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Mill Lane

Primary School

English Policy

November 2018

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| Updated 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 EYFS and KS1, children follow a structured phonics programme; Read Write Inc. by Ruth Miskin. Mill Lane has altered the scheme slightly, so that phonics and reading skills are taught discretely for half an hour each morning. All children can then take part in an English lesson lasting 45 minutes. This has enable staff to fully cover the National Curriculum objectives.

The teaching of spelling from Year 2-6 is covered by the PiXL 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 Nelson script for EYFS, KS1 and Year 3 and cursive script for years 4, 5 and 6. We intend to gradually phase out cursive script.

**Aims and Objectives**

Mill Lane is a multi-lingual and multi-cultural school. We are determined to improve the vocabulary of all of our pupils. Developing vocabulary dramatically boosts the ability of children to thrive in all other areas of the curriculum. By having a **minimum of 10 new words** taught in every class per week, we hope to achieve the following targets:

• To help pupils become confident, independent enthusiastic and reflective readers.

• To develop resilience and pace with reading through contact with challenging and substantial texts.

• To support pupils through the planning, drafting and editing process of writing.

• To teach the rules of grammar, spelling and to encourage the use of appropriate vocabulary in order to produce meaningful writing.

• To encourage children to listen effectively so that they can improve their understanding learning.

• To show children how to communicate effectively for a range of circumstances.

**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 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 or 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. 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.

In the Foundation Stage language and literacy development are incorporated in 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 Literacy 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 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 Literacy (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 children have the time to achieve and consolidate objectives, before moving to the next year group.

Year groups accessing RWI phonics, use the daily adapted daily lesson plans provided.

**The English Co-ordinator monitors short term planning during lesson observations.**

**Organisation**

In Reception phonics lessons happen every day. The children are taught in ability groups. When children start in Reception, the organisation is more flexible building up to a daily 30-minute lesson in the summer term.

In KS1 English lessons occur five times a week and last up to 45 minutes, to accommodate the RWI and Reciprocal Reading sessions also taking place

Reciprocal Reading sessions take place 4 times a week for all children who no longer access the RWI phonics programme. In KS2, these take place outside the English session which lasts for approximately 60 minutes. Across all key stages, 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.

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 Nursery, children are introduced to letters when it is deemed appropriate by the class teacher. They follow the EYFS version of Read Write Inc. In Reception, Year 1 and if required Year 2, children follow an adapted version of the phonics programme RWI. 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. All pieces of extended writing should be recorded in the children’s curriculum books. Children are given feedback in line with the current marking policy and should ‘polish’ work using purple pens when needed. Staff are encouraged whenever possible to add challenges to children’s writing to help further learning and expectations.

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

**Writing**

Children from EYFS 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 EYFS, 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 use 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. All pieces of extended writing should be recorded in curriculum books. English skills are recorded in a separate book. **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 Reception and Year 1 should have the opportunity to take part in a guided reading activity. The teacher should read with a different guided reading group each day and the text for this should be matched to the child’s reading ability.

All children who have completed the RWI Phonics programme will take part in a reciprocal reading class. All children (with the possible exception of some SEND pupils) access the same text. Pupils are explicitly taught 10 new words each week, which are linked to the text. Classes spend up to 2 days clarifying and deconstructing the text, and then complete a further 2 days answers a range of SATs style questions. During all 4 days, different reading strategies are taught to help broaden the range of skills available for the children to use.

Children in Foundation, KS1 and KS2 need to be provided with an environment that promotes reading. (All classroom 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.

Foundation Stage children initially take home class story books to share at home, encouraging 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. Children should 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 OUP. To offer even more breadth the children are given the opportunity to select the book they wish to read at the appropriate colour coded book band. This allows the children some independence, which fosters enjoyment in reading.

All classes have a Reading Record File in which a record is kept of the children’s books read and comments are made to move children’s reading on. 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 Read Write Inc 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
* 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.

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. The 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 Home 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 Literacy. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published material we use with our pupils

**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 every term. The children will complete the Rising Stars writing assessments and PiXL reading and SPAG assessments. Staff also update the PiXL PLCs (Personalised Learning Checklists) twice each term and this information is to be stored on the staff shared area. Through those assessments, data is recorded on SIMs. The tracking sheets allow the SLT and English Co-ordinator to identify children with differing needs or issues. 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.

**Resources**

There are a wide range of resources to support the teaching of English across the school. All children in KS2, and when appropriate Year 2 pupils, access the Reading Plus scheme through ICT equipment. These sessions take place for 20 minutes 3 times per week. Children are also able to access this resources from home. All classrooms have dictionaries and Y2 – 6 have thesauruses. Each classroom has sets of reading comprehensions appropriate to their year group and can access Cracking Comprehension from the school system. All classrooms have a selection of fiction and non-fiction texts. Access to the Internet is also available in the computer suite and in the classroom. There is a range of ICT equipment which can be used e.g digital cameras. The library contains a wide range of books to support children’s individual research and to encourage reading for pleasure.

**Special Needs**

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. However, on advice of our SENCo, or other specialised professionals, an individualised programme written in consultation with the appropriate staff may be followed. When needed, children can have access to the wealth of expertise on offer in Mill Lane’s Additional Resourced Provision. There are also 3 specialised TAs who deliver specialist interventions at the direction of the SENCo

**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 maintain their involvement. Very occasionally special arrangements will be made for an exceptionally gifted pupil. For example, they may attend lessons in the next year group or follow an individualised programme.

**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 Manager**

• 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.

• 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 ensure a regular and effective programme of analysis of children’s work sample monitoring is in place.

• To ensure a regular and effective programme of analysis of short-term planning takes place.

• 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 Literacy 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.

**Signed and dated:**

Head Teacher ………………………………………………………………………………………………..

Chair of Governors …………………………………………………………………………………………