

English Policy

Mount Pleasant Primary School

2014

Reviewed and agreed by the Governing Body in March 2014

Review Date: Spring 2017

Mount Pleasant Primary School

English Policy Document 2014

Rationale

Language resides at the heart of our lives. Through language we can make sense of our world, enabling us to communicate thoughts, ideas, information and emotions at a variety of levels and in many different ways. Language is the most powerful tool in the learning process and each aspect of it must be nurtured in every area of school life.

At Mount Pleasant Primary School we believe that each child has the right to have access to all areas of the curriculum and of life, through language learning. We want our pupils to become independent, confident and committed learners with a secure knowledge and understanding of the English language. It is in this way that they will become proficient, skilful and proactive communicators.

It is imperative that we ensure that speaking; listening; reading and writing are united so that pupils have the chance to express themselves as fully as possible across a range of situations, helping them to become confident, lifelong learners.

This policy is a framework that brings these aspects of language together and states how we intend to develop the full potential of each child as competent language users. Our English Curriculum is based on "The Mount Pleasant Reading Curriculum", which places reading, writing, speaking and listening at the heart of our whole school curriculum; the National Curriculum for English 2014 and the statutory requirements of the Early Years Foundation Stage.

Claire Grinsell
English Manager
2014

Policy Statement

This English Policy is a working document. It affects all Key Stages and will be reviewed on a regular basis with all staff in accordance with the SDP and in response to Government directives, where necessary.

This policy complies with the Teachers' Standards (2013).

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

For further details of the standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/208682/Teachers_Standards_2013.pdf

Aims

At Mount Pleasant Primary School we aim to develop in all children, irrespective of background, race or gender:

- The tools to achieve at least "Secondary Ready" status by the end of Year 6.
- A love for reading, where pupils choose to read widely and frequently for both enjoyment and information using a variety of media.
- The ability to read fluently and with ease - demonstrating a good understanding of a wide range of texts.
- Confidence in communicating and responding with assurance, accuracy and imagination in both the written and spoken word.
- A secure awareness of audience and the ability to adapt their language and style for different purposes, genres and audiences.
- The ability to use spelling, grammar and punctuation accurately in all writing and speaking.
- A sound understanding of the importance of Standard English and to use it where appropriate.
- A rich and varied vocabulary.
- Legible, fluent, cursive handwriting which can also be adapted for a variety of purposes.
- Imagination, inventiveness, problem -solving, critical awareness and the application of knowledge and skills.

The Role of the English Manager

The English Manager has a vital role in overseeing the English curriculum across the whole school with particular responsibility for the implementation, monitoring and review of the Policy, Schemes and Guidelines.

The overarching responsibilities of the English Manager are as follows:

- Monitoring - planning, learning walks, book trawls, pupil interviews, reading 1:1, observations linked to Performance Management, data.
- Feedback - outcomes of monitoring through ECF's, formal observation sheets, informal discussions with staff and follow up where necessary; sharing findings with SLT, Gobs, whole staff, English Leads and individuals.
- Raising standards of attainment and ensuring each pupil is progressing as expected across the whole school.
- Supporting colleagues in the teaching of English, CPD needs and by building in succession planning so that key staff may have opportunity to begin to lead areas of English.
- Informing staff of changes and developments within the English National Curriculum.
- Managing resources so that they are of a high quality and reflect the needs of our curriculum; ordering resources to facilitate our English teaching.
- Implementing the National Curriculum for English (2014) and developing the Reading Curriculum.
- Identifying strategies to engage parents with their children's English learning.
- Liaising with other Curriculum Co-ordinators to ensure Basic Skills in English are applied consistently in every lesson.
- Working with "The Stour Valley Collaborative" to improve English both in Mount Pleasant and our partner schools.

Equal Opportunities

Every child is entitled to be taught English regardless of their age, culture, gender, background, individual need, disability, sexual orientation, language, ability or social circumstances. Books and resources are chosen which reflect our multicultural society. All children are encouraged to take part in a range of activities knowing that their contribution will be valued.

See Equality Policy for more details.

Provision for all abilities

We believe that every child is entitled to full inclusion in all aspects of language learning in our school. This is achieved both through differentiation and through our commitment to pupils' individual needs, whether they are the lowest attainers or the very able and therefore have Additional Educational Needs. For advice on identification, assessment and provision for pupils deemed to have additional needs please refer to the SEND policy.

Planning

At Mount Pleasant we understand that planning is of the utmost importance in all areas of learning. Planning should be clear, succinct and ensure that all pupils are catered for, regardless of their needs. Planning should also clearly show continuity, progression and differentiation. We believe that planning should be a natural progression of learning and so we plan on a day-to-day basis in response to outcomes of the previous lesson.

The Big Four:

Our planning should include the following to ensure that our pupils make the best possible progress:

Challenge

Feedback

Engagement in learning

Independent learning

Each year group in Key Stage 1 and Key Stage 2 has a lead English teacher who is responsible for teaching and learning in this area. A member of the Support Staff may be allocated to work with pupils where appropriate. The children work in two sets and are set according to their English ability in Years 1, 2 and 3 and increasingly with reference to their Maths ability in Years 4, 5 and 6.

Staff are aware of the fact that they may need to negotiate groupings for some children who have a particular strength or SLD in one area.

Planning follows three phases - long term (National Curriculum 2014), medium term (Reading Curriculum), short term (genre specific/daily plans). English links are also planned for across the curriculum in order to ensure that it is taught within purposeful contexts and with a particular focus on Basic Skills.

Planning for writing

1. **Review** - Each genre is reviewed at the beginning of the teaching sequence in order to ensure that the pupils begin their learning at the correct point for maximum progression and that any gaps in prior learning can be planned into the sequence.
2. **Overarching Plan** - Next, the genre is planned for showing in detail the differentiated outcomes for each group within each set and the success keys are planned for to match those outcomes. This ensures that the steps for learning are clear for each group of learners and this then feeds into the daily planning.
3. **Daily Planning** - Staff plan in response to the outcomes of the previous day's lesson, this ensures that learning is secure before moving on and teaching is tailored to the present needs of the children. Although the staff can plan their daily lesson in their own preferred style, the planning should contain Learning Objective(s), a brief description of the steps to achieve that, differentiation, key questions and The Big Four. Magic/Big Write sessions are planned for every two to three weeks, giving the children the opportunity to apply skills learnt and to write at length regularly. In Upper Key Stage 2, pupils also have the opportunity to write shorter pieces often in response to drama and this is known as Short Write. Planning for comprehension lessons, drama, spelling, punctuation, grammar and handwriting should be included on these daily plans with appropriate LO's.
4. **Outcomes** - During lessons or after marking, post-its or notes should be made to record where interventions are needed for individuals/groups. These are then followed up.

Writing Genre Spine

The following table shows the main genres expected to be covered in a school year. However, we expect children to have the opportunity to write in a variety of styles across the curriculum during the year and the spine is not meant to restrict pupils' writing in any way.

Year	Fiction	Non-fiction
N/R	Narrative - Story: familiar settings, retelling Poetry - word/list/patterned	Lists Recount Instructions Letter Information
1	Narrative - Story: Familiar settings, retelling Description - character	Lists Recount Instructions

	Poetry - List/patterned/shape	Letter Information Questions
2	Narrative - Retelling, traditional tales Description - character, setting Poetry - Patterned/riddle/acrostic	Recount Questions Non-chronological report Diary Instructions Informal letter
3	Narrative - Story: Familiar settings, retelling with dialogue, familiar settings Description - character, setting Poetry -Shape/rhyming couplets/kenning	Formal/informal letter Instructions Post card Rules Advertisement Non chronological report Diary
4	Narrative - Story: Suspense, historical setting, imaginary world Description - character, setting Playscript Poetry- Free verse/haiku/imagery	Recount Non chronological report Newspaper report Autobiography Persuasive Letter Informal letter Diary Instructions Balanced argument
5	Narrative - Story: science fiction, historical setting, imaginary world; Description - setting/character Conversation Playscript Poetry - Sonnet/rhyming/free verse	Diary Recount Biography Formal/informal letter Instructions Newspaper report Biased argument Discussion Explanation
6	Narrative - Story: historical setting, Playscript Description - setting/character Poetry - free verse/ballad/autobiographical	Diary Recount Biography Formal/informal letter Instructions Newspaper report Biased argument

		Discussion Explanation
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Spelling

To be a successful writer we believe that children need to be able to spell accurately and quickly, knowing the relationship between sounds and letters. Spelling skills are introduced through direct teaching and linked to the phonics programme. In both key stages children are taught the key sight vocabulary from Letters and Sounds and the new English Curriculum. In addition, the spelling rules from the Spelling Bank are used in Year 2 and Key Stage 2. Lists of high frequency words are sent home to learn from the National Curriculum. This has been developed by the Stour Valley Collaborative English Leads and is called The Stour Valley Spelling Spine. The Spelling Spine can be developed by staff in accordance with the needs of the particular cohort and to match subject specific vocabulary needed for projects.

Children are also taught strategies to help them spell during the teaching of basic skills across the curriculum and sometimes lessons focus upon particular spelling skills. Year 5 and 6 write mini sagas using their spellings to practise application and to encourage vocabulary development. When writing, word banks are provided to aid pupils' writing fluency across all areas of the curriculum. In order to ensure that children do not lose confidence in spelling, when staff mark writing, not every error is corrected. Key words are corrected/modelled and children are asked to practise no more than three in "Fix-it Time".

All pupils are encouraged to:

- Develop dictionary skills to support their spelling
- Attempt words for themselves using a range of strategies - **using phonics knowledge first**.
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment, computer spell-check etc. and then apply these spellings accurately.

Handwriting

At Mount Pleasant we teach a style of cursive handwriting whereby each lower case letter is begun from the line (lead-ins) and is completed with an exit stroke which will lead into the following letter.

In Foundation Stage children are taught how to establish the tripod grip using a variety of media. This is reinforced through pre-writing skills involving pattern work and other exercises to help develop fine motor skills.

Letter formation is taught alongside phoneme recognition in Phonics and pupils who need extra help in this will have extra intervention to improve formation. Where appropriate, common handwriting issues will be taught discretely with the class.

Handwriting practice is carried out regularly in Key Stage 2. Poetry is often used as a useful tool to aid handwriting practice and gives context and purpose to the activity. Other ways to practise may be to improve a short piece of their own writing or to write a short piece of text from a chosen book.

Planning for reading

- 1. Individual Reading:** Children read one to one with staff at school at least once per week until they have achieved Level 2b or above when they begin to move onto taking part in a Reading Conference once per week. When reading one-to-one with pupils, staff will identify areas on which to work using the AF's from the Reading Ladders, these will be recorded on the child's individual record sheet and followed up in the next reading session. Where possible this information will be recorded in the Home Reading Journals to inform parents what their child needs to work on next. Reading Ladders are updated on a regular basis and inform future reading sessions/planning. Reading Buddies are trained volunteers who come into school on a regular basis to read 1:1 with chosen pupils. The children are chosen initially through their eligibility for Pupil Premium and then in accordance with a variety of needs, eg poor home support, lack of confidence, slow or stuck progress...
- 2. Reading Conferences:** Conferencing sessions are planned using AF's and the Reading Ladders on a Group Reading sheet. Key questions are planned and the outcomes of the conferences are recorded with quotes from the children and notes made by staff. Next steps are noted where there are gaps in the Reading Ladders.
- 3. Reading Activities:** When pupils take part in Reading Conferences, they have the opportunity to work on aspects of the text to bring to the beginning of the next session at other times in the week. These sessions are also planned to allow pupils to read a range of text types and to work on some follow-up activities.
- 4. Reading Comprehension Boxes:** When pupils are reading at Level 2b they begin to work on the independent reading card boxes. This is timetabled to happen at least three times per week (and is often a Reading Activity) and the children work their way through the colour coded texts, self mark and correct any mistakes. Staff check the results of these regularly, identifying specific needs for individuals, groups or the class.
- 5. Reading Comprehension Lessons:** Key questions and AF's are planned for on the continuation sheets used in the writing planning and staff model and

demonstrate key skills for interrogating texts. More formal comprehensions are differentiated and planned for on a weekly basis as the pupils move through Key Stage 2.

6. **Phonics:** Phonics is planned for according to the needs of the pupils in each cohort. In EYFS lessons are planned on a daily basis, moving to four per week in KS1. Children who have moved into Phase 6/spelling patterns will have fewer formal sessions as their spelling work will be integrated into their weekly writing work. Pupils who have not made rapid progress in Phonics in KS2 will have lessons planned for them/ intervention sessions.
7. **Reading Environment:** The classrooms and areas around school contain displays and selections of books which celebrate our dedication to reading. Displays show key concepts to help children to become confident, fluent readers and also show the children's opinions and ideas about books. Books and reading materials are available for children to enjoy at break/lunch times.
8. **ECAR:** The school employs an Every Child a Reader teacher, who assesses and then provides a tailor-made programme for Year 1/2 pupils who need additional support in order to achieve 2C+. The pupils are provided with a daily programme of phonics and reading strategies in addition to the daily class curriculum. Pupils who are on the Ever6 register are given priority when choosing pupils for ECAR.

The Reading Curriculum

Reading is at the heart of everything we do at Mount Pleasant. In 2012-13 we created a curriculum in response to the very specific needs of our pupils at Mount Pleasant, this is known as "The Reading Curriculum" and although it is aimed at engaging every pupil, authors and texts chosen to study in depth all have a strong emphasis on engaging boys in particular. The year has been split into two halves instead of three terms and the texts/authors studied set the context for our cross curricular work (where possible). These long term plans can be accessed on our website by everyone.

Year	Term 1 Sept-Feb	Term 2 Feb- July
Nursery	Helen Oxenbury Nursery Rhymes/ Traditional Tales	Jez Alborough Nursery Rhymes /Traditional Tales
Reception	Ian Whybrow Nursery Rhymes/ Traditional Tales	Nick Sharratt Nursery Rhymes/ Traditional Tales
Year 1	Julia Donaldson - Key texts: The Gruffalo, Room on the	Janet and Allen Ahlberg Key texts: The Jolly Postman,

	Broom, Monkey Puzzle.	Funnybones.
Year 2	Hans Christian Andersen Key texts: The Little Mermaid, The Match Girl, The Steadfast Tin Soldier.	Roald Dahl Key texts: George's Marvellous Medicine, The Twits, Charlie and the Chocolate Factory.
Year 3	Horrid Henry Key texts: Horrid Henry and the Zombie Vampire	Anne Fine Key texts: Under a Silver Moon, Bill's New Frock
Year 4	Michael Morpurgo Key text: Why the Whales Came. The Iron man, The Iron Woman	Clive King Key text: Stig of the Dump
Year 5	Andrew Norris Key Text: Aquila CS Lewis Key Text: The Lion, the Witch and the Wardrobe	Charles Dickens Key text: Oliver Twist
Year 6	Michael Morpurgo Key text: War Horse Michelle Magorian Key text: Goodnight Mr Tom	Floella Benjamin Key text: Coming to England

Phonics/Reading Scheme

High quality phonics teaching is at the fore of Mount Pleasant's approach to the teaching of reading. The Letters and Sounds scheme is our main approach, enhanced by Jolly Phonics. Our reading spine for EYFS and KS1 is phonics based using Phonics Bug reading books, Project X, ORT Songbirds, Floppy's Phonics and broadened using ORT to apply skills and develop high and medium frequency language.

Phonics is led by Louise Robson at Mount Pleasant. The Phonics Policy can be found in the Basic Skills Policy file.

Elite Readers

When pupils have completed the Reading Scheme, they will be encouraged to begin to choose their own reading material from a selection at school which we have chosen, covering a variety of text types and authors. We are proud of our pupils who have reached this stage in their reading and so they are known as "**Elite Readers**". In order to ensure that the children have a varied and challenging reading diet, we have a special "**Elite Reader Library**" which the pupils can access. We expect the children to read at least eight of these books in a year and when they have completed a book they will complete a task such as a book review, character study, advertising poster etc... Should the children wish to read a book from home they should check with staff that it is appropriate and challenging enough to have as a personal reader.

Home Reading

When children first arrive in Nursery they are encouraged to choose library books with their parents to take home to enjoy and explore. This continues in Reception when parents are designated a day to change library books with their children. When the children have learned to read enough sounds to ensure that they are able to read with some success, they will be given a reading book appropriate to their ability. In Reception, Parents can come in with their child to help them to choose their next reading book. The book will be taken home and practised a number of times to develop fluency and progress will be monitored by staff. Staff will endeavour to read with every child at least once per week and we encourage parents to make reading time part of their home learning routine. As children become fluent readers they will be expected to record their reading progress in their Reading Journals and we encourage parents to continue to take an interest in their child's reading habits and achievements.

All children are provided with a choice of fiction and non-fiction books from the classroom which they choose as their library book. Children are expected to read and share these books at home and can change them whenever they have completed their book.

Library Provision

Lack of space prevents us from having a formal library set-up at Mount Pleasant. However, in every teaching and learning area there is a library area which includes a variety of fiction and non-fiction for the children to use. We also use the Schools Library Service to order books which closely match our Reading Curriculum topics and these are changed on a regular basis. Children are always encouraged to choose books first when researching. As we do not have a formal library, this means that pupils do not have the opportunity to learn how a library works or to develop library skills. With this in mind we expect each cohort to visit the local library at least once per year, thus giving the children the opportunity to become familiar with library routines and skills. Pupils are always invited to bring their own library card, or to join when they visit with us, so that they can then visit the library with their family. Library reading events are promoted so that families can make use of this valuable community resource.

Speaking and Listening

In the Foundation Stage communication and language development are key to children's overall development and progress. We ensure that our teaching involves giving the children opportunities to develop in a rich language environment, developing their confidence and skills in expressing themselves and

enabling them to speak and listen in a range of situations. We enable the children to use language to imagine and recreate roles and experiences. We actively develop attentive listening and response. We ensure that children interact with others in play and to 'get things done'. We seek support where pupils struggle to make progress in their speaking of English.

In Key Stage 1 we build on the children's speaking and listening experiences from the Foundation Stage. We teach children to speak clearly, thinking about the needs of their listeners and begin to increase their capacity to use Standard English where necessary. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.

In Key Stage 2 we build on the children's experiences of speaking and listening from Key Stage 1, teaching children how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. In particular, we encourage the children to use Standard English more accurately so that they could develop into confident, accurate communicators. We enable them to take varied roles in groups, giving them opportunities to contribute to situations with different demands. Through an integrated approach we teach children to respond appropriately to others, thinking about what has been said and the language used and, increasingly, opportunities to apply skills out of school eg in debating competitions, inter school competitions and School Council. Poetry is also used as a tool to aid language development, particularly within speaking and listening. Pupils will be expected to learn at least one poem per half term and develop it into a performance for a variety of audiences. These could include other classes, parent assemblies, whole school/Key Stage assemblies, Christmas/Easter/end of year performances. Pupils will be expected to enhance the poems by using tone of voice, actions, art and any other creative ways they can think of that will make it a memorable experience for their audience.

School employs an HLTA to support pupils in school who have Speech and Language referrals.

Assessment

In FS, assessment of children's development in communication, language and literacy is an integral part of the teaching and learning within this key stage. Assessments are ongoing using observations of the children's self initiated learning and more formal activities led by staff.

In KS1 and KS2 we use Assessment for Learning to help inform our short-term planning. These assessments are closely matched to the teaching objectives and

will often be made from day to day observations and interactions with children as we teach them and mark their work.

Writing is assessed whenever children take part in a Magic/Big Writing session, successes are added to Learning Ladders and intervention is put in place for pupils who have not fully achieved the overarching objective. There should always be at least three learning ladders in the front of the pupils' Magic/Big Write books. The children are increasingly involved in the assessment of their own work, using simple smiley faces and oral feedback in KS1 and leading to the children completing self/peer assessment using success keys (criteria) at the end of their writing. Staff give pupils 2 stars to praise success and a wish to improve writing. More data about writing success can be collected from cross curricular work too.

Reading is assessed using AFL in 1:1 reading sessions, reading conferences and in English lessons. Staff are aware that there are opportunities to collect extra evidence of reading success in all areas of the curriculum. Halfway through the year, all pupils from Y2 to Y6 take part in a reading screening test which gives a reading age and a raw score for vocabulary and for comprehension. This data is then added to our school bank of data to build a broader picture of our pupils' reading abilities over a period of time. The data is used to identify any possible issues in cohorts or across the school.

Formal assessments are undertaken every half term in Y6 in order to give pupils the opportunity to develop exam skills for their end of year SAT's. The children review their papers with staff and weak areas are highlighted for future planning. SAT's are taken nationwide during a designated week in May. SAT's data is shared with parents in the end of year report.

Pupils in Y2 are formally assessed using SAT's near the end of the Summer Term. This data is given to parents in the end of year report.

In Year 1 the children are required to take a formal phonics assessment which is reported to parents. If pupils do not pass the test, they must have extra phonics input during the remainder of Year 1 and this will continue in Year 2.

This is to enable them to catch up with their peers. These pupils will be tested again when they are in Y2 at the same time as the Y1 test is undertaken.

Speaking and listening are assessed during EYFS and this forms part of the data that is reported to parents at the end of Reception. Pupils in KS1 are also required to be given a National Curriculum level for speaking and listening at the end of KS1 and this is also shared with parents. School employs an HLTA to work intensively with pupils to develop these skills and concerns are noted and followed up in Nursery. All staff informally assess speaking and listening at all times and staff and pupils alike are encouraged to use Standard English and to speak grammatically correctly around school.

Assessment data is collated on a half-termly basis and used as a basis for 'Pupil Progress' meetings where cohorts are discussed by the teaching team, the Headteacher and Deputy and provision is reviewed and targeted as necessary.

Children's progress in English is reported to parents at Parents Evenings in the Autumn and Spring terms and in their end-of-year report at the end of the Summer term. Informal discussions with parents are also undertaken throughout the year where necessary.