



PALMERS CROSS
Primary School

English Policy

Reviewed on: October 2017

Next review: September 2018

The National Curriculum in English unites the vital skills of Reading, Writing, Speaking, Listening and Drama. Confidence and competence in language use, both spoken and written, are critical to school success, underpinning well-being and independence. At Palmers Cross Primary School we aim to ...

'...settle for nothing less than excellence in our drive for achievement wherever this can be found.'

English

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- § read easily, fluently and with good understanding
- § develop the habit of reading widely and often, for both pleasure and information
- § acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- § appreciate our rich and varied literary heritage
- § write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- § use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- § are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Timetabling

Five hours per week are dedicated to the discrete teaching of English.

Whole Class Reading is timetabled for one hour per week in Year 2 and KS2.

Up to five (and at least three) twenty minute sessions each week are timetabled for guided reading

Phonics and spelling sessions are timetabled in every key stage each week. Five twenty minutes sessions are timetabled in EYFS and Key Stage 1, and two twenty minute sessions are timetabled in Key Stage 2.

Handwriting sessions are separately timetabled, where there is a distinct need within a year group, but handwriting and letter formation will be taught as part of phonics and spelling sessions, especially in EYFS.

Grammar and punctuation are taught as a starter within the English lessons each day, but certain year groups may also timetable a whole session for this if necessary (this is more likely to be the case in year groups where there is a test in this part of English, eg Y2 and Y6.)

Key Stage 2 also timetable at least one discrete grammar and punctuation session each week.

Within the five daily English sessions, there will also be planning for a Special Writing session. This is the final piece of writing that pupils will complete after learning about a genre for a unit of work. This writing will be independent and unaided, apart from the sharing of the LO and the STL.

Cross-curricular writing will be planned for when appropriate. Where a genre lends itself naturally to cross-curricular writing, the teachers will plan for this within English lessons. The focus of the learning will be English skills. Pupils will be asked to demonstrate their learning from other subjects whilst presenting it in the genre that they have been learning about in English lessons that week. This will demonstrate secure learning in both English and other subjects. This work will appear in English books. Where pupils present their learning in other subjects through writing, the LO will be subject specific and not English-based and this work will appear in the subject books.

Planning

A long term plan for Literacy is created by each year group at the start of each academic year. This details the genres of texts that will be taught within each year group, thus ensuring a balance of all genres throughout the primary years. This will enable older pupils to have the knowledge and skills at their fingertips to be able to write in a variety of styles, genres, contexts and for any required purposes and audiences. This supports the requirements of the new National Curriculum for 2014 where pupils are expected to write for a 'range of contexts, purposes and audiences.' Each LTP will also ensure a balance of fiction, non-fiction and poetry, so that pupils' books will contain a full range of current writing evidence at any time in the year. This will support writing moderation when it takes place within school, across schools and for external moderation purposes. The LTP also demonstrates the school's commitment to Visual Literacy, Experiential Writing and Storyspinners. These are tried and tested methods/stimuli which have been successful in improving pupil progress in writing and ensuring and maintaining pupil interest and enthusiasm for writing, especially for boys.

Short term planning is written for every unit of English. This includes planning for the OMS (oral and mental grammar and punctuation starter). This will also have a clear LO and the focus of the learning will come from the appropriate year groups focus area within the new National Curriculum for 2014. Clear LOs and STL (learning objectives and steps to learning)

are expected for every lesson and for each ability group within class. All AREs are broken down into smaller, achievable learning objectives when planning lessons. The focus of the TA throughout the session should be clearly indicated on the STP. Differentiation will be clear through a variety of ways: through a differentiated LO, through differentiated STL, through differentiated activities, support or outcomes. A clear plenary will also be planned on the STP. On each STP, there will be details of each ability group and their writing targets and expectations. This will be mapped out for the year group to ensure that planning is pitched appropriately across the year group.

Guided Reading planning will be found in the teacher's reading records. This plan will include pupil grouping and the reading targets and expectations for each ability group. A clear LO for each group will be planned and a series of key questions which relate to a specific area of learning as indicated in the reading overviews for each year group.

Whole class reading sessions are to be planned for on a MTP (medium term plan) which begins by detailing the Age Related Expectations that are to be taught throughout the unit. The plan will detail a focused starter activity that links to a specific Age Related Expectation. The MTP will also show brief details of the main teaching with key questions identified, a clear LO and STL and details about differentiation for the different ability groups. During guided and whole class reading sessions, children are taught how to answer different types of reading questions which cover a wide range of reading skills. Some ability groups will work independently and some will be guided when practising the reading skills that they have learned.

Where possible, the same genre will be used across English, guided and whole class reading sessions in order to immerse the children in that genre.

Planning is required for every phonics and spelling group and follows a set format with a clear LO. Dictation is a key skill that should be included in phonics and spelling sessions where possible to enable children to practise spellings in context. This will then lead to applying their spelling learning in their independent writing.

The focus of phonics is reading up until Y1 phonics screening check. The focus then shifts to phonics for spelling.

All formal planning documents are uploaded onto the Learning Platform when completed. These are then monitored and reviewed each term by the ESL and by SLT.

Teachers should keep their own plans in their planning folders but also ensure that they are saved to the shared documents area on the Learning Platform.

New resources are always being purchased, so new ideas and plans are constantly being generated. It is important that we have shared electronic copies of these in order to save time and direct our energies into teaching in the classroom.

Resources are allocated to each year group to support the agreed range of work – staff should only use the year-appropriate resources or additional ones agreed by year group teams and the Subject Leader for English.

Assessment

Informal assessments are made each session and noted onto the STP. There is a small box for this but many staff also add post-it's to their STP. TAs also support this process by adding notes to STP.

Regular standardisation and moderation meetings take place with all staff to ensure that teacher judgements are standardised across school and across the MAT. These meetings also take place with other schools and within LA cluster moderation sessions. The MAT also has four LA moderators on the staff who support this process within school.

Based upon the new National Curriculum, **age related expectation guidelines**, end of KS expectations and the content domains outlined in the EOKS test frameworks, each year group has an overview of the expectations for a reader or writer at that age. The broad curriculum for reading and writing is included on each age-related sheet, with key areas building up the EOKS expectations coloured in red. These support both planning and assessment and moderation.

Children are ability grouped within each class and the appropriate age related expectation sheet is kept for each table. An 'average' child from each table is selected as a focus child and their progress and learning is closely monitored throughout the term and highlighted on a record sheet. This child then acts as a benchmark to indicate the progress of the other children within that table group. These record sheets provide additional evidence about children's progress for use during end of term progress meetings.

Detailed and precise reading records are kept for all pupils for reading throughout the term, both for individual reading and guided reading progress.

All pupils are assessed for phonics and spelling progress at the end of each term and these assessments are used to inform next groupings for the subsequent term.

All pupils are also assessed for their reading age and comprehension age each term. Any pupils who are more than twelve months below their chronological age are identified for extra reading support and intervention and possibly SEN.

At the end of each term, teachers assess all pupils for reading and writing and these assessments are tracked each term to identify pupils who are at the expected level or who are exceeding this level. This also identifies pupils who haven't made progress or who are falling behind so that they can be supported and intervention provided or SEN if necessary. RAP intervention groups are prioritised by class teachers.

Reading

Early reading begins with ORT characters and early picture books and ORT phonics books. Pupils take home sounds books.

Pupils begin guided reading in YR when appropriate.

Once pupils begin ORT reading books, they are expected to answer the questions inside the books with family support.

When pupils achieve a 2S in reading, they then move to the KS2 books which are colour banded but which come from a variety of publishers and schemes. Pupils are then expected to complete a journal about their books after reading them. Details of the expectations of these journals are glued into the front of the pupil books as guidance for pupils and their families. These journal activities also help to develop a wide range of reading skills.

Whole Class Reading sessions are designed to enable pupils to practise written comprehension skills.

Writing

All pupils use A4-sized English Books. Teachers are encouraged to ensure that pupils use these books for their writing, rather than worksheets.

Additional A4 books are used for independent writing – these are our special writing books and contain evidence of pupils' independent writing. These books move up with children year after year to show their learning journey through school.

Pencils, pencil grips, writing pens are available.

Pens are not used until Year 5 and Year 6, when teachers will judge if and when a pupil's presentation is sufficiently neat to merit writing in pen. Pen licenses are awarded to these pupils.

Erasers are used but children are encouraged to use them sparingly, rather than routinely. This will be left to individual teacher's professional judgement.

Children should be encouraged to use different formats for writing and make choices for themselves – would a flow chart or a table or a paragraph of writing be most appropriate?

The LTP details which genres are taught within each year group and term. Teachers will then look at the reading and writing expectation sheets for the different ability groups within their classes to identify the specific skills that need to be taught to each group to enable them to make progress. Lessons should include tight, measurable LOs and clear STL which enable pupils to achieve the LO.

The following have been found to have a direct impact on the quality of writing:

Pre-talk and sharing ideas (Talk for writing)

Visual stimuli, especially displayed on the IWB

Experiential writing

Teacher modelling and demonstration

Quality time to write

Clear targets and objectives and success criteria

Efficient routines for giving out books and having pencils/pens ready and working

Observations and monitoring will focus on these things as a routine

Homework

English homework is set regularly (every other week - issued on Friday to be handed in on the following Wednesday)

Homework will include:

- Research tasks
- Writing Tasks linked to work completed in English lessons or other subjects

Additional tasks include:

- ❖ Reading and writing reading journals about texts read (2S and above)
- ❖ Reading and answering Comprehension questions (2S and below)

- ❖ Spellings - two sets of words will be sent - one which is age-appropriate and one which is ability-based according to each child's phonic assessments at the end of each term.

Monitoring of Teaching and Learning in English

Monitoring of teaching and learning in English consists of the following:

- ❖ Planning reviews
- ❖ Learning environment reviews (display, resources, procedures, learning prompts, etc)
- ❖ Sampling of books – book trawls
- ❖ Discussions in staff and phase teams – on-going professional dialogue
- ❖ Lesson observations by LT
- ❖ Talking to pupils – pupil interviews
- ❖ Moderation and Standardisation meetings

Inclusion

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

More able pupils - 'mastery' and 'at greater depth'

“ the National Curriculum should focus on ‘fewer things in greater depth’, in secure learning which persists, rather than relentless, over-rapid progression...”

Tim Oates, TES, Oct 14

Refer to the Revised Bloom’s Taxonomy for Levels of thinking and Webb’s Depth of Knowledge as a guide:

Revised Bloom’s Taxonomy for Levels of thinking:

1. Remember
2. Understand
3. Apply
4. Analyse
5. Evaluate
6. Create

Webb’s Depth of Knowledge:

1. Recall and reproduce
2. Skills and concepts

3. Strategic thinking
4. Extended thinking

NB. **Every student** should work at every level/stage in their learning journey.

English as an additional language

Although there are not a significant number of pupils at Palmers Cross Primary School for whom English is an additional language, teachers must take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Teachers and support staff

Through the School Governors, the Headteacher and the Subject Leader for English, class teachers and support staff should strive to help our children to achieve their best.

They should:

- Put policy into practice
- Have high expectations
- Encourage pupils to use, manage and respect our resources
- Ensure that each child receives their entitlement
- Monitor and record progress
- Work with colleagues, learners and their families to provide a suitable and progressive curriculum in language and literacy

All NQTs attend English -based INSET as part of their induction. The English Subject leader will provide other INSET for all staff each term and attend INSET herself to cascade to all Staff. All staff also have the opportunity to identify areas of the curriculum that they would like training and support with and this is provided, where possible

Health and Safety

All staff work in accordance with Health and Safety Guidelines. All visits will follow organisational procedures.

The role of the English Leader

Primary Purpose:

To be a Curriculum Leader; fulfil a curriculum and teaching role in accordance with the directions given by the Head teacher and Governing Body.

Directly Responsible to:

The Head teacher

Principle responsibilities:

To carry out the duties of a Subject Leader as outlined within this job description and with regard to Teacher's Pay and Conditions Document.

Professional Responsibilities as a class teacher:

Outlined in SPCD Professional Duties and Professional Standards, to particularly include:

- Assist in the delivery of school curriculum guidelines and policies
- Be responsible for lesson planning; meeting the needs of pupils within a variety of teaching groups
- Monitor and assess pupils' progress, ensuring appropriate records have been kept. Use performance data and assessment to inform individual, group and class targets, lesson planning and the preparation of differentiated work which meets children's needs and which challenges all.
- Participate in arrangements for Performance Management within agreed frameworks
- Contribute to the effective deployment of support staff and resources, including effective use of the school's ICT capability
- Comply with school policies and procedures including reporting, planning, staff meetings, assemblies, registration, playground supervision and participation in parental events
- Dress in a professional and appropriate manner, that will further support the school's policy on uniform
- Participate in further training and professional development as appropriate
- Be committed to supporting the school's extra-curricular activity program
- Ensure good order and discipline that result in high standards of behaviour
- Safeguard pupils' health and safety

Curriculum and Whole School Responsibilities

- Act as leader for English leading and coordinating the learning and teaching within the subject
- Contribute to the school's programme of monitoring and self-evaluation to ensure high standards attained by pupils
- Support colleagues as part of self-review process encouraging the evaluation and sharing of good practice, report outcomes of monitoring activity to Curriculum Leader and Leadership Team.
- From evidence of monitoring and self-review activities contribute objectives to the School Improvement Plan and its termly review
- Establish resource priorities and monitor the effectiveness of resource usage and spending
- Help in creating reports and action plans for a range of audiences; Governors etc...
- Maintain a sound knowledge of statutory curriculum requirements and the procedures for assessment, recording and reporting of pupil progress to a range of audiences.
- Ensure staff have access to information and guidance relating to English and liaise with professional development coordinator to ensure staff and school offer subject coverage and balance.
- Have total support of the school aims and ethos and the leadership drive to ensure them.

- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Headteacher
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.

Future actions

At Palmer Cross Primary School we are constantly reviewing our policies for the teaching and learning of English. We strive to keep up-to-date with new government expectations and initiatives and trial new ideas to enhance the provision that we offer to our children. Subject Action Plans are completed each year based upon analysis of the previous year's end-of-year data and AH progress stories and Analyse School Performance (ASP) data. These prioritise the next steps and actions that are needed.

Resources

Storyspinners DVDs

BFI films

Grammar and spelling Bugclub interactive resources

Nelson Handwriting text books

Badger Comprehension books

Reading Explorers

Grammar PDFs for years 1-6

Scholastic grammar and punctuation Interactive resources for year 1-6

Rising stars assessment tasks for grammar years 3-6

Spelling resources for year 1-6

Salford Reading Age assessment

Pupil reading books (ORT and All Aboard are the main published schemes followed in KS1. A mixture of books are available in KS2 which are banded into colours according to their level of difficulty- see Approximate correlation of reading books document for details)

Documents to be read in conjunction with this policy:

National Curriculum for English 2014

Handwriting policy

Teaching and Learning policy

School marking policy

Phonics and spelling word lists (age-appropriate)

Phonics and spelling word lists (ability-based)

Phonics and spelling assessment sheets (for use at the end of each phase, stage or at the end of each term)

Phonics and spelling year group overviews and whole school overview

Approximate correlation of reading books document

Palmer's Cross Guided Reading and Individual Reading records (Age Related Expectation (ARE) targets sheets)

Reading Journal Activities for each ability level

Blank planning proformas for LTP, STP, Guided Reading and phonics and spelling

NB all these resources can be found in the staff shared area on the Learning Platform .