



Introduction

This policy contains a general overview of the approach to teaching and learning of English at Moorthorpe Primary School. This revised policy was introduced to reflect the 2014 New National Curriculum.

The monitoring and evaluation of this policy is the responsibility of the Head teacher, Deputy Head, The English Coordinator and the Governing body.

The policy will be reviewed at regular intervals and will be formally reviewed in September 2021.

Purpose

The purpose of this policy is to describe our practise in English at Moorthorpe Primary School and the principles upon which this is based.

Aims and objectives

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children will gain an understanding of how language works by looking at its patterns, structures and origins. Children will use their knowledge, skills and understanding in speaking and writing across a range of different situations.

We aim to:

- deliver the 2014 National Curriculum to all pupils.
- develop pupils' abilities to communicate effectively and confidently in a range of formats including oral and written Standard English.
- develop pupils' capabilities to listen with understanding.
- enable children to be enthusiastic, responsive, knowledgeable and critical readers.
- provide opportunities for pupils to use ICT to facilitate and extend their learning in speaking, listening, reading and writing.
- provide opportunities for pupils to use their skills in English to facilitate their learning in all the other areas of the curriculum.



The aims set out in this policy are aligned with the whole school aims to:

- encourage a love of learning and celebrate every child's achievements on their journey to reach their full potential.
- provide a relevant, stimulating broad and balanced curriculum, which inspires and meets the needs of our pupils with English and Maths as its core.

Consultation

This policy was created in consultation with the Governing Body, Senior Leaders and Teaching Staff in order to ensure that strong links were forged between this policy and the aims / key development points for the school. Consultation with pupils and parents of the school (via pupil voice and parent questionnaire) was also paramount in order that this policy met the aims and supports the needs of all pupils at our school.

Sources and references

Information used within this policy is intrinsically linked to the updated National Curriculum 2014, specifically the Programmes of Study for English.

Teaching

At Moorthorpe Primary School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English, predominantly through oracy. There is an expectation that the children in each year group will have at least an hour of English teaching every day, which will usually be timetabled in the morning, although this is flexible. The way that the hour is organised depends on the year group being taught. Throughout the course of a unit there should be a balance of text, sentence and word level work planned. In the Early Years Foundation Stage (EYFS) and Key Stage One (KS1) there are daily phonic sessions where children are taught in the appropriate phase and this is then reinforced in everyday classroom lessons. In Year 2 and Key Stage Two (KS2) daily Support for Spelling and grammar sessions ensure that children are taught the rules of the written English language.



We encourage all teachers to plan and deliver inspiring, creative and interactive English lessons which motivate and inspire our pupils. The daily lessons for English have a high proportion of whole-class and group teaching. Each class has lessons centred around whole-class focused activities, which is usually where the majority of the modelled and shared writing will take place. Guided group, independent or peer supported activities, along with shorter sessions or plenaries to review learning are also used to ensure that children make progress in lessons within this subject. These elements are not necessarily always delivered in a three-part lesson structure.

During Year 2 and KS2 lessons children experience whole-class guided reading sessions, where they are immersed in the reading of whole class texts/novels in order to develop their reading skills in decoding, fluency/pace, stamina and comprehension.

Children use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Our school is also focused upon actively encouraging children to use and apply their learning in other areas of the curriculum.

Differentiation

There are children of differing ability in all classes at Moorthorpe Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support children on a 1 to 1 or small group basis, which also enables work to be matched to the needs of individuals.



English curriculum planning

English is a core subject in the National Curriculum. We use this as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in phases (long-term, medium-term and short-term). The National Curriculum for English details what we teach in the long-term. Our short term planning ensure that we achieve an appropriate balance and distribution of work across each term. The English subject leader is responsible for monitoring and reviewing these plans.

Reading

Of the 12 stands taken from the Renewed Primary Framework strands 5,7 & 8 refer directly to reading:

5. Word recognition: decoding (reading) and encoding (spelling)
7. Understanding and interpreting texts
8. Engaging and responding to texts

Aims

- To enable the children to:
- Understand the purposes for reading and learning to read.
- Develop the confidence in their ability to read and see themselves as readers regardless of attainment.
- Become voluntary users of books for pleasure, interest, information and the extension of experience.
- Be able to read fluently and competently from a range of material.
- Draw upon a variety of reading strategies in order to make sense of print.
- Become critical and discerning readers who are able to evaluate the written word.
- Use reference skills
- Appreciate ways in which writers use language to communicate ideas.

There are many opportunities for reading during the school day and for the children in KS1 and 2 each day begins with E.R.I.C. time – Everyone Reading In Class – between 8:40am and 9:30am. In this session, children read independently and undertake reading comprehension 'quizzes' on the Accelerated Reader system.



Our writing lessons are also based around class texts and we complete shared reading of texts during lesson input.

We aim to create a love of reading and aim for good attainment and progress outcomes through:

- 1 to 1 reading - which is completed twice a week for EYFS and children who are not yet Phase 5 ready in KS1. In KS1 and KS2 children read on a 1 to 1 basis at least once a week; children who are 'target readers' according to weekly tracking data from Accelerated Reader or SEN information.
- Phonics resources are available to encourage independent word building in Foundation and Key Stage 1, and where required in Key Stage 2.
- We have a reading timetable where children read aloud to adults in school.
- The whole school reading library is a central store for all of our Accelerated Reader books for KS2, which are also taken home. FS/KS1 have a smaller version of this library off their corridor. We have a range of reading schemes which cover a range of genres. We are aware of boys reading interests and have a range of Project X books, poetry books, comic novels etc. to motivate them.
- We send home books regularly with an individual reading record; this is supported by a reading incentive scheme, personal to each class. To support parents to listen to their child effectively, questions are sent home to parents (in the pupil planners).
- Training on reading is provided for support assistants and for parents alike.
- Puppet sets in both Foundation and Key Stage 1 help to create a love of storytelling.
- Reading areas are monitored and presented in an interesting/ appealing way.
- A range of topic books to support reading in topic areas are in each classroom to enhance children's own learning and to encourage reading for pleasure.
- Comprehension lessons take place regularly within Year 2 and KS2.



Writing

Of the 12 strands taken from the Renewed Primary Framework, strands 9,10 &11 refer specifically to writing.

9. Creating and shaping texts

10. Text structure and organisation

11. Sentence structure and organisation

With this in mind we aim to enable children to:

- Understand the varying purposes for writing
- Develop a positive attitude to writing
- Understand the reasons for writing and learning to write
- Understand that writing conveys meaning
- Write for a variety of audiences and in a variety of styles
- Use a varied vocabulary
- Become competent and fluent writers
- Develop and organise ideas effectively using coherent and grammatically correct English
- Understand the conventions of Standard English often apply in writing
- Be independent and confident users of the written language
- Communicate the meaning of what is written efficiently
- Draw from a range of strategies when spelling
- Develop dictionary and reference skills
- Use a range of punctuation accurately
- Use legible handwriting, developing fluency in a range of styles appropriate to different purposes.

As a school we pride ourselves on providing children with an enriched English curriculum which provides children with a wide range of cross-curricular writing activities. Children are frequently given an exciting stimulus to write from, ensuring a purposeful learning experience. A wide range of genres are covered through careful planning over the year. Each 'block' of planning follows the Moorthorpe Writing Process, from inspiration and planning through to editing and publishing (where appropriate).



We have a range of strategies to support children with their writing skills:

- To support children's spellings we use the Spelling Shed online programme to support teachings in the planning of spelling lessons and the children in practising spelling at home (see homework policy). Age appropriate dictionaries are provided within classes as well as Thesauruses.
- Phonics word/sentence building activities are evident in each classroom. Phonic building activities are most noticeably available for children to access as continuous provision (FS and KS1).
- In the EYFS there are designated writing area for children to immerse themselves within.
- Classes have interactive working walls to reinforce the features/genres of writing, support the children through the writing process, model grammar, spelling, punctuation and vocabulary
- Our whole school marking scheme is clear and shared with all staff in school. It is also explained to children on a regular basis, who also use the systems alongside peers.
- Opportunities for cross-curricular topic writing is planned for each half term, topic books are then monitored and feedback given to staff.
- A clear Learning Objective 'topper' is stuck into books for children in KS1 or children with SEN. From Year 3 onwards children write their own learning objective.
- SPAG information is displayed in each classroom and spelling patterns are displayed.
- Teachers ensure that when planning, children have a range of appropriate shared writing, modelled writing, guided writing, paired writing and independent writing activities.



Spelling

In the Renewed Primary Framework strands 5 & 6 refer to spelling.

5. Word recognition: decoding (reading) and encoding (spelling)
6. Word structure and spelling

The development of a structured spelling scheme has been aided with the introduction of the following main resources:

- Spelling Shed
- Support for Spelling
- Letters and Sounds
- Jolly Phonics and;
- with reference to the materials to be used in conjunction with the Read, Write, Inc programme.

The Foundation Stage

We teach phonics and English in our Early Years Foundation Stage as an integral part of the school's work. The format for the daily lessons is similar to that used in the rest of the school. Communication and Language development (CL), in addition to Listening and Attention, Speaking and understanding, underpins the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Handwriting

Strand 12 of the Renewed Primary Framework refers to handwriting.

12. Presentation

The school's cursive handwriting scheme is the Sheffield Handwriting Scheme and there is daily time allocated for children to be taught handwriting. From Nursery the children are aware of a range of prints/fonts in the environment and they are also taught the cursive print form of letters through phonics sessions. When children are ready, or usually through the teaching of digraphs / trigraphs, children are taught to



join letters in Reception. We use the 'patter' provided in the letter formation support materials from Read, Write, Inc.

Speaking and Listening

In the Renewed Primary Framework strands 1-4 refer specifically to Speaking and Listening.

1. Speaking
2. Listening and Responding
3. Group discussion and interaction
4. Drama

The Four Strands of Speaking and Listening: Speaking, Listening, Group Discussion and Interaction, and Drama are encouraged enthusiastically through the curriculum. Interactive strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Talk for writing approaches are encouraged to give children the confidence to discuss their ideas with their peers. There is also a drama club to give children the opportunity to develop their skills with children of different ages.

Contribution of English to teaching in other curriculum areas

"If children are to write, they need some content to write about. It therefore makes sense to link the teaching of writing to what they learn in the rest of the curriculum. If children have become experts on the Spanish Armada in history, they are equipped with plenty of information to turn into a recount text."

(Sue Palmer, 2001)

With ever increasing demands on the timetable there has become a need to make purposeful links across the curriculum. Teachers plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. They will also use their long term planning to make the best use of fitting in appropriate units to coincide with topic plans. Special visitors are booked to enrich the curriculum in an interesting way including; theatre companies, authors and poets, etc.



The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, phonics, speaking and listening enable them to communicate and express themselves in all areas of their work in school. There is particular emphasis upon this application and consolidation within the subjects Science, History and Geography.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

Information and communication technology (ICT) / Computing (see the ICT policy)

The Renewed Primary Framework places a large emphasis on the use of ICT and there are a number of specific ICT applications linked with the suggested units. The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a newspaper (often linked to other subject areas e.g. history). Children use the planning and proofing tools in a word processor when checking their draft work. We actively encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate. Our iPads are especially valuable, providing purposeful opportunities for children to role play, create scripts and write programs and instructions within the various apps and software on the device.



Social, health, moral and cultural learning, citizenship and PSHE

We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views. Throughout school children take part in circle times and philosophy sessions. Such sessions allow children to discuss a wide range of issues and topics and encourage them to develop their thinking skills. The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teaching English to children with special needs

At Moorthorpe Primary School we teach English to all children. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through:

- using texts that children can read and understand (including phonetically decodable books);
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication such as signs and symbols;
- using translators and amanuenses.
- using drama and role play



Equal opportunities (see policy for Equal Opportunities)

All children are given activities which are accessible and aimed to develop their Reading, Writing, Speaking and Listening skills from their own individual starting points.

Gifted and Talented (see Gifted and Talented policy)

Children who excel in any area of English are identified and challenged appropriately. Their achievements are celebrated and are recognized through praise, certificates, assemblies, postcards to parents, work being presented for school displays/website, etc.

Homework (see the homework policy for more specific details)

There is an expectation that children in all year groups will receive homework on a weekly basis. The amount and type of homework given depends on the year group being taught.

In English the homework may include:

- Reading
- Learning spellings
- Comprehension tasks
- Creative writing tasks
- Research on a particular topic

The class teacher will decide the day on which the homework is set and collected and this should remain consistent to allow the children to become familiar with the routine.

Assessment (see assessment policy)

Writing is assessed on a formative basis, using regular marking and deep-marking with next steps and editing. Assessment of independent writing is completed half termly against the Moorthorpe Writing Assessment criteria grids. These are linked directly to the end of year expectations for each year group. Samples of this writing are regularly moderated at whole school writing moderation sessions and at pyramid moderations arranged by Diane Stinson.



As a school we build a folder with samples of children's moderated work at each particular level. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review and level individual examples of work against the national exemplification material produced by the STA and the DFE.

Reading is assessed daily, using 1:1 reading, Accelerated Reader quizzing and comprehension questions. However, we also assess reading on a more formal basis termly, using the NFER standardised tests.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English Subject Leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The leader has specially-allocated regular management time in order to enable them to review samples of the children's work, conduct 1 to 1 interviews with children on a regular basis, conduct work sampling and undertake lesson observations of English teaching across the school. The curriculum and standards governors meet the senior leadership team to review progress.

Outside agencies and support

As a school we ensure that CPD is centred upon pupil progress. Our skilled senior management team deliver CPD over the year and as required we receive support from outside agencies, including Teaching and Learning Consultant Diane Stinson, Wakefield LA and other agencies as required. NQTs or newly appointed staff are also trained by the English leader.

The specific role of the subject leader

The role of the English Leader is to:

- monitor and evaluate the English policy
- monitor teaching and learning (including lesson observations, book scrutiny, pupil interviews, learning walks, lesson drop ins, planning scrutiny, etc)



- keep a thorough and up to date English monitoring file to share with/report to governors, other staff and outside agencies as required
- develop and enhance the library learning environment with support of the Support Staff and Governor for English
- complete assessment analysis and a review of progress
- ensure that long term plans cover the National Curriculum content and promote progress and good attainment outcomes
- review of the wider curriculum and cross-curricular links
- ensure that staff training needs are developed through thorough and relevant CPD training
- provide English support to Support staff
- provide English support to parents and carers
- lead by example and ensure that as English leader, support to teachers is exemplary, including inspiring support with their planning, allowing teachers the opportunity to complete observations of good practice in order to support and develop their own.

The governor with responsibility for English is primarily responsible for monitoring the implementation of this policy, through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the head teacher as part of our performance management arrangements.

This policy should be read in consultation with the following documents:

Moorthorpe Primary School Marking Policy for English, Moorthorpe Primary School Writing Process, Moorthorpe Primary School Writing Assessment Grids

Signed: C Turner

English leader

Date:

February 2020

To be reviewed September 2020.

Approved by Governors: