



Grove Vale Primary School

English Policy

Approved by:

Date:

Last reviewed on:

Next review due
by:



English rationale

Why is English important?

The development of speech and a varied vocabulary is a key life skill. Competence in English enables children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. Through our Key Stage assemblies and showcases, GV children are encouraged to speak and perform in front of an audience and so develop their confidence, clarity and fluency. The skills of listening, speaking, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. Being fully competent within all areas of English removes barriers and takes away any limitations on how ambitious, resilient, curious and creative our children can be within the wider world.

Intent - What English looks like at Grove Vale?

At GV Primary School, reading is at the heart of all that we do. We encourage and support all children to read a variety of genres and authors in order that they become lifelong, avid readers and use adventurous vocabulary in their speech and their written work. The implementation and delivery of the DfE approved Bug Club Phonics Scheme in EYFS and KS1 is also used to motivate children's reading. Careful planning and assessment of these sounds ensures that children acquire the sounds needed to become fluent and competent readers. As spoken language underpins the development of reading and writing, we aim to foster exploratory talk and good listening skills. Drama and role-play is regularly used in lessons to encourage creativity in writing. We adopt a talk less teaching approach whereby children develop their spoken language in order to enhance their written skills and ensure that our classrooms are vocabulary rich and enthuse the children to make ambitious vocabulary choices when writing. Children are curious about new vocabulary and are keen to develop their understanding of words that they are not familiar with. We have developed our curriculum to incorporate good quality and engaging texts that interest and inspire readers. We would like GV Primary children to be ambitious, resilient and creative writers with an innate desire to read for pleasure. We use our cross-curricular topics to provide a platform for talk and deliver enriched activities for writing where appropriate. Application of key literacy skills are therefore taught across all foundation subjects. Writing is celebrated and displayed in classrooms and around the school and rewards for taking pride in handwriting and presentation are given through the use of year group WOW walls.



It is the responsibility of all teachers and support teachers to raise standards of all basic skills related to English within all subjects taught.

Teaching aims;

- Within the subject of English to work towards fulfilling the English vision and rationale of the school.
- To fulfil the requirements of the National Curriculum 2014 and English Expectations in our school
- To ensure that the teaching of English is in line with the School Teaching and Learning Policies.
- To use the planning guidelines/overviews to ensure consistency and progression for all groups of pupils in all areas of English.
- To ensure that reading, writing, speaking and listening underpin effective delivery of an exciting English curriculum and that all activities are varied and purposeful.
- For all staff to have a shared school language for the teaching of English and for this to be successfully imparted to our pupils.
- To carry out ongoing monitoring of the achievement and attainment of our pupils (both formally and informally).
- To actively gather evidence of achievement as part of the ongoing assessment process.
- For teachers, support staff and pupils to engage rigorously and robustly in the processes of Assessment of Learning and Assessment for Learning, so that English teaching and learning are consistently focused, continuously developmental and empowering for pupils.
- To present a variety of stimulating learning experiences that are interesting, pleasurable, motivating and, thus, encourage confidence, enjoyment and self esteem.
- To equip children at the age of transfer with the English skills necessary for further education and adult life.
- To ensure the inclusion and achievement of all children (of all centrally-defined groups and higher attaining pupils) during the study of English, regardless of special educational needs, EAL issues, gender, ethnicity, FSM-entitlement, mobility factors and family



circumstances - including home/language experiences by:

- A. Setting suitably challenging and sharply differentiated learning challenges.
- B. Responding to pupils' diverse learning needs and their preferred learning styles.
- C. Overcoming potential barriers to learning and assessment for individuals and groups of children.
- D. Ensuring effective management and deployment of resources and support staff to maximise efficiency.
- E. Consulting with relevant external agencies for the most up-to-date advice and liaising with those in school with the relevant expertise (e.g. SENCo, Computing co-ordinator, member of staff with given experience or expertise).

- To use opportunities in the teaching of English to:
 - promote pupils' spiritual, moral, social and cultural development;
 - promote British values
 - promote key skills e.g.
 - * Communication;
 - * working with others and working with independence;
 - * improving own learning and performance;
 - * problem solving;
 - * enquiry/critical, analytical and evaluative thinking.

Implementation - Management of the English Curriculum

Planning

The National Curriculum English 2014, alongside progression documents in school, outlines specific work to be covered in all English across each year group. These will ensure breadth, balance, continuity and consistency across the subject throughout the school. English is not rigidly timetabled as we teach in a cross curricular approach. However it is expected that three pieces of English work is planned for in books and a minimum of four 'discrete' teaching hours of English per week, to include specific SPaG and reading objectives. The skills taught in English will be applied across the curriculum.

The use of a whole school medium term planning grid for English ensures that a wide and balanced range of skills are being planned for across the academic year. Short term lesson plans allow staff to plan in greater depth and highlights key vocabulary. Marking for each group is detailed on the planning to ensure that Assessment for Learning is being planned for effectively.

Independent writing opportunities are planned for at the end of each writing unit. Children are then given the opportunity to demonstrate their understanding of different text types.



Spelling is taught weekly and focuses on the children's weekly set spelling patterns. The school uses the PlanIt Spelling scheme which incorporates spelling patterns from the National Curriculum with year group specific common exception words.

Handwriting is taught in line with the Kinetic Letters Scheme. Staff are expected to model the use of this style of handwriting. Handwriting sessions begin in EYFS and carry on throughout the school with handwriting being taught a minimum of three times a week.

Phonics is taught using the accredited Bug Club Phonics scheme which we use to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. Teaching takes place daily for 20-25 minutes in the foundation stage. This is also the case in years 1 and year 2 during the Autumn term or longer, should it be required.

All children have the opportunity to read once a week with an adult. In EYFS and Year 1, this may be on a 1:1 basis or as part of a small guided group. Within these guided sessions, staff will focus on a mixture of decoding and comprehension skills. From Year 2 onwards, taught reading sessions take place weekly based around a class text. Children will also have the opportunity to read at least once a week to an adult with focus children reading on more occasions.

Year group planning is seen as a top priority in order to develop consistency of learning experiences for all children within the cohort. Dispersed responsibility for resourcing is also of key importance so that work-life balance considerations are equal to all. Support for English planning and all other aspects of English delivery is always available from the English Lead.

Staff should be aware of opportunities for cross-curricular links and ensure that the accurate use of English skills is consistently maintained at all times.

Text types are mapped out across the Keystages and, where appropriate, links to class texts or cross curriculum subjects are made. Children are also provided with high quality model texts to support learning.

Key Stage 1 children should be given the opportunity to draft and re-read their compositions. Key stage 2 should have the opportunity (at least once every half term) to plan, draft, evaluate and edit, proof-read and perform their compositions with confidence.

Recording

Each child has an English book and an Independent Writing book. Children in Year 2 also have a Reading book to assist with gathering of assessment evidence.



There is an expectation that pupils will complete three pieces of English work weekly in books – to include a Spelling, Punctuation and Grammar activities (SPaG) and one reading task per week related to the taught reading learning objective or guided reading sessions. Writing should have cross curricular links when appropriate.

Pencils must be used in literacy books unless the teacher is happy for the child to use a pen (Phase 4). The handwriting must be legible and follow the principles of the Kinetic Letters scheme. Only handwriting pens supplied by school can be used.

Independent Write

Children will complete several independent writes (see subject expectations) throughout the course of each half term which is marked in accordance to the marking policy, using highlighter pens, annotations and a next step given for the next piece of work: Two stars and a 'pink to think' noted on an assessment grid.

During these independent opportunities, children will also have opportunities to draft and redraft their own writing using their own independent editing as a means to improve upon the writing that they have initially completed.

As well as the independent writing activities that occur within the independent write books, there will also be independent pieces produced within the English learning journey and further pieces produced as part of foundation subjects which will relate to areas within the wider curriculum and the topic being studied.

Alongside the independent writing opportunities provided, the children will also have the opportunity to take part in guided writes. This is extended writing which will be produced collaboratively between the children and class teacher (or in some cases the LSA). Guided writing can take place during the English learning journey.

Homework

In EYFS, Year 1 and, where appropriate, Y2, pupils' home reading is arranged using the Phonic Bugs reading books which run alongside Bug Club Phonics. Once children are secure in these, they move on to the standardised book banding system. Children are expected to read each at least three times a week and record reading via the Home Reading Diary. Children who do so are rewarded by being entered into a Reading Raffle to win a book of their choice each half term. Reading records should be brought into school every day so that school reading can also be recorded.



English homework is set in all Year Groups on a weekly basis alongside spellings. In EYFS and Year 1, this is based around Bug Club phonics using ActiveLearn. From summer in Year 1 throughout the rest of the school, this is set using SPaG.com.

Monitoring, Evaluating and Reviewing

The school's Whole School Improvement Plan details the strategic direction planned for English on a yearly basis. The monitoring of all aspects of English practice is robust and rigorous, but always sets out to:

- identify the positive aspects of practice so that these can be further built upon and refined ;
- generate action points that will have a positive impact upon English delivery, both for the pupils and for the CPD of the member of staff ;
- drive school improvement and impact positively upon pupils' performance ;
- ensure consistency of procedures across the school.

In our school, English monitoring takes several forms and includes: monitoring of planning, book scrutinise, lesson observations (both for teaching and support staff), learning walks, monitoring of data, monitoring of resources, Pupil Progress Meetings and pupil voice.

Most feedback will be in written form. Individual feedback will be discussed with the relevant member of staff. Where action points have arisen*, discussion will also take place as to how these can actually be fulfilled. Whole-staff feedback will be scheduled as appropriate by SLT as part of the Staff Meeting schedule.

Staff CPD is seen as a priority in English and this will be provided, either to individuals or to whole staff, as required (in line with whole-school CPD priorities)



Impact - Assessment

Assessment at Grove Vale Primary School serves several purposes across the school community, but the over-arching principle of good assessment is to drive whole-school improvement at all levels.

- For pupils and parents, assessment should inform them of what has been achieved (Assessment of Learning) and should provide explicit direction in terms of how to improve their performance further. It should be positively handled and pupils should play a key role in sharing the experiences of identifying achievement and where they can develop, thereby empowering them to take shared control of their learning.
- For teaching staff/support staff, the purposes of assessment are similar to those of pupils. In addition, however, effective assessment should specifically inform, shape and direct future teaching at individual, group and whole-class level (Assessment for Learning). Effective assessment should also generate pupil data relating to achievement in English, attainment and rate of progress for both individuals and for different groups of pupils. From the 'class picture' that this creates, half-termly Pupil Progress Meetings are scheduled and staffs are then expected to respond swiftly to pockets of underachievement.
- For our school as a whole, assessment should generate data which paints 'the bigger picture of the school'. Our assessments will provide quality information about growing trends and emerging issues in English across our school. These will be communicated to all relevant stakeholders so that our responses to the issues can be reached, agreed and implemented efficiently by our school.

Independent writing assessments using Year Group moderation grids form part of teacher assessment and Cornerstones or past SATs (Y6 and Y2) reading tests/SPaG tests are completed every term.

Phonics assessments are completed half termly and results used to inform any intervention. Past Phonics Checks are also used in Y1.

Books are marked in accordance to the marking policy (see separate policy) and peer/self assessment if planned for weekly. Success criteria grids are provided to support pupils with independent learning. Children also are given the opportunity to correct and amend work based on feedback using a 'purple polishing pen'. Peer and self assessment is evident in all English books.

The Insight Tracking online assessment tool is used to monitor progress across the whole school.



Reporting

Parents are informed of their child's Reading and Writing achievements and progress in the following ways:

- formal termly Parent Meetings ;
- termly effort report;
- annual written reports ;
- Informal meetings.

Reading and Writing data is also reported to staff, Senior Leaders, Governors, parents and other stakeholders as required and any actions to address emerging issues are agreed.