



# Esh Winning Primary School

## English Policy

### A. English Policy Introduction

- English is the most important life-skill that we can teach the children of Esh Winning Primary School and is often the 'keystone' for other areas of learning.
- English develops children's ability to communicate in spoken and written form. Through developing their knowledge, skills and understanding in English, children learn to appreciate that communication in all forms contributes to their wider understanding of the world in which they live.
- The English curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

### B. Aims

#### General

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching English and that these are currently applied.

#### School Staff

- To promote a confident, positive attitude towards the learning and use of English, making it an enjoyable experience.
- Underpinning all teaching are the principles of Growth Mindset.
- To promote confidence and competence in the skills of speaking and listening; reading and writing.
- To promote the ability to communicate effectively in a variety of forms.
- To promote the skills of communication through speaking and listening in a range of contexts.
- To promote the range of skills required in reading in order for children to read for meaning, understanding and enjoyment.
- To provide opportunities for the development of skills in writing across the whole curriculum.

#### Children

- To develop an enjoyment of learning through practical activity, exploration and discussion.
- To develop confidence and competence in the skills of speaking and listening, reading and writing.
- To develop the ability to communicate effectively in a variety of forms.
- To develop the skills of communication through speaking and listening in a range of contexts.
- To develop the range of skills required in reading in order for children to read for meaning, understanding and enjoyment.
- To develop a range of skills in writing across the whole curriculum.

#### Parents and Carers

- To be understanding and supportive of our aims in learning and teaching English.
- To attend and contribute to Teacher Consultation Meetings.
- To support their children with English home learning activities (please refer to Home Learning Policy).
- To praise their children for all successes in English.
- To communicate and work with the school whenever further support is needed to develop their children's English skills and understanding.

#### Governors

1. The designated link governor for English will:

- meet with the English Lead at least once a year to find out about;

- a) the school's systems for planning work, supporting staff and monitoring progress;
- b) the allocation, use and adequacy of resources;
- c) how the outcomes are changing over time.
  
- d) Visit School and talk to pupils about their experiences of the curriculum area.
- e) Promote and support the positive involvement of parents in the curriculum area.
- f) Attend training and other events relating to the particular curriculum area.
- g) Report jointly with the Subject Leaders
  - for the School website;
  - to the governing body with recommendations, if appropriate, once a year.

2. To be understanding and supportive of our aims in learning and teaching English and review the English Policy regularly.

### **C. Implementation of the English Policy**

#### **1. Early Years organisation**

- In **Nursery** children follow the Early Years Foundation Stage Curriculum. The children have the opportunity to talk and communicate in an increasing range of situations and to practise and extend their range of vocabulary and English skills. Activities such as Squiggle While You Wiggle, Chris Crab, Dough Disco and Brain Gym play a vital part in this challenge.
- English is planned and assessed using the criteria from Development Matters.
- English is taught both as a discrete subject and within the whole Early Years Curriculum to give children opportunities to use their English skills in real life situations.
- Children are exposed to phonics via an enhanced RWI framework where focused activities engage and promote learning.
- In **Reception** new sounds are taught as a whole class. The children are then split into groups where they complete different learning tasks such as pencil control activities; practicing writing sounds; word time (RWI); hold a sentence. These groups are changed all the time, depending on the progress of the children. The whole of the English session occurs for 1 hour every day.
- Three times a week there is a 20 min session of Dough Disco to further promote fine motor skills. There is a fine motor skills area in the classroom.

#### **2. The English National Curriculum**

- KS1 and KS2 school staff use the objectives from the English National Curriculum to support their planning for English.
- Teachers are to use Literacy and Language, quality texts, Literacy Shed and Topic based discussion to plan and produce fiction and non-fiction writing.
- Objectives for short term planning are taken from the outcomes relevant to the year group.
- Spelling and grammar learning is timetabled for half an hour a day altogether.
- Spelling and grammar sessions are interactive and powerful, using games and individualisation of learning for the learner by the learner.

- The short term plan lists the objective and specific learning goals for challenge and support; next steps are brought forward from the last piece of writing; spelling and grammar skills to be practiced and then applied in next piece of writing. Evidence of this trail of learning must be evident in books.
- Teaching and learning is differentiated to best match the needs of the class and the individuals within it; within the context of the aspect of English that is being taught.
- Formative assessment of each area of English will occur termly.
- If the learning needs of specific children are best met following an alternative structure then this will be discussed by the class teacher with the SLT.

## **2. KS1 organisation - General**

- Children use English skills daily throughout the whole curriculum.
- The children in KS1 have intensive daily support for reading. This session both teaches and re-enforces reading skills.
- In addition to the English teaching there are also systematic synthetic phonics sessions using the RWI framework. These sessions are no more than 30 minutes in length, for four days a week.
- After phonics sessions, skills needed to produce accomplished pieces of writing are practised. Grammar, punctuation and spelling are a focus.
- Once a week, using the skills practised, an extended piece of writing is produced. This can be in English or Topic books.
- Children in years 1 and 2 each have their "Next Steps" identified which in turn will inform the writing targets (from the 'Standards') for that child. These identify the next stages of learning in English for that child; each child. These are used to personalise and support all children in making progress and may be used as interventions to support children in making progress.

## **3. KS2 organisation - General**

- Children use English skills throughout the whole curriculum.
- Children in years 3-6 each have targets set by their teacher for English. This is done through the teacher's diagnostic marking which clearly identifies the next stages of learning in English for that child. These are used to personalise learning and support all children in making progress. Identified next steps determine the goals that are on the children's individual writing-standards target cards.
- Once a week, using the skills practiced, an extended piece of writing is produced. This can be in English or Topic books.

## **5. Speaking and Listening**

- The development of good Speaking and Listening skills is seen as key to developing good general English skills. As such children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and also across the full English Curriculum, the full academic curriculum and the wider curriculum.
- There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in English related sessions and across the full curriculum. These include:
  - a) focusing children's responses using speaking frames;
  - b) by ensuring that each adult and other children provide good role models;

- c) teaching the children the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
- d) ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups; and
- e) teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the School.

## 6. Reading

Reading is a vital life skill. We hope that by teaching the children at Esh Winning Primary School to read at age appropriate levels they will be able:

- to enjoy books and other written media,
- to access information
- to follow written instructions in all curriculum areas and the environment around them.

There are many and varied opportunities for the teaching of reading skills, both explicitly in English related sessions and across the full curriculum. These include:

- the teaching of phonics
  - basic sight vocabulary;
  - the teaching of Reading in KS1 and KS2 (daily in either class or groups);
  - Shared reading and reciprocal reading within other curriculum areas;
  - reading to the children modelling appropriate reading skills; every class being read to by their teacher regularly; either a single story or longer text, which would be read over a period of time;
  - teaching the children age appropriate skills to be able to read for both comprehension and inference;
  - using opportunities in all subject areas to teach and apply reading skills;  
Children take home a book daily, which they are encouraged to share with their parent/carers; either being read to or reading to the adult concerned. This practice begins in Foundation Stage and continues through KS1 and KS2. The teacher monitors this practice through recorded evidence in the reading files.
  - The school has a variety of reading books that are classified into the different reading bands. Children move progressively and with appropriate pace, through the bands.
  - Reciprocal/reading operates daily, for half hourly sessions in KS1 and KS2. The children take part in a wide variety of reading activities such as; reading their reading book, practising their phonics and completing activities based on the book they are reading.
  - A reading area is highlighted in each classroom to promote, excite and encourage regular and relevant reading.
- In Years 3,4, 5 and 6 children have timetabled reading time every day, where the class will read a whole class text. In these sessions, teachers may choose one of the following ways to manage and teach reading in their classroom:
    - Whole class Reciprocal Reading using a whole class text for the whole of the session;
    - Whole class Reciprocal Reading for the first 10 minutes of the session followed by a whole class Reciprocal Reading activity;
    - Whole class Reciprocal Reading for the first 10 minutes of the session followed by differentiated reading activities;
    - Whole class Reciprocal Reading, some children reading independently up until a certain point in the text e.g. end of each chapter and then completing an independent activity whilst the teacher works with a small, focused Reciprocal Group. Other adults must also be used to take another Reciprocal Group within the class;
    - Whole class or differentiated Reciprocal Reading activity based on the whole class text;
    - Sharing of a book with the teacher/adult modelling reading skills.

## 8. Writing

- Writing is a vital life skill. It is often the way judgements are made about an individual e.g. their academic achievements, a job application and when they communicate through letter. Even though there are ever increasing mediums for written communication e.g. text, email etc... It is still necessary for children to be able to communicate using a good standard of written English. We hope that by teaching the children to write at, at least age appropriate levels, they will have the skills to be able:
  1. to understand the importance and purpose of formal and informal written language;
  2. to communicate in standard written form;
  3. to express themselves creatively and encourage reflection about the content of their work;
  4. to organise their thoughts and ideas logically that are appropriate for their intended audience.
  
- There are many and varied opportunities for the teaching of Writing skills across the curriculum. These include:
  1. uniting each of the elements of English; speaking and listening, reading and writing, and making explicit links between these;
  2. the teaching and learning of spelling in line with the English National Curriculum using an interactive, interesting and constructive way (Wordstudy); understanding how to and being able to use a dictionary; the highlighting and use of subject specific language; spelling to be taught discretely for 15 mins a day;
  3. the teaching of vocabulary using the class book, topic based texts, etc will highlight the width and diversity of the English language;
  4. the teaching of punctuation and grammar in line with the English National Curriculum; to be taught discretely for 15 minutes a day;
  5. ensuring punctuation and grammar are used appropriately across the whole curriculum when a written response is required from the children;
  6. daily modelling of handwriting and regular teaching of it (at least 3 times a week) in English related sessions and across the full curriculum (using the Berol cursive script). Children who are consistently using the cursive script appropriately are awarded with a handwriting pen;
  7. each teacher finds an appropriate stimulus for writing from a variety of resources: the Language and Literacy programme; text based; Literacy Shed resources. Lessons are taught which engage, motivate and provide the children with a real purpose and audience for their writing and ensure that the children have experience of writing different genres;
  8. Shared Writing and Guided Writing within English sessions and other curriculum areas as appropriate;
  9. opportunities provided every week, for the children to write at length, independently, which teachers assess using the Esh Winning Standards adapted from the Assessment Without Levels guidelines, set in accordance with the National Standards. Feedback to the children includes what they did well and how they can improve;
  10. Children's writing targets are indicated by annotating the Esh Winning Standards for each child, as well as through their teacher's diagnostic marking which will also indicate a child's next steps. These next steps also help to determine each child's individual writing targets which are referred to and used as a self-assessment tool by the child at the end of, and during, each writing session;

11. teaching the children the difference between standard and non-standard forms of written English and when each of these can be appropriately used;

## **8. Planning Formats**

- The School uses the English National Curriculum for long term planning to support staff in planning, delivering and assessing the learning and teaching of English. Each teacher has a copy of the National Curriculum. Teaching staff use this to develop their own short term planning using the guidance of the year group expectations.
- Short term plans should include the date; learning objective; next steps taken from previous learning; challenge and support elements.

## **10. Resources**

- English resources are used by children and staff in many ways including;
  - a) demonstration or modelling skills through using a range of differing genre;
  - b) enabling children to write through using a range of visual and real life situations;
  - c) providing a context for the application and skills in reading through a range of texts.
- Whole School Resources include;
  - a) an extensive range of both fiction and non-fiction available to use for shared reading to support the teaching of English and other curriculum areas;
  - b) Berol Handwriting scheme and support material which is used in conjunction with visualisers and white board etc;
  - c) Group reading books which are located in the corridors outside the classrooms;
  - d) Book banded books which are located in the Learning Resource Room as well as outside classrooms in KS1
  - e) Barrington Stoke books - dyslexia friendly
  - f) Books specifically to encourage boys to read
- Classroom Resources include;
  - a) Class sets of dictionaries and thesauruses at age and ability appropriate levels;
  - b) Visualisers in each classroom;
  - c) Wide range of age related non-fiction and fiction books located in each classes book corners.
  - d) Early Years have a Celebration board together with a display of RWI phonics;
  - e) Early Years have access to phonics mats

## **11. Home Learning**

- a) practise and consolidate skills and knowledge;
  - b) develop and extend techniques and strategies;
  - c) prepare for future learning through out-of-class activities and homework.
- There are a number of generic ability appropriate homework activities for children in English including daily reading with parent/carers, learning phonics, learning tricky words and spellings.

## **12. Parents/Carers**

- The School aims to involve parents/carers in their children's learning as much as possible and to inform them regularly of their child's progress in English.
- Workshops focusing on the learning and teaching of English

- Parents/carers have the opportunity to meet with the class teacher at least twice a year at Teacher Consultation Meetings. They receive an end of year report at the end of the Summer term.
- Information about their child's standards, achievements and future targets in English is shared with parents/carers at these times and also ways that parents/carers may be able to assist with their child's learning.
- Parents/carers are encouraged to support their children with homework and to attend Teacher Consultation Meetings.
- Parent/carers are encouraged to read with their child daily; either sharing a book with the child or hearing the child read, and to record this within their child's Reading Record. This is a further opportunity for communication between home and School.

### **13. Subject Leader**

- The role of the English Lead is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
  - a) Strategic direction and development.
  - b) Learning and teaching.
  - c) Leading and managing staff.
  - d) Efficient and effective deployment of staff and resources.
- The role of the English Lead is detailed further in the Subject Leader Job Profile.
- The English Lead has regular discussions with the Head teacher and other senior leaders about learning and teaching in English and provides an annual summary report about their work as English Lead and an evaluation of the strengths and areas for development for the subject.
- Regularly monitors various aspects of the English curriculum being taught within the school, including planning, lesson observations, assessment, marking and pupil interviews.

### **14. English Lesson**

- Within each English session there will be the following elements:
  - a) a clear Learning Objective with focused Steps to Success which is used by both the teacher and the children to assess the lesson's work;
  - b) a clear, discrete spelling, punctuation and grammar segment lasting half an hour within the one and a half lesson and with relevance to the writing produced at the end of the week.
  - c) an element of Speaking and Listening which is well modelled by the teacher; e.g. the use of speaking frames to encourage the children to respond appropriately in full sentences;
  - d) each class, from years 1-6, will have an appropriately placed English display board which is referred to in every writing session across the whole curriculum;
  - e) teachers model reading and/or writing at a level which is appropriate to the needs of the children within their class or set;
  - f) children will be told by their teacher to refer to their writing standard cards which have personalised, generic writing targets that may be separate from the lesson's Success Criteria;
  - g) links are explicitly made between the three major strands of English; Speaking and Listening; Reading and Writing;
  - h) a plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Steps to Success or to move the children's learning on further;

### **15. English across the Curriculum**

- Children are taught a wide range of English skills that are necessary to access the whole curriculum. English is seen as the 'keystone' which enables children to access other areas of the curriculum and to function effectively as developing citizens.

- Opportunities are used for English experiences through a range of activities in other subjects to enable children to apply and use English in real life and academic contexts.
- Within other lessons across the curriculum it is also necessary to incorporate the good practice seen within English lessons as follows;
  - a) insisting on, and having high expectations of, children's handwriting;
  - b) identifying, highlighting and correcting the poor use of punctuation such as capital letters and full stops;
  - c) using speaking frames and modeling good speaking to encourage the children to respond appropriately in full sentences;
  - d) referring back to the English board in order that the children are consistently writing at their appropriate level.

## **16. Assessment, Record Keeping and Reporting**

- Children's standards and achievements in English are assessed in line with the School's Assessment Policy. Assessment in English for years 1-6 includes:
  1. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objectives and self and peer assessments of understanding, outcomes and progress.
  2. Marking of children's work; against the shared Learning Objective and for accuracy of answer (for all written work) and diagnostically (regularly in line with School expectations).
  3. Formal assessments using the Esh Winning Standards which refers to Age Appropriate Expectations and which feed directly into Classroom Monitor.
  4. Age Appropriate Standards for Reading refer to the National Standard expectations. These will be used in conjunction with the Reciprocal Reading framework to assess each child's reading attainment.
  5. On-going phonic assessment for years R-2 generating a Phonic Phase at the end of every half term and further assessments for particular aspects of English as necessary. These are recorded within Classroom Monitor.
- Children's standards and achievements in English in the Foundation Stage are assessed in line with the school's Early Years' policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
- All children in years 1-6 have individual assessment targets both in terms of National Expectations and within on-going AFL and diagnostic marking practices. Progress against these targets is reviewed regularly by the class teacher, Subject Leader and other senior Leaders. This information is used by each of these to affect provision and potentially school development.
- Assessment information for English; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings. English is reported on in detail during the school year at parent teacher consultation meetings; which includes information about the next steps for learning in the subject as well as in an end of year report which outlines each child's progress and effort within English.

## **17. Inclusion**

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in English should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.
- Children across abilities, who may not be progressing at an appropriate rate, are identified during progress meetings and 'keep up' strategies put in place.
- Esh Winning PS are working with outside agencies and the cluster to provide additional opportunities for children who are currently excelling in the English curriculum.

### **Monitoring and Review**

- The Head teacher and English Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and English Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

### **REVIEW**

*Reviewed January 2017*

*To be reviewed January 2019*