



# INGLEBY MILL PRIMARY SCHOOL

## Policy for English 2018

<b>Date of review</b>	<b>Date of next review</b>
May 2015	May 2018
Oct 2018	Oct 2021

## **INGLEBY MILL PRIMARY SCHOOL**

### **Policy for English**

#### **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 beyond.

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.

#### **Aims**

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

We aim to:

- Fulfil the requirements of the National Curriculum and EYFS Curriculum, providing a broad, balanced and stimulating scheme of work.
- To promote the importance of reading and writing as skills for life and as tools for enjoyment and personal development.
- 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.
- 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.
- 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.
- 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.

- Provide 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.
- 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. All planning is stored centrally on the school ICT system and is available to all staff. These plans will be adapted yearly to suit particular needs of each new cohort. All planning is kept up-dated to take account of the latest English Curriculum and assessment changes.

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 regularly reviewed. Weekly planning is completed 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 and SLT.

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. Letters and Sounds, 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 up to Book Band Level 16. Across the school, we use a cursive handwriting style which begins with letter formation in EYFS. National Curriculum requirements for Grammar, Punctuation and Spelling (Y1-Y6) are planned for weekly and supported by a variety of resources including the online learning platform, 'Grammar and Spelling Bug'.

Opportunities for extended writing are given each week which give the children opportunities to enjoy writing for extended periods in a variety of styles and for a variety of purposes and audiences. The children practise using a range of sentence structures, vocabulary and punctuation as well as other aspects of Grammar, Punctuation and Spelling (GPS) and incorporate these into their work. After completing writing tasks, the children are then given appropriate targets to follow, to improve the effectiveness of their writing. In Y2 and Y6, children work towards the 'Teacher Assessment Framework' as directed by the Standards and Testing Agency (STA). Children will be expected to reach the expected standard for their specific year group. (See 'Assessment')

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 Reading Plus, Lexia, 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.

Oxford Reading Tree and Big Cat Phonics are used throughout school to form the basis of our reading scheme. We have 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 provide a wide range of high interest low ability titles. Reading Plus is used from years 4 to 6 as a tool to improve fluency, vocabulary and comprehension. In Nursery, all children receive a Booktrust pack to encourage reading at home.

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 also plan class 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.

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 Class assemblies), 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**

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

In KS2, Y6 complete SATs in Reading and GPS. Writing assessments are linked to teacher assessment throughout the year as there is no national test. Teacher assessment judgements may be moderated by the Local Authority.

In KS1, Y2 complete National Curriculum tests for Reading and an optional GPS test is available. KS1 Y1 complete a 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 'two stars and a wish' feedback (KS2 -one star and two wishes) 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). Children edit work with a purple pen. Conference marking is used to provide additional support for individuals which allows them to benefit from discussing their work in depth with a teacher. This strategy is prioritised for use with Pupil Premium children.

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

In EYFS, KS1 and KS2 we use the Target Tracker Assessment tool to help to assess work against the current National Curriculum year group expectations.

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

- Teacher observation of given and self-initiated tasks, including marking of children's work e.g. 'Fix – it time' activities.
- Assessing whole class, small groups, working partner discussions in the context of the task being undertaken
- Informal discussions where pupils are encouraged to appraise their own work and progress and think about their 'next steps'.
- Guided reading group work including written tasks where appropriate
- Speaking and listening activities, including presenting work to various audiences
- Specific tests e.g. diagnostic tests, reading tests and practice SATs for Y6
- Key Words and Tricky Words R-Y2, where appropriate when reading individually to the teacher
- Letter sound recognition and systematic phonics

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.

(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 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.

We moderate work regularly in year groups and across teams, as well as in management meetings and across schools within the Local Authority. 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.

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 will be given access to a challenging and stretching curriculum and teachers will respond to their needs by offering them opportunities to achieve writing at Greater Depth and Reading and GPS at the 'Higher Standard'.

### **Resources**

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

Each team has its own library containing reference materials for that year group's topics.

### **ICT in English**

Teachers will continue to make use of the wealth of ICT programs and resources to enhance the teaching of English. Children will learn to use ICT competently, using word processing programs, shared documents, the Apple Macs and ipads, 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 support their work across the English curriculum including the use of online platforms for completing homework.

### **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.

### **The role of the English Subject Leader**

The role of the English Lead is to:

- Take the lead in policy formulation and development to ensure progression and continuity in English throughout the school.
- Determine school priorities for English in partnership with the SLT

- Offer support and advice to colleagues
- Take responsibility for the purchase and organisation of resources for English alongside team leaders
- Keep up to date with developments in English education and disseminate information to colleagues as appropriate
- Monitor the effective use of planning
- Monitor the attainment of children throughout school along with SLT
- Monitor assessment, moderating and recording arrangements
- Work with SLT 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 World Book Day, Book Fairs, 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 the Raising Achievement and Performance Team is sought.

### **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 and group reading books.