

TANKERSLEY C of E (A) PRIMARY SCHOOL

ENGLISH POLICY



English Policy 2018-19

Why this area of learning is important?

We believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing, speaking and listening skills to enable children to become confident and successful in their literacy. We follow the National Curriculum and other guidance to enable quality learning and teaching to take place.

Subject Aims

The overall aim for Primary English at Tankersley Primary School is that by the end of Y6 children:

- read and write with confidence, fluency and understanding;
- use the full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- Have an understanding of key grammatical features
- have an interest in words and their meaning and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structures through basic literary ideas of setting, character and plot;
- understand, use and are able to write a range of non-fiction texts;

- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- are interested in books, read with enjoyment and evaluate and justify their preferences;

Curriculum and School Organisation

We use the National Curriculum, Cornerstone termly tests and gap analysis grids, RWI Phonics and Spelling Schemes and the EYFS curriculum guidance as the basis of our planning for English.

We believe in a cross curricular approach to learning and providing children with high quality first hand experiences wherever possible in order to provide opportunities for them to use and apply the literacy they have been taught.

Children are encouraged to make links between subjects and to make choices about the ways in which they record their writing.

Subject specific skills are taught and children have opportunities to develop their skills in a variety of groupings.

Foundation Stage

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning.

The teaching of English in FS will include:

- a wealth of opportunities to develop and experience speaking and listening;
- experiences that develop gross and fine motor skills through play and RWI phonics or handwriting activities;

- sharing and enjoying a range of rhymes, songs, stories and books;
- immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;
- focus activities that teach children early communication language and literacy skills.

KS1

At the beginning of Year 1, the assessments from Foundation Stage are passed on in order to enable the planned work to follow a smooth transition.

The teaching of English in KS1 will include:

- Explicitly taught and planned sessions following the guidance and objectives of the English National Curriculum;
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- SPAG warm ups
- Word level work with explicit teaching of phonics and spelling using the Read Write Inc. scheme.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- Letter formation and handwriting taught and modelled using the RWI scheme.

- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.
- Drama into writing activities
- Phonics taught using the Read Write Inc. scheme.

KS2

At the beginning of Year 3, the teacher assessments and the statutory tests will enable the planned work to follow a smooth transition.

The teaching of English in KS2 includes:

- explicitly taught and planned sessions following the guidance and objectives of the English National Curriculum;
- word level work with explicit teaching of spelling strategies and rules and phonics where required using the Read Write Inc. scheme.
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- text level work involving reading a range of genres to develop comprehension skills and scaffold writing;
- a range of text types, including cross-curricular writing, modelled to promote sustained composition;
- handwriting and presentational skills taught and modelled using the RWI scheme.

Immersion in a print rich environment that promotes a reading culture and develops

- Speaking and listening.
- Drama into writing activities
- SPAG warm ups

Phonics

We use a highly structured phonics scheme which has lively and vigorous teaching. This begins with the common 44 sounds in the English language and how to sound blend words for reading at the same time as developing spelling skills. Pupils learn to read a range of lively story books with the words they can decode so they achieve early success in reading.

The more sounds they know the greater the range of texts they can read.

Pupils are working in mixed year groups with their Read Write Inc. teacher at the correct level for their phonic and reading ability.

Children are taught phonics in small differentiated groups following the Read Write Inc. scheme.

Read Write Inc. is used to support children in KS2 who are experiencing difficulties with spelling and reading strategies.

All Foundation stage, KS1 teachers and all teaching assistants have received Read Write Inc. training.



Reading

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms, and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. High priority is given to reading in all classes.

Reciprocal strategies are used to develop decoding and comprehension skills daily in guided sessions. Pupils learn to use the Canine Pals to improve their understanding of the reading content domains.

Children are encouraged to read at home and home reading tokens are given out in daily group reading sessions to pupils who have read at home at least 3 times that week - a weekly reading raffle takes place in Sparkle and Shine assembly each week. On a weekly basis children on the RWI phonics scheme take home the story book that they have been studying that week alongside a 'Book Bag' book that matches the phonic ability level of the child. Children not on the RWI phonics scheme take home two book banded books from the library.

Reading areas in the classroom are inviting and lively with space for the children to sit and read. Children visit their class and school libraries regularly to change their books. Pupils in Y6 are reading ambassadors and regularly take part in peer reading sessions with Y1 and Y2 pupils to encourage reading skills across school.

We are developing a good range of fiction and non-fiction books in our new school library which will be updated in light of planned themes. Children are encouraged to borrow school library books to take home.

The reading environment

The print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom the reading area is attractive and inviting, books are clearly accessible and regularly changed to maintain

children's interest. Themed displays are encouraged along with opportunities to write book reviews and show homemade books. Books are also displayed and promoted around the classroom, school library and the whole learning environment of the school.

Book, audio CDs and interactive stories along with story props and puppets enhance the reading environment and support the development of reading.

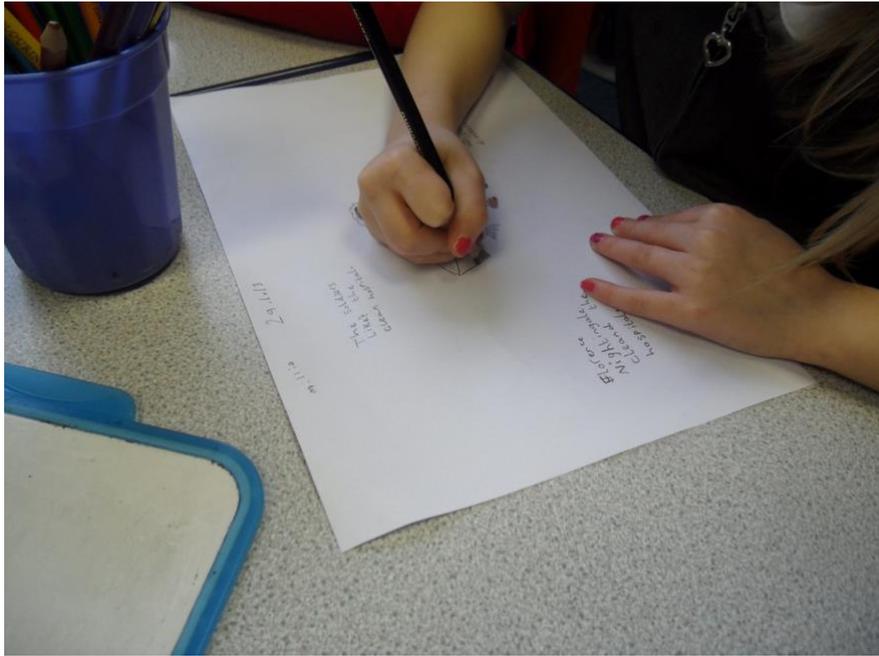
Children visit the library during guided reading sessions.

Writing

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Sentence structure and punctuation along with text level skills are taught alongside the creative aspects of writing. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing is taught through:

- Shared writing that is modelled by the teacher with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to English sessions and is also taught within Foundation subjects.
- TAs support significant groups of pupils to lead the development of writing according to pupils' individual targets.



Independent writing.

Throughout the school children are provided with opportunities to develop their confidence and practice their writing skills. All writing activities have a purpose and quality is promoted through publication or presentation to another audience. Writing strategies are modelled and independent writing is supported through the use of dictionaries, word banks and the English learning/working wall.

Extended writing is key to ensure our pupils have the opportunity to apply spelling, punctuation and grammar skills to their work. Each pupil should complete an extended piece of Big Write following input from a theme of work (usually on a Friday- fortnightly in KS2).

Highlighters are used to identify aspects of SPAG for each piece of writing.

Follow up from the Big Extended Write is built in on the following day - e.g. Up levelling a piece of work / Mystery author/Grammar detectives.

Each half term a piece of Big Extended Write is assessed using the Writing Standards (Y2 and Y6 use end of KS standards) to ascertain where the pupil is in their writing.

Writing Feedback

- **Perfect presentation posters (PROUD)** - teachers will ensure that pupils in their class demonstrate the highest standards of work and adhere to the agreed principles as outlined in the posters.
- **Teacher & pupil feedback on Learning Objective** - teacher and pupil will assess against each element of the objective in the success criteria.
- **2 stars and a wish for an extended write** - **Teacher feedback (Blue pen)** teacher will give feedback which is succinct, short and clear relating to the lesson objective/year group standards.
- **Polishing learning-responding to teacher feedback (Green pen)** - pupils will explain their learning, address misconceptions and next steps using green pen (time should be given for this to allow for consolidation and progress).
- **AFL Peer and self-marking (Red Pen)** - pupils can peer assess and self-assess against their learning objective using red pen.

Writing environment

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms have attractive and well-equipped resources for writing that children can access through writing areas or tables. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

Handwriting

- We promote the highest standard of work and consistency of approach with our pupils.
- **Perfect Proud Presentation Posters** are displayed in each class and teachers ensure these are used by the pupils. The acronym PROUD reminds children how to set out work neatly in books.
- A short handwriting session is taught daily to promote the highest standards.

- Strategies - *BBC-bottom back chair*, *Spare hand on work* and *Feed the dinosaur to hold your pencil* are encouraged at all times.
- Children are awarded a pen licence and a school pen when they are using neatly joined writing.
- A piece of quality handwritten work is sent every other week to the head teacher for sparkle and shine assembly for the handwriting of the week award. One piece is selected and framed in the school entrance on a special stand.

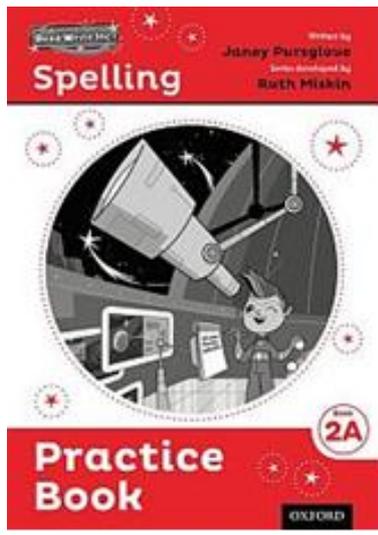
Speaking and listening

In line with the English National Curriculum, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of English.

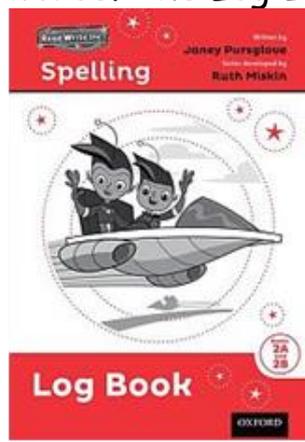
Speaking and listening skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, debates and drama activities. Kagan structures are used to encourage discussion.

Spelling

We use the Read Write Inc. Spelling scheme which ensures each child is prepared for the spelling component of the Year 6 Grammar, Punctuation and Spelling Test. It comprises of engaging online resources; Practice Books with a range of activities and Log Books to track progress. The scheme provides tightly time-tabled units of work for each year group from year 2 to 6, based on a regime of rapid-fire daily sessions. The daily activities take approximately 20 minutes.



The logs are for children to record their spellings for revision and ongoing self-assessment. The children will bring home their Log Book and will be encouraged to share with parents and other family members who can help them practise spelling their weekly selection of words. The Log Books must be returned to school every day.



Curriculum Management

The Head teacher will:

Set high expectations and monitor teaching and progress.

Encourage a whole school approach, keeping parents, governors and all support staff well informed.

Support the co-ordinator and individual teachers.

Regularly review the English Action Plan within the Developing Excellence Plan.

Set targets for teachers for performance management.

The subject leader will:

Manage the implementation of the policy, evaluating its impact and effectiveness and liaising with staff to update on a regular basis.

By engaging with current educational research and developments and keeping staff abreast of relevant developments;

Carry out staff audits in order to identify needs and arrange/lead INSET so that all staff are confident in how to teach and assess all aspects of English and have good subject knowledge.

Set whole school English targets based on evaluation of assessment data to develop the subject - Reading Writing, Speaking and Listening, EYFS CLL.

Work with the SLT to analyse all available data and identify areas for development.

Write and action the English Action Plans and evaluate the impact.

Lead by example showing a thorough understanding of the subject.

Offer support to teachers in planning, teaching and assessment.

Work alongside the Head teacher to monitor and evaluate planning, teaching and learning.

Ensure resources are appropriate and organised.

By ordering/updating/allocating resources;

By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;

Ensure parents are encouraged to develop positive attitudes to English and actively support their children when homework is given.

Ensure parents are kept well informed of their children's progress.

Liaise with receiving schools.

Governors will:

Be well informed through the leadership of the Head teacher, English Subject Leader and English Governor.

Support the staff in implementing the school's policy for English.

Monitor and review the progress of the English Action Plan.

The SENDCO will:

Support the English co-ordinator and teachers in identifying children with special needs and encourage whole class inclusion where possible.

Support staff in using the objectives in the English National Curriculum / B Squared document when preparing individual education plans.

Be aware of intervention materials and ensure they are used effectively.

Have an overview of all interventions and the evaluation of their impact.

Inclusion

All pupils, regardless of race or gender, have the opportunity to learn English at their own level. The school promotes equal opportunities and fairness of distribution of English resources.

Children with other languages at home are encouraged to use them for educational benefit.

Positive images of use of English by people of both sexes will be promoted.

Class Organisation and Teaching Style:

At Tankersley C of E Primary School, teachers are responsible for their own lesson organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the school. During English sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of lesson organisation is determined by the learning objective. Differentiated success criteria support children in accessing and fulfilling the Learning Objective and setting new targets. Where ever possible lessons involve interaction with visual, auditory and kinaesthetic prompts. Children access models and images to support their understanding. ICT is used where it enhances the teaching and/or learning.

Assessment, Record Keeping, Reporting

The children's English books are scrutinised frequently to monitor standards and progression.

Children are aware of targets as in KS1 and KS2 the children have pupil friendly target sheets in their home/school reading record books. Targets are reported to parents / carers during parents' meetings

Children on the Read Write Inc. scheme are screened every 6 to 8 weeks. Their progress is analysed and they are placed in the group which matches their correct level for their phonic and reading ability.

In KS1 and KS2 children complete termly formal reading and SPAG Cornerstone assessments, the results of which are analysed.

Progress in reading and writing is reported to the head teacher on a termly basis.

Monitoring

The English subject leader and members of the SLT carry out a range of monitoring activities including:

- lesson observations

- work scrutiny

- moderation of work

- planning

- pupil interviews

- views of other stakeholders

some of these activities are supported by the designated member of the governing body.

English is an integral part of the three year 'Subject in the Spotlight' cycle however due to the fact that it is a core subject the monitoring is more detailed and frequent and follows the annual monitoring cycle.

Evaluation/review

There is an annual review of this policy led by the subject leader

Review September 2018

Next review September 2019