



INGLEBY MILL PRIMARY SCHOOL

Policy for English 2015

Date of review	Date of next review
May 2015	May 2018

Mission Statement for English

At Ingleby Mill Primary School we aim to promote and implement the teaching and learning of English, as the basis for communication, learning and personal development for all of our pupils, in a secure, safe and happy setting. This will provide the foundation children need to make the most of their abilities and talents and provide the right foundation for good future progress through school and into 'real life'.

Children will be taught the key skills of speaking, listening, reading and writing as set out in the National Curriculum in English: Primary Curriculum and the Statutory Framework for the Early Years Foundation Stage (EYFS) right from entry into our school, up to Year 6. Each child will be encouraged to develop these key literacy skills and by using them in a wide range of cross curricular activities, they will be enabled to develop their personal, spiritual, moral, social and cultural aspects and skills, so that they are able to fulfil their potential and make positive contributions to society, by the time they are ready to move on.

Our children will be encouraged to express themselves creatively and imaginatively and also to communicate with others effectively. We will provide a stimulating, literary environment, which will enable them to become enthusiastic and critical readers and writers of stories, poetry, drama, non-fiction and multi-media texts, and so they will "Take their first steps towards mental freedom and independence" (Ian McEwan, novelist)

Aims

The following aims are in accordance with our Mission Statement and the aims of the Whole School Policy.

We aim to:

1. Fulfil the requirements of the National Curriculum and EYFS Curriculum, providing a broad, balanced and stimulating scheme of work.
2. To promote the importance of reading and writing as skills for life and as tools for enjoyment and personal development.
3. Promote a stimulating literacy environment, where pupils and staff are encouraged to explore the four key skills of language teaching and learning – i.e. speaking, listening, reading and writing.
4. Encourage the use of these four skills, in all areas of their learning, to develop understanding of the English language and thereby provide a key to unlocking the knowledge available to them in the wealth of literature around them, in our multi-media society.
5. Provide an English Curriculum to which every pupil has equal access by differentiating the curriculum, where necessary, in terms of learning objectives, learning outcomes and teaching methods, in order that all children should reach their potential, ensuring that each child is included and supported.
6. Teach children to become effective and independent communicators, both in speech and writing, who can adapt their talking or writing according to any purpose and audience.
7. Plan in opportunities for cross curricular activities which will extend pupils knowledge and understanding of the world around them and their own selves within the world; and to develop their personal literacy skills to the full.

8. Plan for external agencies to have an input into the school's curriculum by inviting authors and theatre groups in to school and by arranging for educational visits to relevant plays, theatres, libraries etc. outside of school.
9. Respond to the professional development needs of the staff in order to fulfil the above aims.

Planning : progression and continuity

The National Curriculum and Early Years Foundation Stage Curriculum, form the basis of all our planning for literacy lessons. Yearly overviews, medium and short term planning are stored centrally on the school ICT system under 'staff shared', and are available to all staff. These plans will be adapted yearly to suit particular needs of each new cohort. All planning is being up-dated to take account of the demands of the latest English Curriculum changes. (September 2014)

Planning for English has been developed by the whole staff and is constantly up-dated to take advantage of different opportunities that arise at particular times during the year; and also to embrace new directives from the government. The development and improvement of English standards is a regular item at leadership, whole staff and team meetings. Weekly planning is done in Year groups, in line with NLS requirements for that particular year group, (Foundation Stage practitioners work closely together to include a variety of teaching styles and strategies) to respond to the needs of every pupil: this is monitored by the English Subject Leader, Assistant Head and Head Teacher.

We have incorporated recommendations to use a synthetic phonics approach in English lessons. In Foundation Stage Letters and Sounds, Big Cat Phonics, Jolly Phonics, Action Words, High Frequency words, progressive reading schemes and appropriate schemes as available are used, e.g. BLAST. Letters and Sound, along with Big Cat Phonics, Oxford Reading Tree phonics are used on a daily basis in KS1, and children continue to gain support from progressive reading schemes. In KS2 we still use The Spelling Bank and Support for Spelling, as well as Letters and Sounds in Y3 and Y4. We are currently investigating a whole school spelling and handwriting scheme to be adopted in September 2015.

Some of the Big Write strategies have been adapted to the specific needs of the school. They are used on a weekly basis to give the children opportunities to enjoy writing for extended periods in a variety of styles. The children practise using elements of writing, vocabulary, connectives, openers and punctuation as well as other aspects of Spelling, Punctuation and Grammar (SPaG) and incorporate these into their work. The children are encouraged to talk to their parents or carers about their writing tasks in order to generate ideas or research extra information, and 'Big Talk' is used in the Early Years as well to practise speaking, as a fundamental precursor to writing. After completing writing tasks, the children are then given 'small step' targets to follow, to improve their writing level. Additional elements for Composition and Effect are also planned in to our teaching. Big Write marking criteria has been replaced by the new National Curriculum expectations and assessment criteria for each particular year group. Y2 and Y6 are still using the old National Curriculum levels but this will change in September 2015 when we will begin to use the same system as the whole school. Children will be expected to reach the expected attainment targets for their specific year group.

(See 'Assessment' later)

Planned units of work are in place and are reviewed regularly to include new resources as they become available. There are a number of intervention strategies used, such as Lexia, Wave 3, Key Words, Direct Phonics, Key Words, Catch up, Better Reading, Beat Dyslexia, Spelling made Easy etc., either in small groups or individually, according to the needs of the children.

Teaching Assistants are timetabled weekly - responding to the specific needs of individuals or groups of children, who have been identified by class teachers as falling behind expected progress - and they will work with small groups of targeted children, communicating afterwards with class teachers about pupils' performance and progress through the Intervention folders which are located in each classroom.

Oxford Reading Tree is used throughout school to form the basis of our reading scheme, although Longman's Book Project and Connectors are also used for guided reading. We have 'book banded' all of the KS1 and most of KS2 books, collating a range of quality books, using nationally recognised colour bands, to ensure the children have a good selection of progressively ordered books to read. Other schemes, such as an extended collection of Project X books, with linked IWB resources, a wide range of high interest low ability titles and some Wellington Square books, are used for pupils with reading difficulties.

Daily guided reading lessons are planned, using a variety of high quality fiction and non-fiction resources in order to: reinforce class teaching; extend and promote children's range and enjoyment of reading; assess groups' learning and inform future planning. Guided reading records, pupils' journals and EYFS profile inform teachers of pupil progress and aid in planning future teaching and learning. We encourage class story reading sessions to further develop children's knowledge and enjoyment of a wider variety of literature.

Handwriting begins in Foundation Stage using a variety of strategies to enhance pencil control and the development of handwriting. Handwriting sessions are planned into the timetable daily, as far as possible, following a cursive style adapted from the Longman Book project. Many teachers use this as an opportunity to practise current spelling patterns or blends. In KS1, we will be introducing a specific cursive writing scheme in Autumn 2015.

A marking policy has been agreed which offers consistency of approach and style and which is used to 'support' the pupils in the next stage of their development. (see 'Marking policy')

There are opportunities for cross-curricular activities planned into each year's time-table (including whole school 'themed' weeks), and pupils are given ample opportunities to practise their speaking and listening skills in front of a variety of audiences and for a range of purposes.

Assessment, Recording and Reporting

Assessment

National Assessments Formal Summative Assessment is carried out at the end of each National Curriculum Key Stage through the use of National Tests and teacher assessment.

KS2 Y6 complete SATs for Reading and SPaG, and this year (2015) will report levels 3-6 for Reading, Writing and SPaG. Writing assessments are linked to teacher assessment throughout the year as there is no national test. Children working at Level 6 are expected to take a Reading and SPaG test and their levels will be reported nationally.

At present (March 2015) it is still unclear how children will be tested next year, although Y6 children will be assessed against the new National Curriculum from September 2015.

KS1 Y2 complete National Curriculum tests for Reading and SPaG and will report level 1 -3. At present (March 2015) it is still unclear how children will be tested next year, although Y2 children will be assessed against the new National Curriculum standards.

KS1 Y1 National Phonics test which is reported nationally.

Formative Assessment is used to guide and record the progress of individual pupils in English and CLL (Foundation Stage). It involves identifying each child's progress in each aspect of the subject, determining what each child has learnt and what therefore should be the next stage in their learning. When marking writing, we use the 'two stars and a wish' method and mark work with a green pen. Orange, green and yellow highlighting denotes success criteria have been met, whilst pink highlighting means the work needs editing. (See Marking and Assessment policy)

In Early years the Foundation Stage profile still plays a major role in assessing children's development.

In KS1 and KS2 we have moved away from the Big Write criteria to use the new Target Tracker Assessment tool introduced this year, to help to assess work against the current National Curriculum year group expectations. The new PIRA (reading) and PSA (spelling) tests have been adopted by school as a tool to assess reading comprehension and spelling development and attainment. Teachers are incorporating intervention work based on results from these assessments as they become more confident in their use.

Formative assessment by teachers may be carried out informally, in the course of their teaching. Suitable tasks for such assessment include:

1. Teacher observation of given and self-initiated tasks, including marking of children's work e.g. 'Fix – it time' activities.
2. Assessing whole class, small groups, working partner discussions in the context of the task being undertaken
3. Short oral tests or recording with flip camera
4. Informal discussions where pupils are encouraged to appraise their own work and progress and think about their 'next steps'.
5. Guided reading group work including written tasks where appropriate
6. Speaking and listening activities, including presenting work to various audiences
7. Specific tests e.g. diagnostic tests, reading tests, e.g.
8. Key Words and Tricky Words R-Y2, where appropriate when reading individually to the teacher
9. Letter sound recognition and systematic phonics
10. Baseline Assessments, profiling on entry to Nursery
11. Optional SAT tests in Y3-Y5 in May.

On-going assessments are recorded in Target Tracker as a way of tracking pupils' progress.

Foundation Stage Profile is up-dated termly, after moderation, and completed at the end of Foundation Stage.

Informal Summative Assessment includes the passing on of reading results, and guided reading files at the end of each year.

Children's formal achievements are passed on to the Head teacher, English Co-ordinator, and the child's next teacher and parents/ carers and used as an indicator of the stage of progress for each child.

(See Assessment Policy)

Recording

Records of pupil progress are also included in the pupils' personal files, on a yearly basis. This takes the form of their latest Writing across the Curriculum book and Assessment Book, and end of year reading test paper, and should serve as a realistic assessment of content, spelling, grammar and presentation, which the child can use independently. Every piece of writing should be annotated by the teacher, to indicate the objective of the task, any guidance given, and the context in which the writing took place.

A selection of children's work from across the school, will be available, reflecting our agreement of what a child in that year group's writing should look like, as we incorporate the New Curriculum for English expectations into each year group's teaching and learning. Many examples of children's work can be seen displayed around school.

We moderate work regularly in year groups and across teams, as well as in management meetings and across schools within the Borough. We set realistic targets for each child for the coming year at the end of each academic year, in consultation with the next teacher, taking into account national expectations. Y2 will pass on SATs papers; YR-Y1 will pass on results of assessed pieces and pass on the best piece to the next teacher.

In Foundation Stage, targets are set for CLL across the four strands, in the Autumn term of Reception which should be achieved by the end of the year.

Reporting to Parents

Reporting to parents is done on a termly basis through consultation evenings and annually through a written report. Parents are consulted whenever there is a cause for concern, and are treated as invaluable partners in their child's education. We encourage and highly value parental support in school as we recognise they are an invaluable resource both in and outside school. We can be imaginative in our direction of parents e.g. to intervene in structured play, to ask open ended questions, to be interviewed by the children, to be listener, to help with homework etc.

Special Educational Needs

Records are kept for children whose progress in English provides cause for concern and it may be that these children are placed on the SEND register. We have agreed criteria for registration for English special needs – see SEND policy. Relevant information concerning the children will be kept by the SENDCO and the class teacher. The English Subject Leader and the SENDCO may meet regularly to address specific needs and discuss IEPs.

Some children with SEND have auxiliary staff allocated to them, whose input is co-ordinated by individual class teachers, and the SENDCO, to offer guidance and instruction when necessary.

Gifted and talented pupils

Pupils with higher than average ability, identified as Gifted or Talented in English skills by class teachers in conjunction with SEND Co-ordinator, team leaders and Head teachers, will be given

access to a challenging and stretching curriculum and teachers will respond to their needs by offering them opportunities to:

1. Pursue topics in greater depth or to a greater level of cognitive challenge
 2. Tackle a wider range of tasks, including using ICT
 3. Work through activities at a faster pace
- Upper KS2 children may attend Challenge after school club at Conyers (feeder secondary school)

(see guidance on teaching gifted and talented pupils QCA)

- Use thinking skills to deepen, broaden their reflection on the task appropriately.
- Have more choice and input in lessons and be able to self- initiate activities where appropriate

Resources

We use Oxford Reading Tree as a core scheme for Reading.

Central resources include: T.A. to work with small groups of targeted children

Audio recorders and players Computer and appropriate software

Audio versions of stories

Television, video and radio programmes

Pre-recorded tapes of specific authors

Games

Language Masters

Acceleread and Accelewrite

Wave 3 materials

Letters and Sounds materials

Phonics programs

Word Shark

There are other programs and websites too numerous to mention here

Resources are readily available to all members of staff to provide for differentiation and are centrally located in team areas and the staff room.

The Library is a substantial resource of reference materials for the whole school and pupils can borrow books easily. Y6 monitors are trained to assist children choosing books and read with younger children. The children are taught to use the Library and reference materials effectively.

ICT in English Lessons

Teachers will continue to make use of the wealth of ICT programs and resources, including DB Primary, Big Cat Phonics, Big Write games etc. to enhance the teaching of English, using computers within most English lessons. Children will learn to use ICT competently, using word processing

programs, shared documents, the Apple Macs, video and still photos, film clips, downloads etc. to help keep up with the changing world in which they live and work.

Key Stage 1 will use various commercial programs to teach spelling patterns and children with SEND will use programs to help with English I.E.P. targets.

All children will be encouraged to use ICT to help research topics across the curriculum.

Cross-curricular links.

It is essential that our children understand the importance of using literacy skills in all aspects of their education, so every opportunity will be taken to make the reading and writing they do relevant to other aspects of their learning, by fostering cross curricular links with other subjects. We have a series of themed days throughout the year, and actively look for real opportunities to get children involved in writing.

A selection of story/fiction and poetry books are available for use by staff and children. Each class is provided with writing appliances suitable for the ability range of their children. All classes have a selection of dictionaries, thesaurus and word-banks. There are also a number of Ace Dictionaries available for children with specific spelling needs.

Teacher Assistants work with individual class teachers, who determine the best use of their time according to the needs of the class. For example: encouraging speaking and listening, working with small groups, hearing reading, as scribes, editing, illustrating or displaying children's work, extension work, withdrawal time in quiet space for targeted intervention etc.

The role of the English Co-ordinator

The role of the English Co-ordinator is to:

1. Take the lead in policy formulation and development to ensure progression and continuity in English throughout the school.
2. Determine school priorities for English in partnership with the SLT
3. Offer support and advise to colleagues
4. Take responsibility for the purchase and organisation of resources for English alongside team leaders
5. Keep up to date with developments in English education and disseminate information to colleagues as appropriate
6. Monitor the effective use of planning (including published schemes)
7. Monitor the attainment of children throughout school along with Head and Assistant head
8. Monitor assessment, moderating and recording arrangements
9. Work with Head teacher, team leaders, Assessment Co-ordinator and staff to monitor and raise standards of attainment.

The role requires the subject leader to have an overview of the English curriculum, with the knowledge, skills and understanding to support its implementation and evaluate its effectiveness in school. The Leader will oversee the organisation of special events such as Book Week, visits to the school of theatre groups, visits to the theatre, visits by guest speakers e.g. authors and liaise with library services.

Together with the head teacher, they should co-ordinate the teachers' professional development needs with opportunities for training.

Equal Opportunities

In accordance with our school's Mission Statement and Governing Body policy on Equal opportunities in terms of access to the curriculum, we are committed to ensure that all our children have equal access to the English curriculum at the stage appropriate for that individual child, irrespective of gender, race, culture, ability.

Our book buying and selection must be systematic and thorough, to ensure that the literature we provide upholds our high expectations, and does not feed stereotypical notions of gender, race or ability. Rather, it should reflect the multicultural society in which we live, where all people are valued.

In order to participate confidently in public, cultural and working life, pupils need to be able to speak, write and read Standard English fluently and accurately.

All pupils are therefore entitled to the full range of opportunities necessary to enable them to develop competence and confidence in Standard English. The richness of accents, dialects and other language can make an important contribution to pupils' knowledge and understanding of Standard English.

Spoken Standard English is not the same as Received Pronunciation and can be expressed in a variety of accents.

Special Educational Needs are identified and referred to the SENDCO. If appropriate, and in consultation with the parents the advice and support of external agencies, such as, speech and language therapy, educational psychologists and specialist teachers could be sought.

Specific equipment and learning/teaching aids could also be provided if specialist advice suggests that this would support learning.

Health and Safety

We endeavour in all curriculum areas to help make the children aware of the needs of all who work in school, encouraging them to be aware of the safety of themselves and others at all times. All our practices must reflect our concern with the health, safety and security of our children and staff.

It is also our responsibility to ensure the propriety of the written material we give the children. Teachers have a duty to pre-read class readers and as many of the class fiction library as possible.