



Manor Primary School Policy Document

English Policy

| | |
|--------------------------|---------------|
| Written | February 2017 |
| Approved by Governors | N/A |
| Review Date | February 2019 |

‘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 mindset and to develop the skills of hard work, 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
- ✓ be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(National Curriculum 2014)

Learning Skills and Growth Mindset

Through the provision of rich and varied activities, we aim to:

- Enable pupils to securely acquire a broad range of knowledge, skills and understanding;
- Enable pupils to make connections across areas of learning, to think creatively and solve problems;
- Encourage pupils to work hard with a positive attitude and motivation to succeed;
- Encourage pupils to seek and be resilient to challenge, and to learn from their mistakes;
- Develop pupils' capacity to learn and work both independently and in collaboration with peers.

(Curriculum Policy 2017)

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 to 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.
- ✓ Teach, support and embed a 'growth mindset' for all children - a 'can-do' attitude which recognises that ambition, hard work and perseverance will lead to success, and that challenge should be welcomed and mistakes valued for the contribution that they make towards learning.
- ✓ Ensure that all learning is secured according to the principles of 'mastery' – i.e. a deep and solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning.

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 and other stimuli such a short video clips 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. Pre-unit and post-unit assessment pieces are used to identify children's understanding and progress in writing. These also help to identify a child's personal target which will be specific, measurable, attainable, realistic and time-based. In addition:

- ✓ Across the school, including in Foundation, writing is levelled using the adapted year group levelling sheets, which include the interim assessment framework guidelines, and indicate whether children are working towards, at or above the expected standards.
- ✓ The year one phonics test measures children's phonics ability.
- ✓ Phonics Bug running assessments are used to ensure children are reading suitably challenging texts.
- ✓ Annotated planning, guided reading tasks are used along with summative assessment for reading in line with assessing the new curriculum. Comprehension tests via Testbase/previous SATs tests are used to assess reading comprehension.
- ✓ SPAG tests are used to assess children's spelling and grammar knowledge.
- ✓ Across the school, from year 2 onwards, spelling achievement and understanding is assessed regularly through weekly tests and termly assessment of Phase words and CEW(Common exception words).
- ✓ Across the school, including Yr 3,4 & 5, optional SATS in reading are accessed through Testbase (See Assessment schedule).

Class profile sheets are kept by class teachers and inform progress over time. Parents are informed of progress each half term.

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

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 will include:

- ✓ Inspiring an exciting, informed and creative approach to English teaching.
- ✓ Supporting teaching through leading inset, giving advice, and guidance, modelling, lesson observations and feedback, team teaching and monitoring of planning and assessment.
- ✓ 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.