



ENGLISH TITLE

| Date of Policy/Reviews | Author(s) | Signed | Date for Review |
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English Policy

Introduction

This policy outlines what we are aiming to achieve in respect of pupils' English education. It also describes our agreed approach to the planning, delivery and assessment of the English curriculum.

It provides information and guidance for teachers, governors and other interested persons.

This policy needs to be read alongside other school policies, including

- Language and Communication policy
- Marking and Presentation policy
- Handwriting policy
- Curriculum and Planning policy
- Early Years Foundation Stage policy
- Special Needs policy
- Assessment policy

Rationale

The National Curriculum clearly states that ***'teaching the English language is an essential, if not the most essential role of a primary school.'***

Language is generated through the interaction of speaking, listening, reading, writing and experience. It is through the development of these essential language skills that children are able to think and make sense of the world. At Rosehill, we aim to provide a structured and relevant programme of English teaching and learning. This enables our children to develop the knowledge and understanding to help them cope with the transactions of everyday life and respond appropriately to the world around them. We aim to promote the development of co-operative and caring individuals, able to express feelings, make balanced decisions and resolve problems.

At Rosehill, we recognise that without effective communication, little achievement can be made. As such, we understand that we have a duty to ensure that English teaching is a priority and we firmly believe that this needs to be cross-curricular and a constant throughout school life and beyond.

Spoken Language

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Modelling the use of language as a tool for thinking
- Helping the children to develop language for communication through interaction and expression
- Providing opportunities for children to communicate thoughts, feelings and ideas to adults and to each other
- Encouraging children to speak clearly and confidently in a range of situations, for a variety of audiences and to develop and sustain ideas in talk
- Developing active listening strategies and the children's skills of analysis, responding to speakers' implicit and explicit meanings.
- Developing meaningful talk, through collaborative work in paired, group and whole class situations
- Developing the children's skills in drama through improvisation, working in role, scripting, performing, and responding to performances

- Early identification of children with specific speech and language and auditory problems. Ensuring specialist help is given, where appropriate, for example, access to 'Talk Boost' and 'Beanstalk' interventions and support from experienced adults in school
- Encouraging talk-time at home through encouraging reading and talking about books
- Providing opportunities, where appropriate, for public speaking, for example, in whole school collective worship, celebration assemblies and through school council initiatives
- Providing stimulating and exciting stimuli for talk

Reading

The National Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

At Rosehill, we recognise that both of these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning; speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning. We encourage and praise children at every stage of their reading journey.

We aim to develop the ability to read with fluency, accuracy and understanding for all of our children. We encourage them to be interested in books, read with enjoyment and justify their preferences. We also work hard to ensure that we equip all of our children with a range of searchlights (phonic, graphic, syntactic and contextual strategies) in order to develop their reading skills.

Ways in which we support this include

- Daily discrete phonic sessions for children in the Foundation Stage and Key Stage One (Key Stage 2, if appropriate) using First Class Phonics. Assessment is ongoing and children are grouped according to their current phase of phonic knowledge so that phonic teaching is always tailored to their individual needs
- Daily, quality, guided reading sessions throughout school.

In KS1, guided reading is closely matched to the children's phonics development. Children are grouped according to their current book band level which provides an appropriate level of challenge. Children read in a guided group alongside the class teacher and/or teaching assistant at least once each week and then take part in other reading activities where they develop comprehension skills, read for pleasure and are given opportunities to respond to texts they have read.

In KS2, children participate in daily whole-class guided reading sessions. These sessions are centred around the children's vocabulary development and their understanding of texts. Additional guided reading sessions, focusing on word reading and/or phonics, are provided for children working below age related expectations.

- Regular CPD for all staff providing them with the knowledge to develop and enhance these essential skills in our children
- Quickly identifying children who need extra support and encouragement with reading and offering early and appropriate interventions
- Reading buddies are used for children who need additional support and encouragement with their word reading and/or for children who are not regularly read with at home.
- Ensuring an appropriate range of texts are available for all children, irrespective of ability, including fully phonetically decodable texts for early readers and more challenging materials for gifted readers
- Well-stocked, stimulating and inviting library facilities with timetabled class visits. We also encourage library membership amongst our pupils and promote the annual Tameside Summer Reading Challenge
- Allowing the children choice in choosing books to purchase for the school and class libraries
- Offering a wide range of challenging, exciting and stimulating texts at all levels and across the curriculum
- Actively supporting and encouraging reading at home
- Use of volunteer readers to support children with their reading
- Providing inviting and stimulating reading areas/class libraries in each classroom
- Promoting high quality texts through chosen author studies for each year group

- Encouraging a love of reading and promoting 'Reading for Pleasure' through annual book weeks and book fairs
- Effective use of ICT to support reading skills, for example, access to Nessy, Phonics bug resources and e-books
- Use of 6 quality 'core texts' in each year group to use as models for writing throughout the year

Writing

The National Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

At Rosehill, we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Ways in which we support this include

- Planning regular opportunities for 'creating interest' in a text/genre
- Providing exciting and stimulating opportunities for writing across school, both in discrete English sessions and across the curriculum
- Using 'core texts' in each year group as quality models for writing
- Encouraging children to write for a wide range of purpose and audience
- Using WAGOLLS for writing (What A Good One Looks Like) and WAGONS (What A Good One Needs) so that children can clearly see what they are aiming towards
- Making clear links between reading and writing through the process of reading > gathering content > writing
- Consistent use of 'working walls' across all classes to help scaffold children's writing
- Consistent use of planning formats for all children to enable them to independently plan their writing
- Providing regular opportunities for collaborative writing, for example in pairs, small groups or learning trios
- Marking and feedback of children's work using identified marking codes for transcription (Fix it) or composition (Make a difference) and providing regular, planned opportunities for children to improve their writing
- Using 'Talk for Writing' in EYFS and Key Stage 1
- Promoting clear, fluent and legible handwriting throughout the whole school in line with our handwriting policy, which provides clear links between spelling, handwriting and grammar
- Swiftly identifying children who need additional support in writing and providing extra support, for example, intervention groups or additional resources
- Ensuring opportunities for teaching spelling, grammar and punctuation linked to core texts
- Identifying opportunities to teach and apply the statutory spelling words across the curriculum.
- Teaching spelling rules over a 3-week cycle to enable children to discover the rule > practise the rule > apply the rule.

Vocabulary Development

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include

- Ensuring the children have access to quality texts and regular opportunities to explore and develop new and unfamiliar vocabulary
- Providing a range of exciting and stimulating experiences for our children to develop essential new vocabulary, for example, school visits and visitors into school
- Working collaboratively to generate and display vocabulary linked to reading, writing and topics
- Modelling the correct vocabulary orally and encouraging children to use this new vocabulary
- Modelling and encouraging the children to use dictionaries and thesaurus, including online resources
- Providing targeted one to one/ small group support, where appropriate, for example, Talk Boost and Beanstalk

Planning

- Each year group has a long term overview, identifying what will be covered throughout the year and linking to the National Curriculum
- Pupils are taught in year group classes and planning clearly shows differentiation

- English is planned for separately to other subjects using BC. Education Teacher's Pal for writing and National Curriculum objective led planning formats for reading. Both are used consistently across school and regularly monitored by the English lead
- Planning ensures developmental learning - building on prior knowledge
- Pupils may be grouped in a variety of ways within lessons, for example, learning pairs, learning trios, mixed ability groups or ability

Assessment

- Staff assess pupils learning during and as part of every session; they adapt their practice accordingly
- Half termly writing moderations are an opportunity to quality assure judgements across school, identify current attainment and plan for next steps in the children's learning
- Long term plans identify opportunities for assessments of writing across the curriculum and provide distance from learning. These are used to inform moderation and overall judgements
- Assessments of children's reading and comprehension ability are carried out, tracked and monitored at least termly using daily guided reading assessment notes, benchmarking and termly summative assessments
- Assessments of children's GPS attainment is carried out, tracked and monitored daily during writing sessions. Summative assessments are completed termly.
- All staff attend half termly Pupil Progress Meetings alongside the Head teacher and members of Senior Leadership Team, where progress and attainment of children is discussed and appropriate actions identified
- End of Key Stage Assessments are analysed by the Subject Leader and Senior Leadership Team and these feed into subject action plans, the school SEF and school improvement plans

Specific groups

- Analysis of English achievement and progress is carried out termly and this is tracked against prior attainment and end of year/Key Stage predictions. Pupils who are making below expected progress are discussed and appropriate plans made to support
- Pupils entitled to pupil premium are given additional English support, where appropriate, and this is monitored for effectiveness termly
- Pupils with EAL are given additional support in English, where required and all international new arrivals take part in a separate assessment to help us provide appropriate support

Special Needs

Pupils with SEN relating to English will have English based targets on their IEP. These are shared with parents and appropriate staff and reviewed termly using our Plan, Do and Review cycle. A range of resources and sometimes additional adult support will be available to support the individual targets of these children.

Needs of Higher Attaining Pupils

The learning of higher attaining pupils in English will be enhanced through differentiated work. This may occur through extension activities, through questioning, or expectations of explanations and language used.

