



Moorlands Primary School



“Anything is Possible!”

English Policy

Introduction

This policy outlines the teaching, organisation and management of the English taught and learnt at the Moorlands Primary School. The school’s policy for English is based on the National Curriculum expectations. The implementation of this policy is the responsibility of all the teaching staff.

The teaching and learning in English follows our teaching and learning policy which is based on the Rosenshine’s principles of instruction (2012).

These are drawn from the following three sources:

1. Research in cognitive science
2. Research on the classroom practices of master teachers
3. Research on cognitive support to help pupils learn complex tasks

Teaching English

English involves the ability to read and write, however, it is also the capacity to recognise, reproduce and manipulate the conventions of a range of texts. Literacy and English are intertwined and it is an important aspect of our ability to communicate. There are also new forms of English (on-screen English and moving image media) to consider alongside the more traditional print English. English is important because it enables pupils to gain access to the subjects studied in school, to read for information and pleasure, and to communicate effectively. Poor levels of English impact negatively on what pupils can do and have a negative impact on pupils’ self-esteem.

Aims:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Use grammar and punctuation effectively.
- Understand spelling conventions.
- Produce effective, well-presented written work.

Teaching time

English:

Each class teacher will provide English lessons lasting for 60 minutes in Key Stage 1 and Key Stage 2. Classes have an extended writing session which allows pupils to write independently using the skills that they have been taught, this session can be fortnightly or weekly depending on the amount of skills taught for the genre. This enables class teachers to assess pupils’ understanding of narrative and non-narrative structures as well as providing pupils and class teachers with their next step targets.

A 60 minutes lesson in Years 3- 6 will usually be structured: (Year 1 and 2 are a shorter session due to the Read Write Inc session)

- Challenge session which revisit previous knowledge from the year group and previous year group to consolidate knowledge linked to the Rosenshine principles. This can be spelling, grammar or punctuation knowledge and skills.
- The main teaching activity - This will include both teaching input and pupil activities and a balance between differentiated whole class, grouped, paired and individual work. This can also include support staff or HLTAs leading a guided session in the exposition and independent task. The class teacher will use the Rosenshine principles to model, scaffold, ask question and develop the progression of knowledge in small and manageable chunks.
- A plenary will revisit, share pupils' examples and reflect on pupils' knowledge and understanding. This will involve work with the whole class to identify progress, to summarise key facts and ideas, peer / self-assessment and discuss next steps.

Writing:

Aims:

Pupils should learn to:

- Write in different contexts and for different purposes and audiences.
- To use Kinetic letters to form letters correctly, leading to a fluent joined and legible handwriting style giving increasing regard to presentation. Expectations that it is joined by the end of Year 3.
- Be increasingly aware of the conventions of writing including grammar, punctuation and spelling.
- Plan, draft and edit their writing to suit the purpose.

Reception, Year 1 and Year 2

These classes follow the structure of Read Write Inc (this includes targeted pupils in Years 3 and 4) – please see the phonic policy for additional information. These sessions include a speed sound session, reading of the fully decodable book, comprehensions, spelling and writing session. Children daily take home 3 books, two fully decodable books (1 familiar text, 1 unfamiliar text) and one book to share with an adult that is not fully decodable.

Pupils also have additional reading exposure in a shorter English session in Year 1 and 2.

Reading Owl Sessions in Key stage 2:

Moorlands Reading is based on gaining **WISDOM**: Owls are used to represent each reading domain.



W – domain 2a – finding and explaining the meaning of words in context.

I – domains 2b and 2d – using clues to understand a story.

S – domain 2c – summarising the main ideas from a text.

D – domain 2h – making comparisons within a text.

O – domain 2e – predicting what might happen based on what has already happened.

M – domains 2f and 2g – identifying how words and information in a text adds to the overall meaning as a whole.

These are taught to develop phonic knowledge, decoding and comprehension skills a 30 minute reading workshop is taught daily in Key Stage 1 and Key Stage 2.

In addition to this, Key Stage 1 use Letter and Sounds to help support learning and phonics. In Key Stage 1 all groups have a member of staff so that misconceptions can be addressed immediately. In Key Stage 2 pupils are taught discrete reading skills weekly which link to the National Curriculum domains.

Aims:

To enable pupils to:

- Develop positive attitudes to reading so that it is a pleasurable and meaningful activity.
- Use reading skills as an integral part of learning throughout the curriculum.
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding.
- Develop their stamina for reading.
- Develop different strategies for approaching reading and to be able to orchestrate the full range of strategies.

Phonics:

Phonics is taught through Read Write Inc and supported by using only Read Write Inc materials to ensure an engaging and interactive experience. Phonics is taught in small groups daily and can involve pupils from different year groups being taught together, it is fundamental in pupils' decoding skills.

Spelling, Grammar and Punctuation:

To develop pupils' understanding of grammar, spelling and punctuation challenge starters and/or discrete grammar sessions are taught. Pupils in Reception – Year 2 are taught spellings daily through the Read Write Inc programme. High Frequency words are taught 5-10 minutes daily and in upper Key Stage 2 it is taught based on pupils' needs.

Long term planning is provided for Years 1-6 to ensure that grammar, spelling and punctuation are taught systematically and that there is progression across the school. This is based on the 2014 National Curriculum.

The ability to spell easily enables an individual to become a more effective writer. When spelling becomes automatic, more thought can be put into what is written. The English Language is not a regular language but is systematic and patterned. Learning to spell is a process of working out such patterns and applying them to new words. Learning to spell is not just learning a list of words. It is a developmental process of learning to apply different strategies appropriately.

Aims:

To enable pupils to:

- To encourage pupils to write independently.
- To encourage creativity and the use of more ambitious vocabulary.
- To develop and teach pupils to use spelling strategies for spelling confidently
- To enhance skills of proof reading.

English planning sequence:

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. Usually, though not always, the teaching sequence for reading and writing will be used as a framework.

Read and respond	Introduction to read, enjoyment, teach reading strategies, response
Analysing	Analysis of texts for structural and language features; teacher demonstration of usage of sentence and word level features; further consolidation of key features.
Planning and writing	Talk for writing, planning, drafting, and revising, editing, peer assessment in the drafting, revising and editing phases.

Subject specific texts that link to work being undertaken in other areas may also be used in English lessons to support the wider curriculum. Teacher's use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. A learning wall is used as a visual aid and prompt for the structure of writing and developing of writing at all phases of the unit.

Modelling of writing by the Teacher is paramount to develop pupils writing and thought process.

Teachers encourage '**TALK FOR WRITING**' as an integral part of the process in KS1 and lower KS2.

Cross curricular work and homework

The English lessons will provide opportunities for the pupils to practice and develop their written and reading skills to prepare them for their future learning. These may be extended through cross curricular link activities or homework. These activities will be short and focused reflect the narrative and non-narrative skills being taught in their lessons. Links between English and other lessons are fundamental in the pupils' learning.

English underpins the school curriculum by developing pupils' abilities to speak, listen and communicate, to think, explore and organise. This includes helping pupils to express themselves orally and in writing. **It is important that children understand we learn to read so we can read to learn.**

School and Class Organisation

- We cater for pupils who are more able where possible within their own class through differentiated group work and extra challenges. When working with the whole class, teachers will direct questioning towards the more able to maintain involvement.
- We cater for pupils with particular needs by involving all pupils through differentiation and providing support through the use of resources, visuals, scaffolds and adult help.

- Pupils with special educational needs will be catered for by differentiation both in questioning and by task throughout the English lesson. All pupils benefit from discussing and listening to each other in developing their vocabulary and word choice when writing. A pupil whose difficulties are more complex may need to be supported with an individualized programme and adult support.
- We work in Reception from the Early Years Foundation Stage documents. In Reception the class will be organised to promote social skills and the development of the early learning goals for listening, attention and understanding and speaking. The prime areas, including communication and language, personal, social and emotional development to help to support and structure the pupils learning of English.
- Pupils work individually, in pairs or in groups depending upon the tasks set. Talk for writing and reading is encouraged to develop pupils speak and language skills. Pupils are also involved in role play linked to the stories that they have been focusing on.

Resources:

A range of resources to aid reading are used across the school from Read Write Inc resources, Big Cat books, Oxford Reading Tree (Treetops, Project X) and also a range of 'real' books.

Reading books that are taken home are also banded using the PM Benchmarking in Key Stage 2. Bands are placed around the bottom of the spine and are stored outside Years 3, 4, 5 and 6. Reading books in Key Stage 1 follow the Read Write Inc programme.

In Reception through to Year 2, children are given three reading books: two fully decodable books (1 familiar text, 1 unfamiliar text) and one book to share with an adult that is not fully decodable.

Computing

ICT is used in various ways to support teaching and motivate children's learning. ICT will involve interactive whiteboards, laptops and audio-visual aids. They will however only be used in a daily English lesson when it is most efficient and effective way of meeting the lesson objectives.

Planning

Long term and medium term planning is structured following the guidance set out in the National Curriculum 2014. The planning structure for each year is centred around using 'Real Books' to promote reading for pleasure, raising awareness of a range of authors and giving pupils the chance to become immersed in the story. The units from the Primary Framework for English are provided to Staff as a guide except where there is no longer the requirement for certain genres to be taught e.g., Year 1 non-chronological reports. The 'Real Books' provides the stimulus for narrative and non-narrative structures and allows the teaching of key skills to be revisited more often in a year to ensure that key skills are embedded.

The use of 'Real Books' however still relate to the three phases of the English framework in order to ensure the progression and understanding of key skills:

Phase 1: Immersion in the text – reading, comprehension and understanding skills

Phase 2: Capturing ideas – rehearsing their writing ideas. Modelled and shared writing can be used in the teaching.

Phase 3: Writing: modelled and shared writing is paramount. Pupils using the skills they have learnt to produce a piece of independent writing.

A short- term pro-forma or PowerPoint presentations are used to plan weekly, which should include clear learning objectives, tasks, activities (differentiated) and grouping for the three main parts of the lesson, success criteria, resources, vocabulary, use of support and any homework set.

Assessment:

Assessment takes place at three connected levels: short-term, medium-term and long term. These assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment. Teaching using a book, as a stimulus will need careful initial and on-going planning, informed by an assessment of pupils' learning. Teachers review the over view objectives covered half termly to ensure that skills are embedded.

Short-term assessments will be an informal part of every lesson to check understanding of the key skills and provide the teacher with information, which will help to adjust day-to-day lesson plans.

As independent writing is done to assess pupils' knowledge and skills of a particular genre, this is used for assessing pupils' skills over the half term. Monitoring ensures that a range of narrative and non-narrative writing is taught in order to assess pupils' progress. Long term assessments will take place towards the end of the school year to assess and review pupils' progress and attainment. These will be made through compulsory National Curriculum reading and spelling, punctuation and grammar tests for pupils in Year 6 and reading, writing and spelling tests in Year 2, supplemented by the optional assessments for years 3-5. Termly assessments (Nfer) for reading and grammar are completed from Year 1-6 and reading in Reception from the spring term. Year 6's assessment of writing is now based on the teacher's assessment of a wide selection of pupils' writing. Teachers will also draw upon their class record to produce a summative record. Accurate information will then be reported back to parents and the pupil's next teacher.

Phonics is continual assessed (see phonics policy). In Year One a compulsory phonics test is undertaken. Any pupils that do not reach the required level are targeted in Year Two through Intervention groups and are re-tested the following school year.

Peer and Self-Assessment

Pupils are involved at least weekly in assessing both their own and their peer's work. The strategies for constructive comments are taught throughout the school. Purple pens are used to edit sustained and assessed writing.

Target setting

Personal targets for English; reading and writing should be set and reviewed regularly, based on information gathered from monitoring and evaluation. These targets are kept in their books and dated when they apply the skill. These skills have to be seen consistently in order to be achieved.

English Leader

- To lead English within the school, across the key stage.
- To secure high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.

Responsibilities:

To the Head teacher

- Lead, manage and monitor the implementation of the primary framework, including monitoring the quality of teaching in the classrooms.
- Ensure that English, reading, writing and phonics remains a high profile in the school's development plan.
- Deploy support staff to maximise support for the Strategy.

To liaise closely with the opposite Key Stage colleague in order to:

- To be a role model and demonstrate good practice.
- Keep the written policy up to date.
- Review the scheme of work for English in line with the requirements of the Primary Framework.
- Encourage and support staff in the implementation of the agreed procedures and closely monitor the progression of activities and consistency of approach across both year group and Key Stages.
- Manage the financial allocation to English effectively and purchase and organise all resources, ensuring they are readily available and well maintained.
- Monitor standards in English across the school through classroom observation, work scrutiny, teacher's planning, and discussion with pupils and data analysis.
- Contribute to whole-school curriculum improvement by advising on areas of strength and weakness and identifying clear targets to improve and sustain pupil achievement.
- Lead the teaching of English by example and afford colleagues the opportunity to share in good practice. Lead professional development in English in accordance with staff development needs and support and guide staff by encouraging the sharing of ideas.
- Be aware of national developments in English through reading relevant materials and attending further courses.
- Further parental involvement and knowledge by facilitating support and advice through curriculum evenings and disseminating relevant information.
- Submit regular feedback on standards in English.
- Work to achieve equality of opportunity throughout the school.