

NEWBOLD SCHOOL

ENGLISH POLICY

Reviewed August 2018 by L Proud

Ratified by Newbold School Board of Governors, September, 2018

Aims

As stated in the National Curriculum, the overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our curriculum and approaches to teaching and learning should 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.

Principles

- A minimum of five hours per week is spent on English lessons at KS1 & KS2.
- Planning and teaching within KS1 & KS2 is in-line with the programmes of study for English in the 2014 National Curriculum within the areas:
 - Reading: word reading and comprehension
 - Writing: transcription and composition.
 - Spelling (Appendix 1)
 - Vocabulary, grammar, punctuation (Appendix 2).
- In Early Years, English skills are taught in line with the EYFS Prime area of Learning and Development: 'Communication and Language', and in the Specific area of 'Literacy'. 'Communication and Language' incorporates listening and attention, understanding and speaking. 'Literacy' covers reading and writing.
- Phonics underpins the teaching of reading and spelling. Daily phonic sessions are taught in Foundation 2 and KS1.
- Years 2 & 6 undertake national SAT tests. Phonics Screening is undertaken at the end of Year 1.

Guidelines for English Teaching & Learning

Planning KS1 & KS2

- Teachers should provide a variety of stimuli, experiences and activities to engage the children in their learning.
- Delivery of the National Curriculum in English is supported by the use of the Herts for Learning curriculum and assessment materials.
- Assessment for learning and differentiation should be used to ensure teaching and learning activities are focused on the needs of the children and enable them to make good progress.
- The half-termly Medium Term Plans should show learning objectives for each week and significant outcomes for a unit of work. Cross curricular links should also be identified.
- As a minimum requirement, short term (weekly) planning should include Learning objectives and outcomes for each session.
- Teaching and Learning should be differentiated to take account of the needs and abilities of the children in the class.
- Children should be given opportunities to use drama within the classroom to explore and develop narrative as well as to be involved in rehearsing for and performing in drama productions.

Spelling & Handwriting

- As phonics underpins the teaching of reading and spelling, daily phonic sessions should be taught in Foundation 2 and KS1. Letter names should also be learnt at Foundation stage.
- Spelling teaching should reflect the children's developing phonic knowledge (based on Letters and Sounds) as well as enable them to apply rules and guidance and learn exceptions. The requirements of the programmes of study, including the word lists in the Appendix 1, should be used as a basis for teaching.
- Handwriting should be actively taught throughout Key Stage 1 & 2, with an agreed joined cursive font.
- Appropriate consideration should be given to left handed children.

Writing

- Children should be given opportunities to write for a range of contexts, purposes and audiences.
- Planning of English units should be linked to other curriculum areas as much as possible, providing opportunities for purposeful writing.
- Text level writing objectives should be taught in carefully planned and sequenced lessons, with a clear learning journey, incorporating: an initial piece of writing, immersion in and analysis of the text type, short pieces of writing to practise relevant language features and grammar skills, planning, drafting and improving a final piece of writing.
- Learning objectives should be shared with the children and be evident in their books.

- Success criteria should be shared with the children for significant pieces of writing.
- Teachers should model the writing process on the board, referring, as appropriate, to text type features, discussing their choice of vocabulary and sentence structure and demonstrating the process of planning, drafting, proofreading and improving.
- High quality ‘real’ texts should be used as models for writing. Within a unit of work, different texts may be needed to address reading and writing objectives.
- A range of approaches should be used to teach grammar and punctuation, including:
 - *short warm-up sessions* to progressively build skills and consolidate learning,
 - *specific lessons* aimed at developing an area of grammar relevant to the text type. These should include:
 - using good quality texts as models,
 - the teacher modelling writing,
 - practical and creative games and activities,
 - worksheets used to *supplement* the above approaches, e.g. for homework and to prepare for end of year tests in Year 6.
 - *embedded* within English lessons, as the effect of grammatical choices are identified when discussing texts and in shared and guided writing.

Reading

- In KS1, an individual reading programme, following book band levels, should be maintained for each child, with books to be taken home and changed on a daily basis. Once a term, children should be reassessed by the teacher to ensure they are reading books appropriate to their reading ability.
- In KS1, children should read to a teacher on a weekly basis. Children identified as making less than expected progress should read to an adult on a 1-to-1 basis more frequently than this.
- In KS2, the majority of children should have free choice of books from the class library for independent reading; however, those who are not yet independent readers will continue to read banded books at school and at home.
- In KS2, children should read to a teacher at least once a fortnight, either in Guided Reading sessions or on a one-to-one basis. Children who are not yet independent readers should read to an adult at least twice a week.
- Guided Reading sessions should include a significant element of book talk, with high quality discussion with the teacher and opportunities for children to explain their understanding.
- Opportunities should be taken, within guided and shared reading and with focused activities in English lessons to develop the richness of the children’s vocabulary.
- Independent reading time should be timetabled and every child in KS2 should read independently at least three times a week (in a quiet focussed reading atmosphere – at least 5 minutes in KS1 and 15 minutes in KS2).
- Reading records should be used in KS2 for the children to record their independent reading in school and at home.
- Children are expected to read at home on a daily basis.
- Teachers should read aloud to children on a regular basis, either when sharing texts within lessons (across the curriculum) or when reading a class book.

- Reading aloud to the children should provide an opportunity to share quality texts which are beyond the children's own independent reading ability.
- Whole texts or extracts used for teaching within units of work or read to the children should include some real texts that are classics of English Literature so that the children become aware of our rich literary heritage.
- Whole school initiatives to promote enjoyment of reading and literature will be planned each year, such as book week or a whole school focus-week on a theme or a single text.

Assessment & Marking

- Summative assessments should be carried out for Reading and Writing on a termly basis using the Herts for Learning assessment criteria.
- Teachers should keep informal Assessment for Learning notes to inform their planning and differentiation; for example, annotated short term plans and learning objective assessment sheets.
- Individual writing targets should be identified and shared with each child.
- When marking, teachers should monitor progress against individual writing targets, identifying evidence for the achievement of these and setting new targets as appropriate.
- Key Writing Skills Evidence tables should be stuck and maintained at the back of children's English books.
- Teachers should provide either verbal or marking feedback to children on their work. Verbal feedback can be given immediately or following marking. A 'V' (verbal) symbol should be used to show that the teacher and child have discussed a piece of work.
- Marking should relate to learning objectives or individual targets.
- Feedback should contribute to children making rapid progress.
- When marking, teachers should look back through previous work, so that they can identify and comment on improvements over time, progress against individual targets, and achievement of previous 'wishes'.
- Green pen should be used to identify what went well/achievements and purple for identifying errors and/or next steps. These can be used along with 'stars' and 'wishes' for extended pieces of writing.
- The agreed symbols should be used to identify grammar, punctuation and spelling errors and to identify whether a piece of work is excellent (star), good (two ticks) or has met the objective at a basic level (one tick).
- Time should be allocated for children to edit and improve their writing (using 'polishing' pens, when appropriate) and to find and correct spelling errors.
- Time should be provided for children to read and, if required, respond to marking comments.
- Children should be given opportunities to undertake self- and peer-marking and to read their writing aloud.
- PIRA reading tests to be administered at the end of each term in KS1 & KS2.

Monitoring and Evaluation

- Staff development will be identified in line with this policy and its guidelines.
- Aspects of English teaching and learning will regularly be the subject of staff meetings.
- A Subject Action Plan will be maintained for English and objectives identified and implemented by the Subject Leader.
- This policy will be reviewed regularly.
- Consistency of practice across the school will be monitored and evaluated by the Subject Leader.