior management team deliver CPD over the year and as required we receive support from outside agencies, including Teaching and Learning Consultants from Andrell Education, Abraxas Education, Wakefield LA and other agencies as required. NQTs or newly appointed staff are also trained by the English leader.

## **11 The specific role of the subject leader**

The role of the English Leader is to:

- monitor and evaluate the English policy;
- monitor teaching and learning (including lesson observations, book scrutiny, pupil interviews, learning walks, lesson drop ins, planning scrutiny, etc);
- keep a thorough and up to date English monitoring file to share with governors, other

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staff and outside agencies as required; - develop and enhance the library learning environment with SS (the HLTA in charge); - complete assessment analysis and a review of progress; - ensure that long term plans cover the National Curriculum content and promote progress and good attainment outcomes; - review of the wider curriculum and cross-curricular links; - ensure that staff training needs are developed through thorough and relevant CPD training; - provide English support to Support staff; - provide English support to parents and carers; - Lead by example and ensure that as English leader, support to teachers is exemplary, including inspiring support with their planning, allowing teachers the opportunity to complete observations of good practice in order to support and develop their own.

**Signed:**

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