

Manor Park

Primary School



English Policy

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ENGLISH POLICY

Overview:

- This policy should be read in conjunction with all other school policies. If you require further details regarding this policy, please refer to the English Coordinator or members of SLT.
- The delivery of English throughout the school will be guided by the National Curriculum and within the context of the Manor Park Teaching and Learning policy and alongside the Cornerstones Curriculum.
- The lead coordinator and English team will lead the development of this subject.
- The delivery of this subject is the responsibility of each teacher and Year group, as appropriate.
- All children will be given the opportunity to achieve their potential in English.
- Subject leaders ensure that all staff are given the opportunities to develop their expertise through external and internal CPD.

Introduction:

- At Manor Park we believe that language and English are fundamental to the overall development of each child and enable their access to the curriculum in all its aspects. Our vision is for pupils to have the ability to think critically and creatively in order for them to be successful learners, confident individuals, effective contributors and responsible citizens. We aim that children will develop their higher order reading, writing and phonics skills, enabling them to apply their skills in other curricular areas.

Our principles in teaching English are that all children should:

- Develop positive attitudes towards books so that reading is a pleasurable activity.
- Read a varied selection of texts whilst gaining an increased level of fluency and understanding.
- Develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.
- Be able to segment words into sounds to spell.
- Use reading as a means of gathering information to support their learning throughout the entire curriculum.
- Write in different contexts and for different purposes and audiences, including themselves.
- Proof read, edit and improve pieces of writing.
- Write with increasing awareness of the conventions of grammar, punctuation and spelling.
- Form letters correctly, leading to a fluent and legible handwriting style.
- Develop listening and comprehension skills.
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

Teaching and Learning:

- Teachers use a range of teaching styles and approaches to meet the needs of the children, including whole class, ability, social and mixed groupings. These experiences will be provided through an active approach and collaborative working.
- Staff have high expectations that all children will achieve their full potential.
- English is delivered in a cross curricular way, through Cornerstones, to enable the learning to take place through a source of interest and fun, relevant to everyday life.
- Pupils should record their work in our Manor Park green English books and Y5/6 should use planning book to draft and edit their writing.
- Clearly focused learning objectives, which are derived from the National Curriculum, are used throughout the school to guide English teaching and learning.
- Teachers' planning ensures that the yearly teaching programme for the appropriate age group is taught.
- Learning objectives are drawn from the year below and/or above where appropriate, which ensures that the planning meets the needs of all children in the class.
- A title, linking to the learning objective or skills should be underlined.
- Children are encouraged to present all written work to a high standard.
- They should be referred to during lessons and children should be aware of their next steps.

- Learning journeys should introduce each unit of English, in children's English books, detailing the skills being developed for reading and writing. It also includes what is required to achieve mastery level and mastery with greater depth. Children should use this learning journey as a way of identifying next steps and knowing what their targets are.

Organisation:

- All classes teach a daily English lesson of approximately one and a half hours a day, incorporating reading and writing.
- Pupils are taught in ability groups within their mixed ability class in EYFS and KS1. In KS2, children are taught in ability sets across the year group and in focussed target groups with HLTAs.
- The expectation is that, where possible, English is taught through our Cornerstones topics.
- Phonics/Spelling in Key Stages 1 and 2 take place outside the English lesson.
- In Phonics, children are set in ability groups linked to the RWI programme, in EYFS and KS1.
- Reading is taught whole class/set or as part of guided reading, with children learning the key skills of comprehension through reading a variety of interesting fiction and non-fiction texts. There will be a focus on developing understanding and use of rich, varied vocabulary through the texts used.
- Each child is heard read by a member of staff **at least** once a week up to Year 1. Up to year six, the expectation is that whole class/set teaching of reading takes place daily and staff will endeavour to use texts that link and feed into the writing being done in that particular unit.

Inclusion:

- As in all areas of the curriculum, English should aim to promote equal opportunities by using a range of teaching styles and forms of classroom organisation, recognising that different groups of pupils may bring different skills, interests and experiences into the classroom.
- Here at Manor Park, we aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities.
- We will identify which pupils or groups of pupils are under achieving and take steps to improve their attainment.
- Pupil Premium (PP) children will be given targeted support to close the gap between disadvantaged children and those that are not.
- Provision for EAL, SEN, PP and More Able (MA) pupils is integral to the planning.
- More able children will be identified and suitable learning challenges provided.

Planning, Assessment and Reporting:

- Medium term plans outline key National Curriculum objectives to be covered. The school weekly planning proforma is used by all staff, throughout the school. Weekly plans are displayed in the classroom and stored on the shared network.
- Teachers annotate and evaluate their weekly planning to inform future planning and assessment.
- Assessments should be based upon observation, questioning, informal testing and the marking and evaluation of work.
- Children's progress is monitored on an informal daily basis, using Class Track on Otrack; this informs future planning and assessment.
- In reading, evidence should be collected for assessment against the NC learning objectives and the reading content domains for each reading skill.
- Summative assessments Results are recorded every half term via our school assessment system, O-Track. This enables teachers to monitor progress, ensuring that children are on track to achieve end of KS expectations.
- Teachers will be responsible for reporting on pupil progress to parents at termly consultation meetings and through a written end of year report.

Subject Monitoring:

- English is monitored by the Co-ordinators, Governors and SLT through data analysis, book trawls, planning scrutiny, classroom observations, pupil voice and informal drop-ins.
- The English Co-ordinator is actively involved in ensuring that the governing body is kept informed of and involved in progress in English teaching and learning across the school.

Resources:

- The school aims to provide a stimulating environment, which celebrates reading and writing.

- Working walls are used to model and aid aspects of writing and to demonstrate good examples of children's writing.
- Oxford Reading Tree and Collins Big Cat books are used for children's individual reading and are taken home on a weekly basis.
- Books that are part of the Accelerated Reader Programme, are stored in an inviting and creative way, in our reading corridor. Children are encouraged to use these reading areas during reading sessions and at lunch time.
- All Project X and Rigby Group Reading books are colour banded and are used for Guided Reading sessions, along with the teacher guides.

Intervention programmes:

- Intervention Programmes are data driven, targeted and focus on gaps in learning.
- Interventions are led by teachers, learning support assistants and support staff with particular expertise.
- Interventions are monitored by the Inclusion manager, year group leaders, subject leaders and SLT.
- Additional homework and booster clubs take place in the Spring Term for Year 6 pupils.

Speaking and Listening:

- Manor Park aims to develop pupils' confidence and competence in spoken language and listening skills.
- All teachers should promote high standards of language and, through teaching and modelling, equip pupils with a strong command of the spoken word. The following skills will be developed:
 - 1) Listening and responding.
 - 2) Speaking and presenting.
 - 3) Group discussion, interaction and debate.
 - 4) Drama, role-play, poetry recital and performance.
- These oral skills should be taught, modelled and encouraged in all school situations and throughout the curriculum.
- Children should be able to elaborate and explain clearly their understanding and ideas.
- Children will be taught to speak audibly and fluently, with an increasing command of Standard English, which will be taught and modelled.
- Children will be encouraged to ask questions to extend their knowledge and understanding.
- Children should have exposure to stories being read to them and are encouraged to join in.

Reading:

- At Manor Park, we believe in developing a reading culture throughout the school by creating welcoming book areas in class rooms and corridors which display and promote a variety of reading genres.
- High priority is given to reading throughout the school and we ensure that all children have opportunities to both read and to be read to at various times throughout the week.
- Reading is explicitly taught primarily throughout the National Curriculum. It is also used and applied across the curriculum.
- Parents will be encouraged to take an active part in their child's reading development; we ask that parents listen to their child read on a regular basis and record comments in their Home-School reading log.
- Accelerated Reader is currently used by Years 3, 4, 5 and 6 to promote positive attitudes to reading and to develop comprehension skills through follow up quizzes and reading tests.
- See **Organisation** section for more info.

Writing:

- At the heart of our writing at Manor Park, is the focus on developing composition through extended writing, in conjunction with developing essential skills in transcription and grammar.
- SPaG (Spelling, Punctuation and Grammar) is taught and reinforced daily as part of the English lessons. It is also taught as a discrete lesson where appropriate, to learn and practice grammar rules, which can then be applied in other lessons.
- We aim to use Talk for Writing (Pie Corbett) to develop children's writing skills, ensuring that key skills are matched to year group expectations and that children's writing improves.

- All children are given the opportunity to do extended writing at least every ten days – Big Writing.
- Children will be given opportunities, throughout the school, to write for a variety of purposes covering narrative and non-narrative.
- Children will be taught how to draft and edit their work.

Phonics and Spelling:

- Children should be equipped with the necessary spelling skills in order for them to become confident, accurate and effective spellers and writers.
- Children will be taught to use their phonic knowledge to spell accurately and consistently.
- Phonics and spelling will be discretely taught using the RWI phonics and spelling programmes and resources.
- Children’s spelling will be informally monitored and assessed regularly.
- Phonics data will be monitored and tracked using O-Track.
- In EYFS and KS1, simple and complex speed sound charts will be displayed and referred to.
- In KS2, children are encouraged to take responsibility for ensuring that they use correct spelling in their writing and will be encouraged to use dictionaries.

Handwriting:

EYFS/Year 1

- When the children have developed appropriate gross and fine motor control, they will regularly be taught how to form letters correctly, through Read, Write Inc.
- By the end of YR most letters should be correctly formed and by the end of Y1, all letters, using the cursive script. (see below). The Collins Handwriting Scheme for EYFS should be used.

abcdefghijklmnopqrstuvwxyz

Year 2

- Children are taught the 4 joins as outlined in the Collins Handwriting Scheme.
- Handwriting skills are modelled regularly and discrete lessons take place on a weekly basis. One 30 minute lesson, followed by two further lessons of 10 minutes each.
- By the end of Y2, most children should write with a cursive script (see below) using upper and lower-case letters, spacing within and between words, forming ascenders and descenders consistently and correctly.

abcdefghijklmnopqrstuvwxyz

KS2

- Handwriting is taught as a discrete subject on a regular basis. One 30 minute lesson, followed by two further lessons of 10 minutes each.
- Children are expected to join their handwriting at all times.
- Children who are able to write in neat, cursive, joined handwriting, will be issued a pen license; they will be able to write in pen in all books apart for Maths, which should be done in pencil.
- All teachers should be aware of any child who is left handed in their class and ensure that they are seated appropriately at all times.

Sarah Jacoby 2019

This policy will be reviewed in 2022.