



English Policy

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors



ENGLISH POLICY



Heygarth Primary School

'Learning and Achieving Together for Life.'

OUR VISION

At Heygarth Primary School, we envision that well-developed English skills are at the heart of all we do. Spoken Language, Reading and Writing are skills to be taught and then enhanced and practised through other subject areas.

We believe that Spoken Language is a necessary life skill; to have the ability to both speak and listen well is essential for children to be able to articulate their feelings, opinions, ask questions and listen to the views of others.

We aim to provide our children with a lifelong love of reading, preparing them to read a wide variety of genres and use their reading skills so they are able to access all other areas of learning. We intend that our children are both independent and reflective readers who can read fluently and for meaning.

We aim to provide our children with the writing skills that are needed to enable them to become confident, accomplished and passionate writers by delivering exciting and inspiring opportunities to write for a purpose, ultimately using writing to communicate with others and express themselves.

We prepare our children for life after education, where they can effectively use their English skills to be contributing members to their local and wider communities. The children see the purpose of learning new skills and are able to articulate how English is an integral and necessary part of learning across all other subjects.

AIMS

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. 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.

The Content of our Curriculum

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum for English Document (2014) and in the Communication, Language and English section of the Curriculum Guidance for the Foundation Stage (2013).

EYFS

In the Foundation Stage children should be given opportunities to:

- Speak and listen and represent ideas in their self-chosen activities;
- Ask questions and have 2-way conversations about topics that interest them
- Be encouraged to follow a line of interest and discuss their knowledge freely with staff and pupils
- Use communication, language and English in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication
- Should begin to represent sounds they can hear, sounds they can say and be able to segment and blend for reading and early spelling

Key Stage 1

At Key Stage One children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

Key Stage 2

At Key Stage Two children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Planning and Delivery

The English Curriculum is delivered using resources from the National Curriculum documentation, planning adapted from the Power of Reading, Cracking Comprehension, No Nonsense Grammar, No Nonsense Spelling and through a cross curricular thematic approach.

In Early Years and into Year 1, the Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. In all instances, pupil provision is related to attainment not age.

During an English lesson, children may experience whole class shared/modelled reading and writing, whole class or group activities, extended writing time or guided group work. Children are taught English in mixed ability classes; differentiation is planned for and appropriate challenge and support put in place, dependant on the needs of the pupils.

There is a strong emphasis on teaching English skills in a cross curricular way - therefore planning may show that much English teaching takes place outside the 'English Lesson'. This helps to give purpose to their learning and practice in applying their skills.

Spoken Language

The Four Strands of Spoken Language: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils to develop effective communication skills in readiness for later life. The National Curriculum lays out the statutory requirements from Year 1-6 for spoken language. A document called 'Communicating the Curriculum' published by The Communication Trust is used to assess Spoken Language. The document can be found here:

<http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-curriculum/content/>

Reading

The school has a Wider Reading Spine to ensure that children have access to a wide variety of genres and authors so they can develop a love of reading. All children will be assessed against the 5 reading domains in Key Stage 1 and 8 reading domains in Key Stage 2.

Opportunities are provided for a range of reading including:

- i. Shared reading - within English lessons and at other times of the day.
- ii. Guided reading/Reading Workshop.
- iii. Independent reading.
- iv. Phonics.
- v. Paired reading.
- vi. Listening to stories and other texts being read by teachers and other adults
- vii. Resources - Oxford Reading Tree is our main reading scheme but this is supplemented by other schemes and other texts. There is a central collection of texts for home reading, whilst all classes have their own small class book collections, dictionaries and thesauri. All children have access to our school library and a collection of Big Books is also available from here.

Writing

Opportunities are provided for:

- i. Emergent writing in Foundation Stage and Key Stage 1 through directed teaching activities or as a result of continuous provision in class.
- ii. Shared Writing - within the English lesson.
- iii. Guided Writing/Independent Writing - within the English lesson or other areas of learning.
- iv. Extended writing - within the English lesson and in the foundation subjects.

- v. Handwriting - practised regularly within and outside phonics and spelling sessions.

Phonics and Spelling

Phonics is taught using Ruth Miskin's Read Write Inc - a commercial structured and systematic phonics package, whereby children are assessed and placed into appropriate groups depending on their phonic knowledge and taught according to their phonic knowledge.

There is a daily phonics lesson for 45 minutes per day led by teachers or teaching assistants. Children are taught as follows:

The *Read Write Inc. Speed sounds* lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:

* Set 1 teaches the most common sound-letter correspondences:

m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk

* Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy

* Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure

The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling 'f'. Children are taught to use their phonic knowledge to segment and blend words including alien (nonsense) words ensuring children are able to read and spell words independently by using their phonic knowledge. **Nonsense/ alien words** follow predictable phonetic patterns. If pupils have learned the common sounds of the **words**, they can reveal the depth of their learning in a quick assessment. Assessing **nonsense/alien words** gives you an idea of what the pupil might need to work on next.

Within all the books children **will** have **red** and **green words** to **learn** to help them to become speedy readers. **Red words are words** that **are** not easily decodable and challenge **words** to extend children's vocabulary. **Green words are** linked to the sounds they have been learning and **are** easily decodable.

Five key principles underpin the teaching in all *Read Write Inc.* sessions:

Purpose - know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about

Participation - ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise - ensure children are praised for effort and learning, not ability

Pace - teach at an effective pace and devote every moment to teaching and learning

Passion - be passionate about teaching so children can be engaged emotionally.

Children are assessed every 6 - 8 weeks by the Reading Leader and groups are assigned according to phonic knowledge again meaning that progression through the programme

is fluid and effective as children are taught the next aspect required for their progress to continue.

Phonics and Spellings are taught using No-Nonsense spelling scheme across KS2. Children are grouped across year groups by spelling ability based on the Single Word Spelling Test and phonic assessments. All classes follow the same approach.

In addition to these sessions, phonic and spelling skills are reinforced and revisited in class throughout the week.

Children that do not achieve the required standard to pass the Phonic screening test in year 1 will be required to re-sit the test in year 2. These children will be tracked and monitored closely by the English subject leader and Phonic Lead.

Booster sessions are offered to children not on track to pass Year phonic screening after school 2 -3 times a week during spring and summer term. The children are identified through assessment by phonic lead. Year 1 children are assessed in January, March and May/June using prior Phonic Screening assessments.

Technology

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Assessment

Using the 'Balance' tool for assessment, teachers will make regular formative judgements, focusing on learning that has taken place and to plan next steps. Strengths and areas for development will be identified and addressed.

Short term assessments are made as part of every lesson and are underpinned by the principles of Assessment for Learning. These short-term assessments enable teachers to adjust their daily plans accordingly and to provide feedback to pupils either verbally or written. All children are encouraged and supported in making judgements about how they can improve their own work and what the next steps are.

Medium term assessments measure progress against key objectives; individual or group targets are set accordingly and the information is used to inform future planning. Assessments are moderated at class, year band and whole school level. The findings are used to inform planning, grouping of children and intervention strategies.

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 they are able to set targets for the next school year, and to summarise the progress of each child and cohort. The next teacher then uses these long-term assessments as the planning for the new school year.

These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6. Writing

assessments are also completed in all other year groups. Teacher assessment, supported by clear evidence, forms the basis of our assessment until Year 6.

Reports to parents on the attainment of their children are made verbally in the autumn and spring term and a written report is provided during the summer term. Reporting in English focusses on each child's:

- Attitude towards English;
- Progress across spoken language, reading, writing and grammar;
- Level of English achieved: WTS (Working Towards Standard), EXS (Expected Standard) or GDS (Greater Depth Standard).

Monitoring

Monitoring teaching, pupil achievement and progress is essential and the outcomes of monitoring are used strategically to secure even better English outcomes for pupils.

Monitoring and data analysis includes:

- Learning walks;
- Moderating assessment;
- Observing lessons;
- Planning;
- Pupil focus groups;
- Team meetings;
- Work scrutiny;
- Other ideas.

Monitoring of English teaching is carried out through a program of lesson observations by the English leader. The objective of the monitoring is to ensure English is being taught well across the school. Specific areas can be chosen as the focus for example: use of support staff, the use of technology, agreed in advance of the lesson. Following an observation, the class teacher receives feedback and a copy of the observation notes.

English monitoring achieves the following:

- To gain insight into the nature of English teaching across the school;
- It gives class teachers the opportunity to review their own practice and discuss teaching English with the subject leader;
- It gives the English leader an insight into areas of strengths, enabling good practice to be shared among colleagues;
- It allows resources to be audited and for the assessment of current and future resource requirements;
- It allows the English leader to set targets, demonstrating the school's commitment to self-evaluation and improvement of standards in English;
- It provides opportunities for bespoke support for areas of need.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided.

Children who may require additional support are identified through the tracking and analysing of data. A range of intervention programmes are available to support all aspects of English. These may be delivered by the SENCO, Teaching assistants, Class Teachers or Outreach support such as Orrets Meadow.

Equal Opportunities

All teaching and non-teaching staff at Heygarth Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstance, have access to the curriculum and make the greatest possible progress and achievement.

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Health and Safety

All aspects of this policy and practice are carried out with regard to our health and safety procedures. All relevant risk assessments should be read in conjunction with this policy.

Role of the Subject Leader

The Subject Leader is responsible and accountable for improving the standards of teaching and learning in English through:

- Monitoring and challenging pupil progress.
- Monitoring teaching and Learning in English.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Reporting to Governors about English.
- Providing information and meetings for parents
- Purchasing and organising resources
- Keeping up to date with recent English developments.

Role of Governors

Reports are made to the governors on the progress of English provision through analysis of data and classroom observations by the English subject leader. In addition to these, members of the governing body will be invited to take part in monitoring activities led by the subject leader. The English Link Governor is currently Jo Piers.

Conclusion

It is the responsibility of all staff at Heygarth Primary School to share the love of learning in English, model Standard English across all of the curriculum subjects and teach to the expectations set out in the National Curriculum.

English Policy written by: Gareth Lewis and Louisa Blake

Date: February 2020

Review Date: September 2020

Review Date: March 2021

Review Date: April 2022

Review Date: September 2022