



Mill Lane Primary School

English Policy

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Written by: J Stanyard
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Introduction

At Mill Lane Primary School we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. 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 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.

Mill Lane Primary School follows the 2014 Primary Curriculum for English.

In Early Years, the curriculum is guided by the Early Learning Goals for Communication, Language and Literacy, which work in conjunction with the Renewed Framework objectives for Foundation Stage.

In Reception and Year 1, children follow a structured phonics programme; Read Write Inc. by Ruth Miskin (this is in place of the English session 3 times per week in year 1 and 2 for those children that require it). The teaching of spelling from Year 2-6 is covered by the RWInc spelling programme, which provides a consistent approach throughout school. The teaching of handwriting is taught in accordance with the handwriting policy and is based on the use of cursive script.

Aims and Objectives

- To enable children to speak clearly and audibly and to take account of their listeners.
- To encourage children to listen with concentration, in order to identify the main points of what they have heard.
- To show children how to adapt their speech to a wide range of circumstances and demands.
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.
- 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.
- To foster the enjoyment of writing, and a recognition of its value.
- To encourage accurate and meaningful writing, be it narrative or non-fiction.
- To improve the planning, drafting and editing of their written work.

Teaching and Learning

At Mill Lane Primary School we use a variety of teaching and learning styles in our lessons in order to meet the needs of all of our pupils. Our principal aim is to develop children's knowledge, skills and understanding. In Key Stages 1 and 2 we do this through a daily lesson in which children experience a reading and writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning.

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Staff will have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff will provide balanced and varied learning opportunities within the classroom, i.e. VAK, content and organisation. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.

EYFS

In the Foundation Stage, language and literacy development are incorporated in to all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions.

We teach English in the Foundation Stage as an integral part of the school's work. We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children aged three to five.

We have also developed strong links with our local library to promote a love and enjoyment of reading. The librarian visits the school each half term to share new stories with the Nursery classes. Reception class are given the opportunity to visit Stockton Library once each fortnight.

We give all children the opportunity:

1. To talk and communicate in a widening range of situations.
2. To respond to adults and to each other.
3. To listen carefully.
4. To practise and extend their vocabulary and communication skills.
5. To explore words and texts.

Approach to English (planning and organisation)

Planning is undertaken at three levels:

Long term planning is based on the units of work set out in the 2014 English Curriculum. The order for teaching these units is chosen by the teacher and planned for the year to best fit the cross-curricular links for the curriculum topic. (English Overview Document, Genre Coverage Document, Grammar Coverage Document)

Medium term planning is also detailed in a curriculum map for each year group. Each unit has a suggested time frame for completion.

There are 3 phases to each unit of work;

Phase 1 is generally centred on reading texts, discussing, comparing and re-enacting.

Phase 2 is generally centred on rereading and analysing texts, discovering features of writing and developing sentence work.

Phase 3 is modelling writing and extended writing.

Short term planning is completed by teachers using the planning format agreed by the school and is carried out weekly. Objectives are clearly set out for each unit and success criteria are included. Teachers choose appropriate texts to ensure children have the chance to achieve these objectives. Most objectives are revisited throughout other units for the year group, so 4 children have the time to achieve and consolidate objectives, before moving to the next year group.

Reception, Year 1 and 2 teachers follow the lessons plans set out by Read, Write Inc. for phonics

The English Leader monitors short term planning during lesson observations.

Organisation

In Reception phonics lessons are taught each day through the RWInc scheme. The children are taught in ability groups. When children start in Reception, the organisation is more flexible building up to a daily 45-minute English lesson in the summer term.

In KS1 and KS2, English lessons occur five times a week and last for approximately 60 minutes. Children can be taught in ability groups but these groupings are flexible and

children are moved between them at the teacher's discretion, especially during KAGAN work.

Reciprocal reading occurs daily outside the English session and is based on a rotation during the week within the class. When not reading with an adult, the children are given a purposeful activity to do independently e.g. comprehension questions, independent reciprocal reading etc.

The timetable also provides short handwriting sessions (30 mins once a week) and short Spelling sessions (15 mins 4 times a week).

Read Write Inc

In Reception and Year 1 children do not follow the guidelines set out in the Renewed Framework for Literacy. (This is also the case for some children in other year groups who are unable or not ready to access the objectives detailed in the Renewed Literacy Framework). They follow a structured phonics programme called Read Write Inc. This ensures a very structured approach to teaching phonics, beginning with the teaching of individual sounds, moving onto sound blending and introducing children to multi letter sounds (e.g. ay, igh, ough). From here children learn to read and write words and sentences using their knowledge of letter sounds. Throughout the programme children work in ability groups and lessons move at a pace suitable for the children. Children are assessed, by the RWInc Manager, every 8 -10 weeks to ensure progress is being made and it is at this time that children can be moved from one group to another.

Extended Writing

Extended writing occurs every 2 weeks depending on the amount of self and peer evaluation. Upper KS2 children spend more dedicated time on the draft and editing process. Extended writing takes the place of one English lesson. Year 1 children introduce extended writing from the Spring Term. This writing session can be linked to the English or Curriculum topic and throughout the year should encompass a variety of genres. Children are provided with quality feedback following each extended writing session in the form of 3 points to improve annotated onto the work, 3 points which they have achieved annotated onto the work and a written comment which feeds back against:

Use of features of text type

Response to stimulus

Emergent VCOP

And one immediate target

Whenever it is possible creative links should be made with other curriculum subjects.

Writing

Children from Foundation Stage to Year 6 should be given opportunities to write and the links between reading and writing should be made explicit. Children should be made

aware of the importance of planning their writing. In the Foundation Stage, this may be telling the teacher what they are going to write, whilst in Key Stage 2 it may involve a planning grid and/or draft copy.

In the Foundation Stage, children should be encouraged to use emergent writing and any phonic knowledge to write freely (Emergent Writing), but should also see writing modelled by the teacher in Shared Writing sessions and phonics lessons. By the end of Reception, most children should be confident in all their alphabet sounds and using this knowledge to begin to spell simple words and write basic sentences.

In Year 1, children use their phonic knowledge to write simple sentences. By Year 2 children should be extending their own writing and considering their audience. In KS2, children should be writing independently and should begin writing in a variety of genres, for a variety of audiences. Before children are able to write they will need to see the process modelled and it is necessary that this happens in the classroom during the English lessons. Writing occurs throughout the entire curriculum. Cross-curricular writing for example is used with story writing in Religion, non-fiction writing in science, history and geography. **Rules and strategies used when writing during English lessons, will be applied in all subject areas.**

Children should be encouraged to consider grammar and punctuation whilst writing from a very early age. It is also important that children are given reasons for grammar and punctuation (a comma is a short breath when reading what is written) and that these reasons are closely linked to reading and speaking and listening. **Staff are provided with a grammar framework and whenever possible grammar is not taught as standalone activities.**

Reading

Children in Foundation, KS1 and KS2 need to be provided with an inviting environment that promotes reading. (All classrooms should have a designated reading area). The school has a library area in addition to these. All classes are timetabled a weekly slot in the library in which to read for pleasure or research the current topic they are studying.

In Foundation Stage, children initially take home class story books to share at home which encourages pre-reading skills. When the class teacher deems a child is ready, the child will be provided with a scheme reading book. Advice is given to parents on how to support quality reading experiences. Much class-based reading will take place in the English lesson; however, this alone is not sufficient. In order to support this, the school has booster reading session for all classes delivered 1:1 by our volunteers or mid-day supervisors who have all received training. As part of the Right to Read scheme we also have 3 volunteers who visit once a week from Johnson Matthey. At Mill Lane we try to

ensure that our children have the opportunity to read every day and to share books at home.

To provide a wider range of reading experiences the children work through a variety of reading strands from the Oxford University Press (OUP). To offer even more breadth the children are given the opportunity to select the book they wish to read at the appropriate banded book. This allows the children some independence, which fosters enjoyment in reading. All children take home a reading record so that parents and carers can comment on their reading success.

KS1 reading should be taught using a variety of strategies, including phonics, picture clues, reading on, reading back, reading for meaning etc. and where necessary this should be continued throughout KS2. In Reception and Year 1 reading is taught alongside the RWInc Programme.

Children will need to see the teacher modelling reading in order to learn how to add vocal expression, punctuation and dramatic affect to their own reading. This should take place in all classes from Foundation Stage to Year 6. Classes share a story together as often as possible.

Methods for Promoting Reading

- Book area - so books have a high profile in every class
- Attractive displays of books in the classrooms and Library
- Fiction book of the week/ shared stories with the class
- Non-fiction book of the week
- Book reviews - oral or written
- Favourite authors
- Listening stations/ e books/ ipads
- Computer based programmes
- Library visits

Speaking and Listening

Throughout Foundation Stage, Key Stage 1 (KS1) and Key Stage 2 (KS2), children need to be given opportunities to express their ideas in speech, to describe their own ideas, to make plans and to take part in discussions.

In parallel with this, they have to learn to listen to others and to absorb what they hear. They have to learn the conventions of conversation, taking turns, allowing others to speak, responding appropriately to what has been said and valuing the opinions of others.

In order to support this ethos, staff in Key Stage 1, EYFS and our Additionally Resources Provision (ARP) have had intensive new training on semantics led by a trained specialist language acquisition teacher from Australia and our specialist ARP teacher.

This was called Tracks to Literacy and teachers in EYFS and KS1 are using this within their teaching to help children with language acquisition skills.

All members of staff at Mill Lane Primary School have the responsibility to ensure that all children are empowered to speak and express their ideas. Children should be encouraged to speak in a range of contexts and, as they grow older, adapt their style of speech appropriately.

Speaking and listening permeates all areas of the curriculum. Children learn from early on, to plan their work, listen to the plans of others, recall and assess their work and to listen while others recall. It is only when speaking and listening skills have been developed that children can effectively work co-operatively and collaboratively.

Informal Activities to Promote Speaking and Listening.

- Telephones in the Role Play Area
- Shared play (work) areas
- Reading and maths games
- Shared reading of information texts, atlases, etc.
- Interactive displays

Structured Activities to Promote Speaking and Listening

- Drama activities
- Circle time
- Show and share/tell time
- Oral dictations (spellings)
- Shared and guided reading
- Telling or reading a story to/with a class
- Class debates
- Speeches and persuasive arguments/discussions
- Play scripts
- School productions and assemblies
- PSHCE lessons

Many of these activities will be delivered as part of their English lesson. However other opportunities are given throughout the day to encourage and facilitate speaking and listening.

Equal Opportunities

As a staff we endeavour to maintain an awareness of and to provide for equal opportunities for all our pupils in English. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published materials we use with our pupils, and this policy is informed by these respective policies. Big books, posters, books and teacher resources support multicultural aspects.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

In our school, we are continually assessing our pupils and recording their progress.

We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Assessment is carried out on three levels.

Short term assessments are an informal part of every lesson and are closely matched to the teaching objectives. These tend not to be recorded because they are for the teacher's immediate attentions and actions. Children are given feedback and targets through marking and discussion.

Medium term assessments are carried out throughout the term by teacher assessment in line with the SPRINT documents. Through those assessments, data is recorded in SIMs. SPRINT tracking sheets allow the SLT and English Leader to identify children with differing needs or issues. The SPRINT system records children's attainment against the 2014 curriculum for reading and writing. See assessment policy for further details.

Long term assessments are carried out towards the end of the school year when pupils' attainment is measured against school and national targets. These will be made through statutory KS1 SATs in Year 2 and KS2 SATs in Year 6. This information will then be passed to the child's next teacher or school.

Resources

There are a wide range of resources to support the teaching of English across the school. All classrooms have dictionaries and Y2 - 6 have thesauruses. All classrooms have a selection of fiction and non-fiction texts. Staff have also had training on a reading comprehension scheme called Cracking Comprehension which has a range of texts and questions appropriate to each year group. Access to the Internet is also available in the computer suite and in the classroom via laptops or iPads. The library contains a wide range of books to support children's individual research and to encourage reading for pleasure.

Special Needs and ARP

Mill Lane benefits from having an Additional Resourced Provision (ARP) for children who require specialist teaching due to Speech and Language difficulties. All staff can benefit from the wealth of expertise and resources within this unit.

Wherever possible we aim to fully include SEND pupils in the daily English lessons so that they benefit from working with the whole class and by listening and participating with other children. If a child's needs are particularly severe they will work on an individualised programme written in consultation with the appropriate staff.

Children who are more able

Where possible, more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to extend and challenge them. Very occasionally special arrangements will be made for an exceptionally gifted pupil. For example, during RWInc, children may attend lesson with children in an older year group.

Roles and Responsibilities

Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching

Subject Leader

- To have an impact on raising standards of attainment for English across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for English across the whole school that meets the needs of our children.
- To manage the professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.
- To implement a regular and effective programme of analysis of children's work sample monitoring.
- To implement a regular and effective programme of analysis of short-term planning.
- To ensure there is regular reviewing and monitoring of English Targets.
- To effectively manage any funding designated to English.

Class Teachers

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for English across the whole school to meet the needs of our children
- Make effective use of Assessment for learning within English.
- To ensure work is differentiated to enable all children to reach their full potential.

Conclusion:

This policy should be read in conjunction with the following school policies:

1. School SEND offer
2. Handwriting Policy
3. Subject Overview Document
4. Grammar Coverage
5. Genre Coverage
6. Spelling Coverage (RWInc Year 2-6)

Signed and dated:

Head Teacher

Chair of Governors