



English Policy

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Reviewed by	

Vision

At Totley Primary School, we believe that providing children with an immersive English curriculum will enable them to be effective communicators and engage with and enjoy reading and writing. Through teaching inspiring and meaningful English lessons, which are linked to topics and texts, children can benefit from a wide range of knowledge and understanding before they begin writing. We are passionate about instilling a love of English and believe that all children should achieve mastery through experiencing challenge at their level and at their pace, producing work that they are proud of.

Aims

Our aims in teaching English are that all children should:

- be effective, competent communicators and good listeners
- develop positive attitudes towards books so that they read for pleasure
- enjoy, engage with and understand a range of text types and genres whilst gaining an increased level of fluency and understanding
- develop a range of strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- write in different contexts and for different purposes and audiences
- write with awareness of the conventions of grammar, punctuation and spelling
- form letters correctly, leading to a cursive, fluent and legible handwriting style
- develop powers of imagination, inventiveness and critical awareness in all areas of English
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction, using appropriate technical vocabulary

With this in mind, our vision is to equip our children with the necessary language structures, tools and creativity to express themselves in a way that meets their full individual potential. We pride ourselves in providing opportunities to become absorbed in a range of texts and offering inspiring opportunities for written and spoken language across a rich and broad curriculum in which children are immersed. We strive to encourage a love for reading and writing, and foster creativity in order to generate lifelong writers.

Curriculum

The new National Curriculum 2014 forms the basis of teaching and learning and dictates the curriculum for English. We ensure that children cover this curriculum using the objectives and genres outlined in the National Curriculum. These objectives are covered within Learning Journeys and reading sessions. This provides progression, pitch and continuity from FS2 to Year 6. Emphasis is on the progression of skills, which are transferred across the curriculum, as teachers make links with other subjects being taught to ensure reading and writing for a 'real' purpose is prevalent.

English in Foundation Stage 2

In the Foundation Stage, children are taught English as part of the Early Years Foundation Stage Curriculum, through both prime and specific areas of learning. The Prime Area of Communication and Language comprises of Listening and Attention, Understanding and Speaking. The Specific Area of Literacy teaches Reading and Writing.

Whole class teaching of English is taught daily and learning is deepened and extended through adult led focus groups. Each child will have two focus group sessions per week, one with a teacher and one with a teaching assistant. In the Summer term, independent literacy activities are introduced so that children complete a literacy based task each day. This supports children with their transition to KS1. Daily differentiated Phonics is taught using the LCP planning which follows the Letters and Sounds.

Planning

Teachers will plan a Mastery Learning Journey (see teaching and learning) for each unit of work. This will vary in length, from 1 lesson to weeks, depending on the pace of the children. Year group objectives for composition and grammar, punctuation and spelling will be identified on the planning, including objectives for children to access greater depth. Teachers will use their judgement to decide which children will access these objectives, dependent on their response to the objectives at the expected standard. Discrete starting activities can be planned to teach some grammar, punctuation and spelling objectives, but the expectation is that the majority of these targets are taught through the Learning Journey. All children who are working on the year group objectives will access the Learning Journey. Key whole class texts will be used as a stimulus for writing and, where possible, writing will link to these. Teachers will

employ a range of teaching strategies to engage and inspire the children in their writing. Learning Journeys will link to topic the majority of the time to enable knowledge and skills to be transferred across subjects. ICT use will be planned for where it enhances, extends and complements English teaching and learning.

Additional adults are used to support the teaching of English. They work under the guidance of the teacher with groups of children or individuals. Post learning will be used to support children struggling to keep up with the pace of the Learning Journey, and interventions will be planned for children with specific targets in reading, grammar, spelling and punctuation, and writing composition.

Teaching and Learning

Writing and Grammar

Children will be taught using the Mastery Learning Journey which involves the children working through phases. Children will be given the opportunity to progress through the Learning Journey at their own pace, and there will be greater depth objectives planned for all children who show that they are secure in the year group objectives.

Each Learning Journey will be given a 'WALT' which will determine the outcome of the journey, and all phases will enable children to achieve this WALT.

The phases are:

Immerse – an activity that immerses the children in the subject matter that they will be writing about and allows them to 'live it'

WAGOLL – an opportunity to look at a piece of writing which shows how the aspects of the toolkit can be applied within a piece of writing. This should be at the standard that we expect from the children and include clear examples of how the objectives can be applied within writing

Plan – this gives children the opportunity to plan the content of what they will be writing and get their ideas onto paper

Toolkit – This is broken down into WALTs. The WALTs teach the skills for the year group objectives. These are often punctuation and grammar focused. These will include some WALTs which allow children to reach the expected standard, and additional WALTs for children to access greater depth objectives

PiP (Put into Practice) – This is independent writing time when the children write using the tools they have learnt

Edit – Children are given editing time to adapt and improve their work. They are given a taught lesson or prompt to aid with this. This could include peer editing

Check – This focuses on checking for spelling and punctuation errors

To ensure that there is adequate time for developing English skills, each class has:

- An English lesson at least 4 days a week
- Opportunities for extended writing at least once every 3 weeks
- At least weekly discrete spelling sessions to teach the spelling rule for the week
- Daily discrete Phonics sessions using 'Letters and Sounds,' lasting 20 minutes throughout FS2, KS1 and where appropriate in Y3
- Children will be taught to segment and blend and given opportunities to apply these skills across the curriculum
- Spellings rules are taught discretely and children are given zappers including year group words and common exception words

The presentation of writing will be of a high quality including clear legible handwriting in books and on display. Handwriting will be taught discretely. There will be a presentation display, promoting excellent presentation throughout the school.

Reading

The teaching and learning of Reading at Totley responds to the needs of the children. Teachers ensure that children are provided with a balanced approach to reading through:

- reading for pleasure
- teaching skills for reading including decoding
- teaching children how to respond to texts
- teaching children how to answer questions based upon texts

Children will have a range of reading experiences, from whole class teacher-led reading, peer reading and independent reading. Children will access guided reading sessions. Identified children are also given opportunities for extra reading

(one to one with an adult and peer reading). The school reading system is based on book band levels which run through FS2, KS1 and some of KS2.

Here is a breakdown of how the teaching and learning of reading differs throughout school:

FS2

Children in FS2 will be taught phonics on a daily basis from the start of the school year. We base our teaching on the letters and sounds programme of study but use other resources as appropriate. Children will have 1:1 reading and guided reading starts in the summer term to prepare the children for Y1. Children have a home reading diary, for parents to complete, and a record held in school. Children can change their books on a daily basis with parents if they wish but teaching staff will ensure their books are changed on a weekly basis.

KS1

Phonics will be taught on a daily basis. We base our teaching on the LCP programme of study but use other resources as appropriate. Children will also access guided reading daily. This will take the form of teacher led and independent activities as well as free choice reading. Children will have a home reading diary, which should be in school on a daily basis, for parents to complete. Any reading that children do at home should be recorded in their reading diary and children can earn head teacher awards by completing a line of stickers on their book mark. To gain one sticker, they have to evidence they have read three times. They also have a record held in school which notes any reading completed with an adult in school. Children's reading will be regularly assessed by the teacher through guided reading and by bookband assessments.

Lower KS2

Children will continue to have a reading diary to be completed at home which should be brought to school on a daily basis. Any reading that children do at home should be recorded in their reading diary and children can earn Head Teacher Awards by completing a line of stickers on their book mark. To gain one sticker, they have to evidence they have read five times. Children will continue to be assessed on reading book bands to ensure children are accessing books that are at an appropriate level. These will be changed and sent home regularly (at least once per week) but children will have access to more difficult texts during guided reading and free choice time.

A guided reading carousel will take place on a daily basis and will include some comprehension, free choice, teacher led and independent activities. All activities should promote the enjoyment of reading and may take the form of the reading jigsaws, listening to books or other inspirational ways of reading. All children will access a range of different texts including classics and poetry.

Upper KS2

Children in upper KS2 will continue to have guided reading on a carousel basis as above with a greater focus on comprehension questions. To promote the love of reading each child will not have a reading diary to take home but book clubs will run for all children and appropriate and challenging texts will be used to inspire the children's reading. These are child led with adult support and in order for these to work effectively; children will need to read at home in preparation for their book club. Only specific children will be tracked on book bands as appropriate as it is expected that most children will be accessing free choice books by the time they reach Y5. Children that are tracked on book bands will be given opportunities to change their book on a weekly basis and will have a reading diary which should be in school on a daily basis and filled in when any reading takes place with an adult, in home and at school. All children will access a range of different texts including classics and poetry.

As well as this, we develop reading for pleasure and events such as Drop Everything and Read days, author visits and using our local library.

Assessment and Recording

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Children are given written or verbal feedback (in line with the marking and feedback policy) to discuss their individual targets for learning and supported to make progress towards them. Marking is based on objectives for the lesson which are taken from the National Curriculum.

Reading is assessed against objectives regularly during individual and guided reading sessions and these assessments are used to inform assessment. Children will complete a PIRA assessment test termly to assist with teacher assessment. Whole class phonic tracking sheets are completed termly in FS2 and KS1. Children in Y1 will complete the

Phonics Screening Test. Those children who do not attain the required level will be targeted for support in Y2 and repeat the test at the end of Y2.

Regular whole-school moderation will ensure accurate assessment and appropriate examples will be available for access on the school's network. Opportunities for moderation alongside the family of schools will also take place in each year group.

Through the whole school tracking system, children working below age related expectations are identified as well as those not making sufficient progress and appropriate interventions are planned and delivered.

See assessment policy for details.

Monitoring/Reviewing

Teaching and learning in English is subject to close scrutiny throughout the school year to ensure that the standards detailed in this policy are being maintained and, above all, to ensure that children's academic progress is maximised. The subject leader, with the support of the Senior Leadership Team, is responsible for evaluating the effectiveness of English teaching and learning at Totle Primary and this self-evaluation feeds into the annual action plan. This action plan forms part of the School Improvement and Development Plan and the outcomes are reported to the Governing Body on an annual basis in the form of a Subject Leader Report.

The subject leader is responsible for monitoring the standard of teaching and learning in English through a cycle of lesson observations (some drop-in), planning and work audits, including standards reviews, as well as pupil interviews. They are responsible for supporting staff to meet the requirements of assessment and reporting. The subject leader also manages the subject budget for English and will conduct skills/resource audits as necessary, to ascertain whether there are gaps in staff knowledge or classroom resources which need addressing. A summary of English budget spending is also included in the annual Subject Leader Report. Staff development in English takes into account both individual and whole school needs and supports the requirements of the English Action Plan/School Improvement Plan.

Inclusion

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

Resources

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class library. The English Subject Leader can also support with resources and direct as appropriate.

Review

This policy will be reviewed May 2018 or according to the School Development Plan.