



## **Manor Primary School Policy Document**

### **English Policy**

Written	November 2014
Approved by Governors	N/A
Review Date	November 2016

*‘Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.’*

## **Policy Statement**

At Manor Primary school we strive to produce children who are fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of literacy and language and an enjoyment of learning. We challenge children of all abilities and ensure they make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually. We celebrate children's hard work and effort, as well as their success. They are encouraged to revisit their work, making changes and developing their ideas to ensure they achieve their best.

## **Aims**

At Manor we aim for our children to:

- ✓ read easily, fluently and with good understanding
- ✓ develop the habit of reading widely and often, for both pleasure and information
- ✓ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ✓ appreciate our rich and varied literary heritage
- ✓ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ✓ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ✓ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

National Curriculum 2014

## **Achieving and Maintaining High Standards**

*'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'*

National Curriculum 2014

The above underpins all teaching and learning at Manor. We have an agreed approach to developing children's English as stated in the opening paragraph. In addition to this we :

- ✓ Facilitate children's articulation, reading and writing, through a synthetic phonics teaching programme (Phonics Bug).
- ✓ Plan and teach using Teaching Sequences tailored to the needs of our children at each stage of their learning. - developing the four main strands of the curriculum –

Spoken Language, Reading, Writing, and Spelling, Vocabulary, Grammar & Punctuation.

- ✓ Develop children's enjoyment of, and skills in reading through two - three times weekly Guided Reading sessions. Tasks include discussion and debate, analysis of text, as well as decoding and comprehension.
- ✓ Teach basic skills including handwriting and spelling through modelling, discussion and giving children regular opportunities to practise and develop.
- ✓ Differentiate effectively without 'labelling' children into fixed groupings. Children are encouraged and guided to select the challenge level of their work wherever appropriate.

## **The Foundation Stage**

In Foundation we plan from the Early Years Foundation Stage Curriculum (EYFS). On entry judgements are made against the Development Matters bands to identify each child's starting point and ensure teaching and learning meets the needs of all. A mixture of child initiated planning and accurate AfL ensures an exciting and hands on cross curricular approach to enable children to make good progress.

Phonics is taught daily in ability groups, based on the needs of children. Teaching and learning combines reading, spelling, handwriting and spoken language. Shared and modelled reading, plus regular story time, fosters a love of books. Children are actively encouraged to access online reading resources and practise keywords at home.

Writing is promoted across the curriculum using both the inside and outside learning environments.

Children's progress is evidenced through photos, observations and self-initiated activities and is tracked through highlighting individual Development Matters sheets. Achievement is plotted onto Pupil Tracker half termly. In order to meet statutory requirements data is submitted to Devon LEA in the Summer Term.

## **Planning**

We follow the National Curriculum 2014 English document for KS1 & KS2. The programmes of study and outcomes are fully integrated in to our school based planning systems,

Phonics is planned across Key Stage One and into Key Stage Two where the need arises. Teaching and learning combines reading, spelling, handwriting and spoken language. It is taught daily in ability groups, based on the needs of the children

Across the school we use Teaching Sequences to develop the children's literacy, exposing them to a variety of genres and text types. Through ongoing AfL we alter medium term plans in the light of children's needs, selecting quality texts which exemplify the area of learning to be developed. Sequences include the development of composition, transcription, grammar, vocabulary and punctuation. Reading is also developed within sequences but also given further focus in Guided Reading sessions.

Across the school our Guided Reading planning aims to develop discussion, decoding and comprehension. We use a variety of texts designed to evoke enthusiasm and interest, as well as to develop understanding. Forging a connection with the text culturally, emotionally, intellectually, socially and spiritually is also promoted.

Basic skills are given a priority across the school with daily slots. Teachers evaluate the needs of their class and tailor their planning to suit this.

### **Assessment, Recording and Reporting**

We use ongoing AfL to refine planning and identify next steps. Learning objectives are shared with the children in every lesson, although success is measured by effort and perseverance as well as achievement. Children are provided with opportunities for self / peer assessment and improvement. Marking is developmental using a WWW and EBI on most pieces of work.

In addition:

- ✓ Across the school, including in Foundation, writing is levelled using Ros Wilson's Big Write Criterion; there is a planned shift to the adapted year group levelling sheets, in line with changes to assessment, towards the end of the academic year 2014-2015.
- ✓ The year one phonics test measures children's phonics ability.
- ✓ Phonics Bug running assessments are used to ensure children are reading suitably challenge texts.
- ✓ APP sheets are used along with summative assessment for reading. There is a planned change to adapted APP style sheets in line with assessing the new curriculum.
- ✓ Currently optional Yr 3,4 & 5 optional SATS are taken in reading. A review of this will take place before the end of the academic year 2014 – 2015.

Individual achievements are recorded on Big Write tracking sheets for writing and APP style levelling sheets for reading. Class profile sheets are kept by class teachers and inform progress over time.

English work is moderated both within school and across schools to ensure teachers' judgements are accurate.

Parents are informed of progress each half term.

### **Equal opportunities**

The English policy reflects and supports the equal opportunities ethos of the school. All children will have access to the English curriculum appropriate to their age and need.

## **Special Educational Needs**

Adaptations will be made to curriculum, equipment and to resources to allow access to English for all pupils with SEND, including provision for pupils who are exceptionally able.

## **Curriculum Leadership**

The role includes:

- ✓ Inspiring an exciting, informed and creative approach to English teaching.
- ✓ Supporting teaching through:
  - leading inset,
  - giving advice,
  - giving guidance,
  - modelling,
  - lesson observations and feedback,
  - team teaching,
  - monitoring of planning and assessment.
- ✓ Book scrutiny to ensure continuity across teams and that progress is made. In addition, to ensure levels of teaching and learning meet national expectations.
- ✓ Moderation and leading moderation sessions, both within school and across schools in the local learning community.
- ✓ Sharing information acquired from courses or other sources that may be beneficial to staff.
- ✓ The management, maintenance and storage of resources, and purchase of new resources when necessary.
- ✓ Meeting with, and reporting to governors and others when appropriate.