



EXPLORE DREAM DISCOVER ACHIEVE

ENGLISH POLICY

Title: English

English Subject Leader - Gurbinder Sandhu

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Approved by: SLT/Whole Staff/Governors

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Introduction to the English Policy

This policy outlines the teaching, organisation and management of the English Curriculum taught and learnt at Stourport Primary Academy. The school's policy is structured around the National Curriculum and the Early Years and Foundation Stage Guidance. The implementation of this Policy is the responsibility of all teaching staff.

Rationale

At Stourport Primary Academy, we believe that English and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature in its rich variety.

English is at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. The subject is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Aims

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils are given opportunities to read, write and speak with confidence, fluency and understanding, within a broad and balanced approach to the teaching of English across the curriculum. At Stourport Primary Academy we strive for each child to become a 'Primary Literate Pupil'. We adhere to the requirements set out in the National Curriculum for English, ensuring that all pupils, by the end of Year 6, can:

- Speak clearly and listen attentively showing understanding, then have the ability to adapt these skills to a range of situations appropriately;
- Read and write with confidence, fluency and understanding;
- Be able to use independent strategies to self-monitor and correct;
- Have an interest in books and read for enjoyment;
- Have an interest in words and 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;
- Develop the powers of imagination, inventiveness and critical awareness;
- Be able to spell high frequency words and develop their spelling skills and strategies, including knowing how to investigate the spelling of unknown words;
- Develop their knowledge of the grammar of the language to further enhance their English skills;
- Develop their handwriting skills to enable them to present their work neatly using a joined script.

Expectations and Assessment

At the end of the Reception Year, teachers should make judgements against the 17 Early Learning Goals. Practitioners must judge whether a child is meeting the level of development expected at the end of Reception (expected), exceeding this level (exceeding) or not yet reaching this level (emerging). These judgements are converted into tracking Points. Those Exceeding the Early Learning Goals are deemed more able, and thus awarded 40-60 Secure #3 (*See Assessment Policy for further guidance*).

In KS1 and KS2, the focus for assessment is based on coverage of each year group's programme of study. Teachers' professional judgements should be used to determine whether each child has met:

- Approximately 20% objectives achieved - *the child is 'Entering' the programme of study*
- Roughly 50% of the objectives achieved - *the child is 'Developing' in the programme of study*
- 80% plus of the objectives achieved - *the child is 'Secure' in the programme of study.*

As children progress through the programmes of study year on year, they will be assigned a Tracking Point' to enable to school to measure progress. We believe that 3 points progress across the year is considered to be 'Good Progress' (see Assessment Policy).

- By the end of reception children are required to be a 9 on the schools point tracking system.
- By the end of KS1 children are required to be a 15 on the schools point tracking system.
- By the end of LKS2 children are required to be a 21 on the schools point tracking system.
- By the end of UKS2 children are required to be a 27 on the schools point tracking system.

(Please see the Stourport Primary Academy Assessment Policy for further guidance)

Teaching

At Stourport Primary Academy, we believe that pupils' knowledge and understanding in English is best promoted by using a range of different teaching approaches. This includes building on prior learning, planning from assessment and identifying class, group and individual needs. LSAs are regularly involved in supporting children in class and through pre and post task activities when required. The non-negotiable timetable requirements and a brief overview, for each phase, are set out in the table below:

Early Years and Foundation Stage	Key Stage One	Key Stage Two
<ul style="list-style-type: none"> • Small group daily Phonics sessions • Daily Guided Reading • English taught through a topic based on children's interests • Free writing opportunities • Guided Writing where needed • One-to-one reading 3x weekly 	<ul style="list-style-type: none"> • Small group daily Phonics sessions • Daily Guided Reading sessions • Reading into Writing opportunities • Spelling taught using the Shakespeare and More spelling scheme • Grammar taught discretely then within context • Guided Writing where needed • Half termly Hot/Cold tasks • Termly reading age tests • One-to-one reading 3x weekly 	<ul style="list-style-type: none"> • RWI Phonics intervention where required • Daily Reading sessions • Reading into Writing opportunities • Spelling taught using the Sh&M spelling scheme • Grammar taught discretely then within context • Guided Writing where needed • Half termly Hot/Cold tasks • Termly reading age tests • One-to-one reading 3x weekly where required • Half termly Grammar and Reading mock SATs in Year Six
<p>At Foundation Stage, English is taught as an integral part of the school day and the planning provides children with the opportunity to:</p> <ul style="list-style-type: none"> • Daily Phonics is taught using the 'Letters and Sounds' synthetic phonics system. • Talk and communicate in an increasingly wide range of situations • Respond to adults and to each other • Listen carefully • Practise and extend their vocabulary and communication skills • Explore words and texts 	<p>At Key Stage 1, pupils continue working through phonic sounds, as described in EYFS. They develop their skills in early reading, to becoming independent readers through regular reading with an adult. Where necessary, interventions may be set up to support them. Children are encouraged to develop a love of books and can access a wide variety using the school's reading scheme and library.</p> <p>KS1 pupils develop their skills from emergent to independent writers by practising a range of carefully planned activities using exciting ideas (The Creative Curriculum) and a range of texts. Reading skills, Grammar, Phonics and Spelling are taught separately throughout the week.</p>	<p>At Key Stage 2, children further develop their reading skills and continue to read regularly to an adult. They are also given opportunities to independently access reading comprehension activities to develop speed and understanding. As they mature, they are encouraged to develop more analytical and critical skills, enabling them to look more closely at language, style, punctuation and inference of a range of texts. They also are given the opportunity to develop an interest in a range of classic and modern literature.</p> <p>As they become more skilled at writing, children are taught a wider range of more complex skills such as: discussion, argument and persuasion.</p>

Reading	Early Years and Foundation Stage	Key Stage One	Key Stage Two
Planning	Planning is done using the EYFS goals and is based on an overarching topic.	Planning is done using the National Curriculum and is based on an overarching topic.	Planning is done using the National Curriculum and is based on an overarching topic.
Teaching	<ul style="list-style-type: none"> • Children begin to develop pre-reading skills involving, for example, the ability to visually focus, to concentrate for increasingly sustained periods, to distinguish between visual shapes and to notice similarities, and to begin to understand that pictures, symbols and print can convey meaning, from the very youngest age. • All children read regularly to an adult and are placed on an appropriate reading level book from the scheme; this is based on their reading accuracy, fluency, decoding skills and comprehension. • Daily Guided Reading sessions are taught to aid each child's decoding abilities and to ensure that each child is provided with the opportunity to read with an adult regularly. Where appropriate staff aim to read with children 3 times a week. Children discuss the book, answer key questions and complete book related activities either independently or with some adult help. 	<ul style="list-style-type: none"> • All children read regularly to an adult in KS1 and are placed on an appropriate reading level book from the scheme; this is based on their reading accuracy, fluency, decoding skills and comprehension. • We incorporate the teaching of Reading within our English Curriculum. Pupils access the Reading Curriculum through a class book and other associated texts. Children are able to pull apart texts and understand how various fiction and non-fiction texts are structured by published authors. Children then use this knowledge to facilitate their writing. • In KS1 daily Guided Reading sessions are also taught to aid each child's decoding abilities and to ensure that each child is provided with the opportunity to read with an adult regularly. Where appropriate staff aim to read with children 3 times a week. Children discuss the book, answer key questions and complete book related activities either independently or with some adult help. 	<ul style="list-style-type: none"> • Individual reading to an adult also takes place at KS2, although as they progress towards independence, pupils are encouraged to read independently. We provide a variety of styles and levels of reading books and eBooks, which include fiction and non-fiction books to meet all needs and interests. • We incorporate the teaching of Reading within our English Curriculum. Pupils access the Reading Curriculum through a class book and other associated texts. Children are able to pull apart texts and understand how various fiction and non-fiction texts are structured by published authors. Children then use this knowledge to facilitate their writing. • In KS2 Teachers and TAs aim to read, on a one-to-one basis, with every child once a week. Teachers also incorporate ERIC sessions within their daily timetable to encourage children to value and enjoy reading independently. • Children that leave KS1 below the national expectation of phonic knowledge will be placed on the Read Write Inc intervention scheme.
Reading record	A 'Reading Record' is maintained throughout the school where all adults hearing a child read, will record the progress made with the book. Teaching staff/TAs will also comment on how the child is getting on and what to do to develop his/her reading skills further.		

Writing	Early Years and Foundation Stage	Key Stage One	Key Stage Two
Planning	Planning is done using the EYFS goals and is based on an overarching topic.	Planning is done using the National Curriculum and is based on an overarching topic.	Planning is done using the National Curriculum and is based on an overarching topic.
Teaching	In EYFS, writing is about how children build an understanding of the relationship between the spoken word and the written word, and how through making marks, drawing and personal writing, children ascribe meaning to texts and attempt to write for various purposes. The appropriate developmental age in EYFS curriculum informs planning for learning activities; writing/mark making materials are always available for the children in their child-initiated learning. Children start with large motor control activities, moving on to handwriting patterns, then on to letter formation. Writing tasks are planned for and supported to ensure all children work at the appropriate level with appropriate challenge.	The development of writing skills at KS1 progresses by building on the basic skills learnt at EYFS. Writing tasks are planned for and scaffolded according to individual need, by the provision of written structures/templates, by the use of ICT, or by the intervention of a supporting teacher or adult. These tasks are completed weekly and marked according to the marking policy; next steps are recorded by the teacher in order for the child to know how to progress to the next level. Verbal feedback is also given as appropriate.	As children progress through Key Stage 2, they work towards independence by practising the skills of writing for different audiences and purposes. Where necessary they are given challenges and support. Self and peer marking is used regularly to encourage self-reflection.

Grammar: The teaching of Spelling and Grammar is in line with the requirements of The National Curriculum. Stourport Primary Academy follows Pie Corbett's 'Teaching Guide for Progression in Writing Year by Year' document which details the expectations for the teaching of grammar and the agreed terminology. Grammar is timetabled to be taught discreetly once a week in KS1 and KS2. When appropriate, grammar skills are then embedded within English lessons to enable children to further develop and secure their grammatical understanding.

Speaking and Listening: We believe that the development of Speaking and Listening skills is integral to the successes experienced by our pupils in English. We encourage class and group discussion, pair-share-partners and opportunities for children to discuss their work with staff and their peers. We employ a number of different approaches to facilitate this including: talking partners, 'talk for writing', hot seating, role play, group discussions, puppets, class discussion, class assemblies, drama productions, 'show and tell', story sacks, house meetings, school council and other extra- curricular activities.

Phonics: Phonics teaching at Stourport Primary Academy is driven by the 'Letters and Sounds' synthetic phonics system. Children are taught to read using a variety of skills, including picture / word recognition and phonic awareness. They are then encouraged to develop wider skills for decoding unknown words including grammatical, syntactical and contextual clues. Reception and Year 1 teach Letters and Sounds daily. Children that leave KS1 below the national expectation of phonic knowledge will be placed on the Read Write Inc. intervention scheme.

Spelling: At Stourport Primary Academy we use the Shakespeare and More spelling scheme. The scheme is split into 32 lists which get progressively more challenging, matching the year-on-year content of the National Curriculum. Each week children are given 6-12 spellings to focus on in explicit spelling lessons which are followed up by a weekly spelling test.

Handwriting: Joined handwriting is introduced to children as and when it is appropriate to their writing development. As a guide we aim to introduce leading lines in EYFS, introduce joined writing to a $\frac{1}{3}$ of all pupils at the end of KS1, $\frac{2}{3}$ at the end of LKS2 and to the majority in UKS2. We aim to provide handwriting provision that enables pupils to:

- Know the importance of clear and neat presentation in order to communicate meaning effectively;
- Write legibly in both joined and printed styles with increasing fluency and speed;
- Have a correct pencil grip;
- Form all letters correctly;
- Know the size and orientation of letters.

The Role of ICT: ICT is used to support our teaching and to motivate children's learning. The interactive whiteboards are used for writing information and for sharing texts, pictures, other children's work and video clips. The wide ranging programmes that we have available are also used to extend and reinforce children's learning.

Inclusion

We aspire for all children to achieve and exceed their potential in English. Where appropriate, this may be facilitated by adult led interventions with individual children, or small groups of children. This adult may be the class teacher, a teaching assistant, or another specialist adult. Where it is not the class teacher, the adult will be briefed by the teacher and/or have access to the teaching plan, in order to maximize his/her direction of the child or group. Wherever possible, we believe that this adult intervention is most effective when it is implemented in an inclusive way, within the class setting. Alongside this, TAs work with children to offer post/pre teaching opportunities to further develop children's understanding.

Children who are identified as struggling readers, are offered a specific one-to-one reading programme (Rapid Reading), this is a focused computer based programme which may take several weeks to complete. One to one or small group English support is also offered to children in Year 6 in order to prepare them for the end of KS2 standardised tests. Children that leave KS1 below the national expectation of phonic knowledge will be placed on the Read Write Inc intervention scheme. Throughout the school, members of staff are required to fill in a weekly evaluation form, detailing weekly support offered to children that are at risk of underachieving and its subsequent impact.

SEN

A number of SEND specific strategies are in place to meet the needs of our SEND identified children. Strategies to support Cognition and Learning (English):

- Rapid reading program;
- Small group reading support in class through Guided Reading and individual reading;
- Additional small group English support from Teaching Assistant;
- Differentiated and multi-sensory activities;
- Handwriting development programme implemented through KS1;
- Access strategies to include-provision of table top packs, containing high frequency word mats and phonics sound mats, writing frames and scaffolding;
- Targeted daily reading;
- Phonics interventions;
- Post and pre teaching opportunities;
- Precision teaching of common exception words.

(Please see the Stourport Primary Academy SEN Policy for further guidance)

Pupil Premium

There are a number of strategies in place to ensure that our Pupil Premium children are provided with every opportunity to meet Age Related Expectation and beyond. Teachers are required to create a weekly log of all pupil premium provisions in place, alongside impact.

Homework

All children are expected to read with an adult at home at least three times per week. Parents are encouraged to sign diaries and teachers are required to keep a record of children's home reading habits. Intervention is put in place for children that continuously fail to read at home with an adult. Spelling homework is given out weekly in KS1 and KS2 and may take the form of copying words and sentences, playing a spelling game or exploring meanings and uses. Other homework is given as the child progresses through the school.

Equal Opportunities

All teaching and non-teaching staff at Stourport Primary Academy are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and make the greatest possible progress.

(Please see the Stourport Primary Academy Equality Policy for further guidance)

Monitoring

The English Co-ordinator will:

- Carry out book scrutinies, planning scrutinies and pupil interviews regularly to ensure uniformity of teaching and learning.
- Share new ideas including, county and national guidelines which to help support teachers in the teaching of English.
- Internally and externally moderate children's work.
- Liaise regularly with SLT and SEND Co-ordinator to identify issues or promote challenges.
- Work with staff to set whole school, group and individual targets.
- Lead staff meetings as and when appropriate to share issues or ideas.
- Meet with English Co-ordinators from other schools to moderate work and share good practice.
- Attend training as and when appropriate.
- Track phonics and reading throughout the school, identifying issues with relevant staff and SLT.
- Take part in joint observations with SLT and assist SLT with evaluating lessons.
- Promote English throughout the school.
- Support staff as and when required.

In addition, the Teaching staff and English Co-ordinator will:

- Annually report to parents on the progress each pupil has made in English.
- Report to Governors annually on the progress of English throughout the school.
- Moderate pupils' work throughout the school, (within phases and across the school) as well as externally.
- Assess and record TA and National test results, showing a clear plan of 'Tracking into Action' where appropriate.
- Identify Pupil Premium children and offer support as necessary through the use of a weekly evaluation form.
- Encourage all pupils to become 'Primary Literate Pupils' by the end of Year 6.

This policy is a working document and is subject to regular reviews. Red font is used to show amendments or sections needing change.