



ENGLISH POLICY

UPDATED:

Autumn Term 2021

Date approved by D&P Committee:

Signed by Chair of Governors:

Signed by Head Teacher:

Date of next review:

Available on One Drive

PRIORY ENGLISH POLICY

Our Vision:

English has a vital place in education and in society. We strive to deliver a high-quality English education that will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Immersing our children with reading will enable them to develop culturally, emotionally, intellectually, socially and spiritually. Through the use of high-quality texts our pupils acquire knowledge and build on what they already know.

1. Our Aims (our intent)

We want children at Priory to:

- read and write with confidence, fluency and understanding;
- write for and with purpose;
- orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meaning and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- understand and use accurately the objectives outlined in the new national curriculum regarding grammar, spelling and punctuation.
- be interested in books, read with enjoyment and evaluate and justify their preferences; through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

2. Teaching and Learning (our implementation)

All taught and planned sessions follow the guidance and objectives of the English National Curriculum, where staff will teach the key principles and accurate use of grammar, spellings and punctuation. In English lessons, children will read a range of high quality, diverse texts, and teachers will use these to teach comprehension, grammatical awareness and punctuation and to scaffold children's writing. We use cross curricular writing where appropriate and create a print rich environment to promote a culture of reading. We use a range of strategies to teach writing including modelled, shared and guided, which eventually leads to the children producing independent pieces of writing.

There are children of differing ability in all classes at Priory. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting

point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to match to the needs of individuals. We use a variety of strategies during English lessons to address children's different learning styles. These strategies include; thinking skills, higher order questions, planning for mastery opportunities and tasks by considering different learning styles. Resources such as digital texts, picture books, paintings, film and media clips, TV programmes are also used as a stimulus to engage our children.

3. English Curriculum Planning

We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English.

We carry out the curriculum planning for English in three phases (long-term, medium-term and short-term). Our medium-term plans, based on the New National Curriculum, give details of the main teaching units for each term. These are linked where appropriate to other curriculum areas. These plans define what we teach and ensure purpose, balance and distribution.

Class teachers complete a weekly timetable. This lists the specific learning objectives for each lesson including grammar, punctuation and spelling, reading and writing giving the details of how the lessons are to be taught. The class teacher evaluates each child's learning from every lesson and notes it on an assessment for learning sheet.

Speaking and listening

In line with the New English National Curriculum, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of English.

The four strands to speaking and listening are:

1. speaking;
2. listening and responding;
3. group discussion and interaction
4. drama.

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a weekly basis. Digital videos, tapes and photos (uploaded onto Seesaw) are a means of capturing progress and keeping records.

Reading is taught through:

1. Whole class reading that develops listening skills, a love of story and reading for pleasure. This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children. In all year groups, this happens on a daily basis.
2. Shared reading that immerses children in the pattern of story and features of text types. This happens in English sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.

3. Whole class shared reading, where children will either look at an individual piece of text in a session or over a sequence of lessons. These sessions take place at least three times a week and give the opportunity for the children to hear a text read to them (modelled reading), choral, paired and individual reading. These sessions provide the children with the opportunity to answer different question types, enhance their vocabulary and further promote an opportunity to access a wide range of texts.

4. Independent reading in school and at home. Books are sent home with a reading diary to log communication with parents. Books are changed regularly with guidance from a teaching assistant or teacher if needed. Oxford University Press scheme books have a controlled vocabulary and therefore children are moved through the stages as they are able to read the key words. When confident, children may choose their own book to take home and these are changed regularly. Some children are also given scheme books to further support their reading skills.

5. The reading environment. Our print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Themed displays are encouraged along with opportunities to write book reviews in the whole school reading corner. Books are also displayed and promoted around the classroom and the whole learning environment of the school.

6. The school library provides reference and reading materials for children and teachers. The school encourages all children to join and use their local library through termly trips for children to borrow and return books.

7. Whole school story time happens at 3pm every day in each class for enjoyment.

Phonics

At Priory, we strive for every child to be a successful, fluent reader by the end of KS2. The learning of phonics is an essential part of learning to read, in order for children to read and understand texts they must be able to recognise/decode the words on a page. When our children join us in Year 3, we feel it is important to continue regular phonics sessions in order to embed their prior knowledge. During Autumn Term, the children are taught Phase 5 as a whole class. We recognise that some children may have fallen behind in terms of their phonic knowledge, so a rigorous pre assessment of these children is undertaken and a specific intervention put in place, depending on which Phase of phonics they are currently working on. In Spring Term, the whole class will then move on to whole class shared reading, with staff continuing to teach phonetic reading strategies within these sessions. Interventions for children that continue as needed, into Year 4 if required.

Writing

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing is taught through:

1. Modelled writing shows the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas (using approaches taken from Jane Considine's 'The Write Stuff'). Modelled writing is not exclusive to English sessions and can be taught within foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

2. Guided writing that targets children at their point of writing. Guided writing takes place in small groups with a teaching focus using targets and writing already modelled in class. The main part of the session is spent by the child writing with the adult intervening as appropriate.

3. Independent writing. Throughout the school, children need opportunities to develop their confidence and practice their writing skills. All writing activities should have a purpose and quality should be promoted through digitizing, publication or presentation to another audience. Regular opportunities for independent writing are given.

4. Writing environment. The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms have purposeful working walls and well-equipped resources to aid writing.

GAPS

Grammar, punctuation and spelling are taught using the objectives outlined in the National Curriculum. Teachers use assessment data from their daily marking of writing to carefully plan weekly units of writing based on embedding these skills.

GAPS is taught through:

1. Carefully focussed planning based on gaps in the children's knowledge taken from their writing and half termly assessment data.
2. Children are taught how to use dictionaries, origin of word dictionaries, and thesauruses.
3. Clear modelling of writing.
4. Activities which encourage the children to play with and explore grammar themes.
5. SATs style standalone questions.

Spelling

Developing Spelling

In order to be an efficient speller, a child needs to:

- Be able to segment words into component phonemes;
- Know which graphemes represent the phonemes in words;
- Be able to distinguish visually between words which are 'legitimately' spelled, eg wait, wate;
- Know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used;
- Recall, e.g. by mental image, by memorising order of tricky letters, 'tricky' words;
- Know spelling conventions, e.g., relating to double letters;
- Look for similarities in the spellings of words, which are etymologically related, eg, sign, signal.

The Teaching of Spelling

In order to guide children to becoming more confident spellers, the teaching of spelling is as investigative as possible. The lessons provide visual, auditory and kinesthetic elements in which the children play a vital role in their own learning.

The progression of approaches which are used throughout the school consists of: activities and games taken from online resources, the 'Letters and Sounds' framework, investigations from 'Spelling Bank' and 'Support for Spelling', all DFES publications. These books are used in order to fulfill the objectives in the New English National Curriculum alongside the use of the non-statutory word lists for support. These words are also displayed in all classrooms.

The key words used in the teaching of spelling are used from year to year to ensure continuity and aid children's understanding: *blend, segment, phonemes* and *graphemes* are the more common key words.

The Proof-Reading System

Within the English lesson, proof-reading checking techniques are taught using 'Teacher Demonstration' and 'Shared Writing' teaching methods. The children are made aware that checking their work for spelling mistakes is a vital and important part of the writing process. We agree as a staff that children should have the ability to proof-read work independently, avoiding the scenario where children become accustomed to teachers proof-reading their work and finding all the mistakes for them.

Dictionary Use

There are a range of dictionaries and thesauruses in each class which are differentiated in ability levels to suit the range of needs within the English lesson. As well as doing investigations using dictionaries and undertaking specific dictionary work, the children are also encouraged to have dictionaries on the table during guided reading in order to research the meaning of unknown words.

Standardised Testing of Spelling

Children are assessed at the start and end of each half term on the specific spelling patterns they are learning using a SATs style assessment, designed to prepare the children for the expectations at the end of KS2.

Year six take past SAT spelling tests throughout the year, in order to address weaker areas. In addition to this, Year 3, 4 and 5 children sit half-termly spelling tests. These results are used to inform planning and next steps.

5. Handwriting and Presentation

We believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school we are adopting the fully cursive method of handwriting using the Nelson style of joins.

Aims

- To raise standards in writing across the school.
- To have a consistent approach when teaching handwriting and presentation of work throughout the school.

- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays or when making resources.

Handwriting Guidance

By the end of Key Stage 2 we want our children to be able to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have handwriting sessions at least once a week depending on their needs.
- Some children will attend lunchtime clubs to support when needed.

Equal Opportunities and Special Needs

The English policy reflects and supports the equal opportunities ethos of the school. All children will have access to the English curriculum appropriate to their age and need.

Adaptations will be made to the curriculum, equipment and to resources to allow access to English for all pupils with SEND e.g. dyslexia, including provision for pupils who are exceptionally able.

Teachers should take action to respond to pupils' diverse needs by:

- creating effective learning environments;
- securing their motivation and concentration;
- providing equality of opportunity through teaching approaches e.g. multi- sensory;
- using appropriate assessment approaches;
- setting targets for learning

6. Assessment and Recording

At Priory, we use regular moderation meetings with class teachers and members of the SLT to ensure consistency and effective assessment. AfL is crucial to the daily monitoring of children's writing and staff use these to plan for the next steps.

Progress and levels in reading are recorded during the guided reading sessions and comprehension lessons using record sheets, observations and notes, tests, marking and individual target setting conferences. These assessments are used to inform planning and to target teaching to the needs of the children as well as to track progress. These notes are kept in a class guided reading folder.

Teachers continually assess children's work in English. Short term assessments are made after every lesson and each child's progress is recorded on AFL sheets. These AFL notes support teachers in adjusting their daily plans to meet the needs of their pupils. Weekly marking of children's independent writing is completed by the teacher in line with our marking policy.

Every term children will take Pearson assessments or previous SATs papers for all areas of English. These are then carefully analysed by teachers and subject leaders to inform planning and to identify whole school areas for development. (See appendix).

7. Monitoring (our impact)

The English Leader works in conjunction with the S.L.T to:

- model good practice;

- lead the moderation cycle to support agreements and decisions on progress;
- analyse data from assessments and highlight strengths and weaknesses;
- feedback annually to Governing Body regarding KS2 SATS and internal assessments;
- write SDP foci for English, linked to analysed data;
- be responsible for the upgrading and ordering of resources and arranging for their storage;
- keep staff informed about developments and new initiatives to support the teaching of language and English and ensure staff are informed;
- audit needs and organise staff training;
- train staff in the learning and teaching of English;
- monitor planning on a termly basis with the head teacher; scrutiny of books and lesson observations with constructive feedback;
- support teachers in planning and using resources;
- update the school policy when necessary.

APPENDIX

Reading Assessments – *(since then Active Learn has stopped)*

Papers from Pearson Education – being revised by current Reading Lead

Autumn Term Assessments:

Year 3 – Brown A Test 1 and Test 2
 Year 4 – Grey A Test 1 and Test 2
 Year 5 – Blue A Test 1 and Test 2

Spring Term Assessments:

Year 3 – Brown A Test 3 Brown B Test 3
 Year 4 – Grey A Test 3 Grey B Test 3
 Year 5 – Sample 2015 SATs Paper

Summer Term Assessments:

Year 3 – Brown B Test 1 and Test 2
 Year 4 – Grey B Test 1 and Test 2
 Year 5 – 2017 SATs Paper



Grammar Assessments

We use grammar Rising Stars assessments.

Spelling Assessments

Spelling assessments are half-termly and created by our spelling lead using the NC words.

Writing Assessments

Each year group creates their own independent writing tasks to use for assessment purposes to aid moderation. These are recorded in class books. Each teacher uses an assessment framework to assess 20% of their class to support their judgments (a minimum of 6 times a year):

WORKING AT THE EXPECTED STANDARD						
After discussion with the teacher:						
I can write for a range of purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can organise my writing into paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe settings, characters and atmosphere. <i>You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a dictionary to check the spelling of uncommon or more ambitious words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a range of clause structures and vary their position. <i>e.g. fronted adverbials – Deep in the jungle, a roar erupted. relative clauses – Jamie, who was the King's hand, attacked the intruder.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Blank copies are saved on One Drive in English)