



ENGLISH POLICY

Approved and signed by Governors:

Dated:

March 2016



Developing capable, inspired, self motivated, enthusiastic, ambitious and individual citizens.

English Policy

This policy reflects the school's values, philosophy and mission statement in relation to the teaching and learning of the English Language. It sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum Guidelines as set out in the Draft Curriculum for 2013 (under review) and the Primary National Strategy. These set out in detail the rationale for teaching each area of the English language curriculum and specify the skills that will be developed for all pupils.

Contents

Aims of English Learning at Weston Mill Primary School	3
Aspects of Speaking and Listening	3
Aspects of Reading	3
Aspects of Writing	4
Principles of Teaching English	4
Guidelines for Teaching English	5
Speaking and listening	5
RWI	5
English units	6
Writing	6
Big write	6
Spelling, Punctuation and Grammar	7
Handwriting Pen/pencil use	8
Reading	8
Guided Reading	8
Reading comprehension	9
Story time	10

Additional Support for English	10
Interventions.....	10
Assessment including Key Stage 1 and 2 SATs	10
Whole School English.....	11
Targets.....	Error! Bookmark not defined.
Library	11
Cross curricular English	11
ICT in English.....	12
Celebration of English success around the school	12
Support for English at Home	12
Home readers	12
English homework.....	12

Aims of English Learning at Weston Mill Primary School

- To develop pupils' abilities to communicate effectively in speech and language.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To develop pupils' listening skills essential to communicating effectively in a range of situations.
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination through all media.
- To help pupils understand the part language plays in enabling them to express their ideas, feelings and experiences, and those of others.
- To help pupils understand the function and importance of Standard English.
- To foster a love of the English language.

Aspects of Speaking and Listening

Children should be taught to:

- Use, with increasing confidence, the vocabulary and grammar of Standard English.
- Formulate, clarify and express their ideas.
- Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
- Listen, understand and respond appropriately to others.
- To develop a broader range of vocabulary and complexity in their spoken language.

Aspects of Reading

Children should be taught to:

- Extend and develop as readers throughout their time in school.

- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers.
- Master their initial reading skills, using synthetic phonics, so that they become independent readers and have good knowledge and experience of a wide range of reading strategies.
- Read a range of texts accurately, fluently and with understanding.
- Find out the information they need in order to research and answer the questions of others.
- Understand and respond to a wide range of books and media texts on paper and on screen.
- Understand the variety of written language, and the differences between fiction and non-fiction.
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
- Develop higher order reading skills, enabling the use of inference and deduction.
- To have a love of books and reading for pleasure.

Aspects of Writing

Children should be taught to:

- Express themselves clearly and precisely for enjoyment.
- Use knowledge acquired from their range of reading texts to model their writing in the style of different authors and also in different genres.
- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information.
- Write for an increasing range of purposes, matching their language to the needs of the appropriate audience.
- Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen.
- Develop ideas and communicate meaning to a reader, using a wide-ranging broad vocabulary and effective style.
- Children link their knowledge of spoken Standard English to their written communication.
- Write using correctly formed, neat handwriting with accurate spelling and expression.

Principles of Teaching English

Teaching and Learning at Weston Mill in KS1 is based on the phonics programme Read Write Inc (RWI). Pupil provision is based on attainment and places emphasis on synthetic phonics for teaching reading and spelling. Teaching is rigorous and progression through RWI ensures the ability to decode text and develop fluency in reading. As children complete RWI they will take part in English lessons.

Teaching and Learning at Weston Mill in KS2 is based on the 2014 National Curriculum. Pupil provision is aimed at achieving ARE. It is important to remember that the National Curriculum in English is much broader than the Primary English Framework so it necessary to practise and apply aspects of English through cross-curricular links with other National Curriculum subjects.

Guidelines for Teaching English

All documents for planning are available on the Staff Server, Subjects – English – Framework Planning and Resources. The English file has other resources for use in the teaching of English.

Speaking and listening

Children have access to Speaking and Listening opportunities throughout the curriculum as well as in English units and RWI sessions. During English/RWI, opportunities are planned in to specifically embed correct grammar and enrich children's vocabulary.

Teacher Expectation:

Teaching staff model correct grammar when speaking. They use appropriate expression when modelling reading. Staff use appropriate and varied vocabulary, where possible, to widen children's repertoire of vocabulary. Adults encourage children to demonstrate good listening skills, including eye contact, turn taking and positive responses to others' ideas.

Child Expectation:

Children make their best efforts to use ambitious words when speaking, which in turn they can feed into their writing. Children listen well to others and respond with thought and sensitivity.

RWI

Children start RWI Red ditties in the Foundation Stage, building on word work from Nursery. It is a reading and writing programme which aims to get children reading using a synthetic phonics approach as soon as possible. Children are assessed 6 times a year – this establishes the RWI level the children should be working at. Children are set through FS and KS1 and the sessions are delivered by either teachers or teaching assistants.

Teacher Expectation:

Teaching staff can use the planning already devised at our school as long as this is appropriate to their specific group and has taken into account any updates and changes to delivery and RWI systems. Planning must be evaluated and therefore annotated to show dates taught, informative evaluations to feed into future planning and delivery and AfL. Teachers are to use the routines that are consistent across the school, so that children can move between groups seamlessly. E.g. 1...2...3, Fred Talk, Fred Fingers...etc.

Child Expectation:

Children make their best efforts to use ambitious words when writing. Children follow the RWI routines. Children work well as Perfect Partners, ensuring they are supporting each other and applying their phonic knowledge when reading. Children should show evidence of opportunities to meet their targets over time. Children should take care with presentation, including handwriting, clear editing and laying out work. Children are expected to 'join' their 'special friends' letters when these are introduced.

English units

When children have completed RWI, they will begin English, usually during Year 2. English is taught through year appropriate units which follow the English programme of study.

English is taught for one hour a day, five days a week. In a year, children and teachers will cover a series of fiction, non-fiction and poetry units designed to support them to read and write using that genre whilst consolidating reading and writing skills. All aspects of speaking and listening, reading and writing are continually reviewed and developed in each unit.

Teacher Expectation:

The year group overview of units is present on the staff server. Teachers use the school agreed planning format and plan one unit at a time. Each year group jointly decide on a skeleton plan for each English unit before planning individually. Units show progression through the skills taught and the learning objectives covered, which has been drawn from the year group appropriate programme of study. Planning shows clear development of skills at ARE, variation of activities and opportunities to edit and improve.

Child Expectation:

Children take part in opportunities to listen and discuss texts, to explore and make links, to challenge and extend their writing skills and become proficient editors of their writing. Work in books should show a variety of activities; evidence of word, spelling, grammar and writing skills in handwriting appropriate for their age and development. Drafts and editing should be present without losing elements of presentation. Children should show evidence of meeting ARE by the end of the academic year.

Writing

Big write

The Big Write is an independent, sustained writing opportunity that allows children to display their current skills in writing. In alternating weeks, there is a stand-alone writing opportunity in their Big Write books and then a cross curricular independent write in their theme books.

Key Stage 1

Big Writes take place every week and follow the same format as above.

Teacher Expectations

Teacher delivery is at a minimum; the task should be introduced, including instructions for date and general reminders regarding expectations on presentation and success criteria. Children are given the opportunity to look back at successes and next steps from the previous Big Write and any writing improvements. It is encouraged that the classroom environment is calm and as quiet as possible, allowing for children using Fred Fingers and reading their work to adults. Adults support children by keeping them on task and reminding them of key writing elements that should be included within the text. Each Big Write is marked using statements from the English programme of study, appropriate for the year group. Next steps are clear through marking, following the marking policy. Children's achievement of the English programme of study objectives are recorded over time by the teacher on the School Tracker to monitor progress and attainment.

Child Expectations

Children work independently, focusing on their writing. Children write into a separate “Big Write” book or Theme book. Their Big Write is their best effort and displays their skills in writing. Over time, their Big Write books and Theme books show improving handwriting, presentation and a variety of writing genres.

Key Stage 2

Big Writes take place every week and follow the same format as Key Stage 1.

Teacher Expectations

Teacher delivery is at a minimum; the task should be introduced, including instructions for date and general reminders regarding expectations on presentation and success criteria. Children are given the opportunity to look back at successes and next steps from the previous Big Write and any writing improvements. It is encouraged that the classroom environment is calm and as quiet as possible, allowing for children reading their work to adults. Adults support children by keeping them on task and reminding them of key writing elements that should be included within the text. Each Big Write is marked using statements from the English programme of study, appropriate for the year group. Next steps are clear through marking, following the marking policy. Children’s achievement of the English programme of study objectives are recorded over time by the teacher on the School Tracker to monitor progress and attainment.

Within Year 6, the teachers are focused on the children achieving their end of year objectives. This is supported through the assessment of writing skills developed through the whole of Key Stage 2. Year 6 teachers use an assessment criteria which pulls statements from all year groups to determine children’s attainment in line with Government expectations.

Child Expectations

Children work independently, focusing on their writing. Children write into a separate “Big Write” book or Theme book. Their Big Write is their best effort and displays their skills in writing. Over time, their Big Write books and Theme books show improving handwriting, presentation and a variety of writing genres.

Spelling, Punctuation and Grammar

Spelling, punctuation and grammar is tested during the Key Stage 2 SATs tests at the end of Year 6. Children are aware of the structure of the English language and can recognise different grammatical features. They use common spelling patterns to spell accurately and explain the uses of different punctuation symbols. This precise knowledge supports their understanding and application of the English language and supports the transfer of language skills in the future. All year groups follow the knowledge elements dictated in Appendix 2 of the English programme of study to ensure progression.

Teacher Expectations

The Appendix 2 is used to dictate each year group’s coverage of the skills required for Spelling, Punctuation and Grammar. Successive year groups revise and recap skills taught in the preceding years. Grammar, spelling and punctuation sessions are seen at least once

a week in English planning and skills are also taught in RWI sessions. In Year 2 and Year 6 there is a strong emphasis on applying the skills taught through these sessions.

Child Expectations

Children develop an understanding of the different grammatical structures that build on previous knowledge and learning. They learn key vocabulary for discussing the structures in the English Language. Their spelling patterns (and tricky/red words for Y1) are reinforced through weekly spelling tests (see English Homework) and their grasp of grammar and punctuation is shown in every writing opportunity.

Handwriting Pen/pencil use

Handwriting is a key focus from the moment the children begin to mark make. Therefore, in Nursery, children are taught correct pencil grip and letter formation linked to RWI. This is built upon in Foundation stage where children progress onto using narrow lines for all their writing opportunities. This supports the development of their fine motor skills and brings them in line with whole school expectation.

From Foundation stage, formation follows Nelson's Penpals scheme. Joining is introduced at the end of Year 1 and consolidated in Year 2. From Year 2, the expectation is for all children to be joining consistently.

In Key Stage 2, each year group follow the Penpals scheme to develop the children's handwriting.

Teacher Expectations

Teachers ensure that their modelling of handwriting reflects the Weston Mill letter formation at all times, both in marking and in the classroom. Teachers relay the importance of excellent presentation and encourage children to take time and care with their presentation, including the formation of numbers that follow the Maths Makes Sense model taught in Foundation stage and Key Stage 1. Teachers ask children to edit by crossing out with one neat, straight line and erasers are not generally distributed to children, but at teachers' discretion for specific corrections. Teachers provide children with HB pencils which are not blunt.

Child Expectations

Children show progress in their presentation skills across the curriculum as time develops, following the formation guidelines set by the school. Children write with HB pencils which are not blunt and cross out with a neat, straight line. Children use pencils in all work, but once children have been awarded a pen license (at the discretion of the class teachers and English leads), they can use a pen in all writing activities apart from Maths.

Reading

Guided Reading

Guided reading is an opportunity for children to work in small groups with a teacher to discuss, interrogate and interpret texts to develop reading skills and comprehension in a guided environment. RWI includes comprehension as part of the programmes followed, so Guided Reading is for children who have completed RWI. Guided Reading offers an

opportunity for teachers to monitor, assess and support children's reading development and extend their comprehension and knowledge of expert writing. Over time, teachers assess the children's attainment in reading on the School Pupil Tracker.

Teacher Expectations

Teachers work with every Guided Reading group in their class once a week for a minimum of twenty minutes. Guided Reading resources at ARE have been purchased for every teacher from Year 1 – Year 6. These are used during the guided reading session to ensure all year groups are reading and being questioned at their ARE. Where appropriate, texts may link directly to the theme or English unit for that class.

Teachers use the School Pupil Tracker to assess and monitor progress and achievement towards ARE. Aiming for all children to be at ARE by the end of the academic year. Every text allows children to consider and discuss vocabulary, inference, deduction and evaluation of the text. Other adults may deliver supportive Guided Reading sessions in the same week to consolidate and remind children of the skills.

Child Expectations

Children learn to work collaboratively to discuss texts and to listen to each other read. They engage in discussions that challenge, develop questioning, inference, deduction and evaluation skills. With support from the teacher, they make links to prior knowledge and develop and practice the art of reading. Children become skilled at skimming and scanning, finding evidence, commenting on structure and layout and develop vocabulary and structures for an internal conversation for engaging with reading.

Reading comprehension

Reading Comprehension sessions are an opportunity for children to practise their wider reading skills of interpreting material presented to them and to show their understanding of text – these sessions can link to the skills taught/being developed in Guided Reading sessions/English unit. At least one Reading Comprehension session is planned each week for Y1 to Y6 and needs to have a clear focus on teaching the skills and assessing attainment of these against ARE.

Teacher Expectations

Teachers ensure that Reading Comprehension sessions are based on building and developing skills. Where possible, Reading Comprehension texts could be linked to the English unit being taught. Teachers should take into account the reading statements from the English programme of study that the children have to achieve by the end of the academic year.

Child Expectations

Children are thoughtful and considered when reading, so that they make full use of their reading opportunities, accessing all aspects of the text. Children ask for support from peers or adults if they do not understand elements of a text or have questions about their reading. Children adopt inquiring minds when reading.

Story time

Story Time is an integral part of the Weston Mill day. Its purpose is to foster a love of stories, to develop vocabulary rich pupils and to provide children with patterns and templates of stories, from which children can develop their writing.

Teacher Expectations

Teachers provide Story Time at the end of every day for their pupils to enjoy – teachers read from a variety of age appropriate stories, but can also use other appropriate texts led by children's interests or themes studied in other areas of the curriculum. It is expected that children have opportunities to develop their knowledge of the class stories and therefore the patterns for writing with repeated sessions on the same stories. E.g. A few short stories may be chosen to be the focus reads for a particular term. These can be rotated and therefore repeated so that children become increasingly familiar with the story language and plots.

Child Expectations

Story Time is an opportunity for children to simply enjoy stories. However, in a calm atmosphere and through this enjoyment, children can apply what story language they have heard during these sessions in their writing and use specific vocabulary when speaking. Children can take into account the expression of the reader's voice and use this in their own story telling and independent reading.

Additional Support for English

Interventions

English interventions are generated for certain target groups of children, in order to close gaps highlighted in data. English interventions are also provided for children needing support in specific areas of English skills.

Teacher Expectations

Teachers are expected to monitor rates of progress in all children and respond to any issues with expected or required progression not being met. These decisions are a result of Pupil Progress Meetings, but also ongoing. E.g. Big write results, handwriting evidence, guided reading records, School Pupil Tracker etc. Teachers should ensure that the children are able to access the English programme of study ARE statements and if not, adapt teaching to ensure that it is and/or provide interventions which develop children's skills in a positive and supportive way. Teachers may need to consult other staff for support, including the InCo / S&L therapist.

Child Expectations

Children respond positively to any support given to them, working at their best to meet next steps and ARE.

Assessment including Key Stage 1 and 2 SATs

Each year there are several assessment points where children are assessed on their reading, writing and spelling progress. Rising Stars tests are used in every year group (Year 1- Year 6) to assess reading, spelling and grammar. Raw scores are placed onto Pupil profiles and

are discussed during Pupil Progress meetings. Writing is teacher assessed throughout all aspects of English and recorded on the School Pupil Tracker.

Key Stage 1

Standardised Assessment Tasks (SATs) are a national requirement at the end of Year 2. Children are tested on their grammar, including spelling and reading. The tests are sat under formal conditions and are marked internally whereby teacher assessment is taken into account. There is a Y1 phonics test which also takes place nearing the end of the academic year and tests pupils on their decoding of real and nonsense words – children have to attain a certain pass mark – children may sound out these words before blending them.

Throughout the year, for Y1 and Y2 reading and writing is also assessed at regular intervals and this evidence comes from independently writing opportunities, RWI assessment levels and Reading Comprehension SATs papers for those following English unit lessons. At the end of Foundation Stage, children are scored against various aspects of their curriculum, including those linked to English and this forms part of their profile, which has developed throughout the time in Foundation Stage.

Key Stage 2 SATs

Standardised Assessment Tasks (SATs) are a national requirement at the end of Year 6. Children are tested on their reading and spelling, grammar and punctuation. The tests are sat under formal conditions using tests that are released in time for the assessments. The tests are marked externally and the results are sent to the school before the end of the school year. Writing is assessed by the teachers of the year group using evidence collected throughout the year in English books, Big Write and Theme. This is supported by regular assessed of writing against all the writing objectives in Key Stage 2. Other evidence, such as cross-curricular writing, displays and writing for a purpose can also be used. Children are expected to show a range of writing styles, confident grasp of spelling, punctuation and grammar and joined handwriting across the evidence collected.

Whole School English

Library

The school library is a dedicated area for the school's collection of books. Children who have completed RWI have access to the library everyday where they can change their books. They can choose from a wide range of fiction and non-fiction, in a variety of subjects. Popular books are monitored and added to the library according to demand. The library uses a computer library system called Junior Microlibrarian which keeps track of the books borrowed and provides a record of popular books. This is available as an app for smartphones and allows parents to access their child's reading record, leave book reviews and search the school library book database from their smartphones.

Cross curricular English

English holds a high profile throughout the curriculum with reading, writing and speaking and listening opportunities intertwined in all subjects. Other subject areas provide many opportunities for specialist vocabulary development, writing and reading progression and focused speaking and listening. Expectations of children's cross-curricular English should mirror those in English and RWI sessions and enhance children's progression. Theme sessions that contain English specific elements are highlighted on the MTP for the IPC unit.

ICT in English

ICT is an integral part of teaching English. During lessons, teachers use ICT to show videos, audio, websites, images and clips related to the learning and Smartboards are used to develop on screen visual lessons. The school has thirty netbooks which are used for research, interactive texts and for the final presentation of writing for some units. Each Key Stage 2 classroom also has 8 iPads for use in all curriculum areas.

Celebration of English success around the school

English success is celebrated in many ways at Weston Mill: verbally / allocation of house points/ learning journeys in FS / sharing of success into other classes or to other staff / celebration assemblies / marking / meeting targets / peer assessment / spelling competition. Displays, including learning walls are also used as a platform to celebrate success.

Support for English at Home

The skill of reading is too important to ignore at home. Children need to be able to read to access their education in every subject and to engage with the world around them. Homework, especially reading, is a vital element of developing confidence and skill with reading.

Home readers

Children are expected to read at home on a daily basis. Children are provided with school planners to record their daily reading this is monitored every week.

Key Stage 1

Children are encouraged to read each day at home with an adult and must bring in their book bag every day. Planners get checked once a week. Children get their books from their RWI class or the library if they have completed RWI.

Key Stage 2

As children finish RWI, they are becoming proficient readers and are beginning to make their own choices about what they like to read. Children take a school library book home every day and they log their reading in their school planners. In Year 5 and 6, children take more ownership of these school planners and can begin to record their own reading. School planners and their reading books are expected in school every day and school planners will be checked once a week.

English homework

Key Stage 1

Children receive spelling homework each week. In Year 1 this starts with a mixture of words from the Year 1 spelling list and tricky/red words that cannot be decoded. Children are tested on these once a week and the teacher keeps a running record. From year 2 all children learn spelling words taken from their year group spelling banks.

Key Stage 2

Children receive spelling homework each week based on words taken from their year appropriate spelling bank. All children are expected to learn the spellings for their year group so that progress throughout the school is ensured.