

# Ingleby Mill Primary School



English Policy

June 2021

## **Rationale**

*This policy is to be read in conjunction with the following documents:*

*IMPS Reading Rationale*

*IMPS Writing Rationale*

*IMPS Phonics Rationale*

*IMPS Phonics Policy*

*IMPS Phonics Progression Map*

*Years 1 -6 Writing Overview documents*

*Whole School Progression of Skills in Reading*

*Whole School Progression of Skills in Writing*

*Whole School Progression of Skills in Spelling*

*Whole School Progression of Skills in Speaking and Listening*

*Assessment & Marking Policy*

At Ingleby Mill, 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 (2021) and Development Matters (2020) with additional guidance followed from Birth to 5 Matters. From Nursery up to Year 6, each child will be encouraged to develop key literacy skills and by using them in a wide range of cross curricular activities, they will be enabled to develop personally, spiritually, morally, socially and culturally so that they are able to fulfil their potential and make positive contributions to society.

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 effective writers.

## **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 Framework, 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 and progression**

The National Curriculum and Early Years Foundation Stage Framework, form the basis of all our planning for literacy lessons. 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 objectives. Foundation Stage practitioners work closely together to include a variety of teaching styles and strategies to respond to the needs of every pupil.

At IMPS we have devised our own bespoke teaching programme which follows the structure of the Letters and Sounds Programme but is supplemented and supported with a range of teaching materials from Floppy's phonics, Twinkl Phonics, Big Cat Phonics and Bug Club Phonics. We follow the six phases of the DfE's Letters and Sounds: Principles and Practice of High-Quality Phonics across EYFS and Key Stage One, then in to Key Stage Two where appropriate. It offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2. Children continue to gain support from progressive reading schemes in KS2 up to Book Band Level 16. 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 along with books that closely match the sounds that they know. Reading Plus is used from Years 4 to 6 as a tool to improve fluency, vocabulary and comprehension.

Daily guided reading lessons are planned, using a variety of high-quality fiction and non-fiction resources including the online platform, 'Reading Bug', in order to: teach comprehension strategies; extend and promote children's range and enjoyment of reading; assess groups' learning and inform future planning. Target Tracker statements, pupils' journals and EYFS profile inform teachers of pupil progress and aid in planning future teaching and learning. We also plan the majority of our English curriculum around whole class reading texts which form a 'Reading Spine' to develop children's knowledge and enjoyment of a wider variety of literature.

Across the school, we use a cursive handwriting style which begins with letter formation in EYFS. A variety of strategies are taught 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.

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'.

Spelling rules and conventions are taught weekly as well as the statutory spelling lists as outlined in the National Curriculum. Progress in spelling is assessed by a variety of means including spelling dictations, tests and independent application.

Writing is taught as a process rather than a product. The different elements that make up the writing process are taught and modelled and a piece of writing may be developed across a number of sessions. Children are taught to write for a variety of audiences and a range of purposes. 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 given appropriate targets to follow, to improve the effectiveness of their writing. Peer assessment opportunities are given so that children move towards independently monitoring their own and others' 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.

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. There are a number of intervention strategies used, such as Nessy and Wordshark, either in small groups or individually, according to the needs of the children.

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.

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.

## **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.

In Early years the Foundation Stage profile plays the central 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 at the end of five half-terms, 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 SEND Support Plans.

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.

## **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, PCs and ipads, video and still photos, film clips, downloads etc. to help keep up with the changing world in which they live and work.

Children will use various commercial programs to teach spelling patterns and grammar conventions and children with SEND will use programs to help with English support plan 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 promote real audience and purpose 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, visits by guest speakers e.g. authors and liaise with library services.

Together with the head teacher, the subject leader will 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.

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.

## **Review**

The monitoring of this policy will be the responsibility of the English Subject Leader. This policy will be subject to a formal review if significant changes occur.