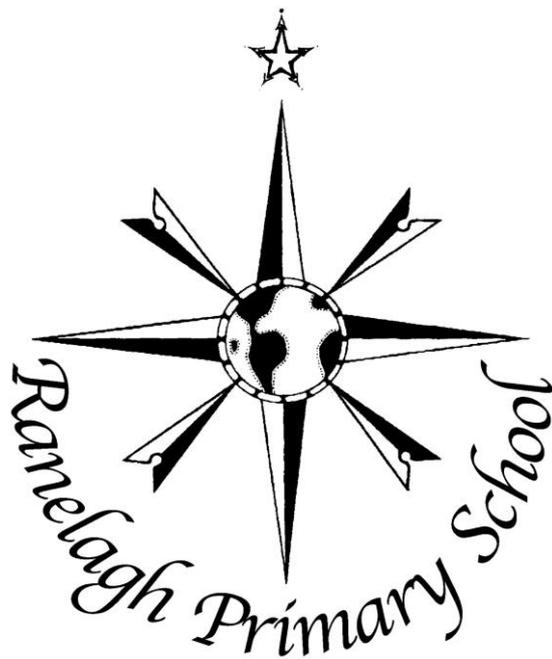


English Policy



Reviewed by: Anna Scott

Date: May 2019

Ratified by LMT: Yes

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Our vision is to help all children to be the best that they can be, and the effective teaching of English is part of this. English underpins our whole curriculum.

Speaking and Listening

Communication takes many forms: body language, gesture and talking. These all help children to develop individually, socially and academically.

We value all children's language skills and build upon them to ensure children realise their full potential.

We develop children's speaking and listening through planning and encouraging opportunities for;

- speaking,
- listening,
- group discussion/ debate and,
- interaction and drama.

It is expected that, by the end of Year 6, the children will:

- listen and respond appropriately
- Ask relevant questions to extend their knowledge and understanding
- Speak audibly and fluently with increasing command of standard English
- Participate in discussions, presentations, performances, role play improvisations and debates

Reading

It is expected that, by the end of Year 6, the children will:

- Apply phonic knowledge and skills to decode words
- Fluently and confidently read aloud texts and books
- Understand what they read and be able to summarise the main points and ideas
- Draw inferences such as characters' feelings, thoughts and motives from their actions.
- Be able to justify inferences using evidence from the text
- Identify how language, structure and presentation contribute to the meaning of a text
- Read books that are structured in different ways and read for a range of purposes.

Writing

It is expected that, by the end of Year 6, the children will:

- Write with increased legibility, consistency and quality of handwriting
- Spell key and polysyllabic words accurately
- Develop understanding of technical vocabulary and confidently use them in writing

- Develop ideas for writing by composing sentences orally before writing them
- Plan writing by identifying the audience and the purpose of the text
- Develop characters and settings in narrative writing, using research and reading to develop ideas
- Draft their writing by selecting appropriate grammar and vocabulary
- Use a range of punctuation to enhance the effect and clarify meaning of the text
- Use paragraphs and other devices to structure a text
- Evaluate their own writing proposing changes to vocabulary, grammar and punctuation
- Proof read for spelling and punctuation errors.

English and English as and Additional Language

Teachers plan for the needs of pupils for whom English is an Additional Language.

Quality First Teaching

Units of work, outlined through school-developed overviews, begin with pupils being immersed in a particular text type/genre. From Nursery to Year 2, synthetic phonics is taught through RWI. This is managed by a Phonics Leader. Alongside phonics lessons are daily English lessons where the children are immersed in quality texts that inspire sustained writing. In KS2, teachers follow a learning journey, which involves the teaching of grammar, reading comprehension and composition.

The English Leader monitors English planning and books every half-term to maintain high standards of teaching and learning across the school. Teachers are given support to make sure their planning and teaching meets the high expectations of the school.

Reading is taught and assessed both in the daily English lessons but in specific reading sessions. In EYFS and KS1, children have daily RWI lessons, whilst in in KS2 reading skills are developed in Reciprocal Reading sessions. Teachers assess the children's reading skills, against the standards set in the National Curriculum, every term.

Writing is assessed at the end of each term to determine the children's progress and attainment. Regular moderation of teacher assessments is carried across the academic year to ensure consistency in approach and expectation.

Monitoring of teaching within Ranelagh is in accordance with the school's monitoring timetable. The English Leader is involved in monitoring learning, whilst members of the Leadership Team monitor teaching and learning.

Phonics

The school uses a comprehensive phonics programme called RWI which has been adapted over time. The RWI Reading Leader ensures that resources are well organised for teaching staff to deliver phonics in EYFS and KS1. Lessons are

monitored daily with support given to teaching staff to maintain consistency and effectiveness of phonics across EYFS and KS1. KS2 intervention programmes are in place for children who need to catch up with learning reading, spelling and writing.

Spelling

Children are taught the spelling rules and patterns that are in the National Curriculum, as well as any other spellings that the Teachers feel is appropriate for the children in their classes.

Resources

In every class, all children have access to a range of non-fiction and fiction texts, including poetry, which they can borrow and take home to read. Each EYFS and KS1 class also has a full range of phonics levelled books as well as rich story books for the children to take home. A record is kept of books going home with the children. At the beginning of each academic year, the English Leader monitors the quantity and condition of the books in each classroom and makes recommendations about new texts that should be bought.

An extensive selection of guided reading texts and resource books are available for teaching and planning.

Computers

Computers form an important part of the learning environment. They can be used in a number of ways to assist the children with spellings and synonyms, carrying out research and drafting writing. Where appropriate, children can use specialist programmes and Apps to create sentences, produce texts in different formats for writing purposes and use it to present their work. Widgets symbols are used, when required, to support writing and the understanding of key words.

Love of Writing

To encourage children's enjoyment of writing, all children have 15 minutes a day where they can write freely, based on stimuli provided by the teacher. This might be a short film, a piece of music, an object or a picture.

Target Setting

Children's performance is tracked by the school's Assessment Leader. Collected data is then used to identify pupils who are working below their age related expectations. The information is used by the school to tailor teaching to the individual needs of children.

Individual Targets

Pupils' have individual targets that are set by the teacher to improve their reading and writing. Children are expected to know their targets and how to meet them. Reading and writing targets are updated regularly, as and when children meet them.

Attainment Targets including SATS Targets

The School LAB set yearly aspirational targets for every year group. These are based on the National Average attainment percentages and progress rates. The school also considers the current cohort, baseline assessments and the on-going knowledge of the children. (Please see the School Development plan for the targets).

Analysis of data

Data is analysed regularly by the Assessment Leader and English Leader. From this, areas for further development are identified and addressed through the use of whole-school, group and individual targets.

The Learning Environment

Classroom displays are rich in high quality vocabulary and imagery to support children's learning.

Intervention

Using the school's provision for tracking pupil achievement, the Assessment Leader, the Inclusion Leader and class teachers are able to identify pupils who are not making the expected progress. These pupils are given appropriate support tailored to their needs.

Phonics catch up

Intervention programmes are organised by the Inclusion Leader, as well as the Phonics Leader. Intervention sessions range from 1-1 tutoring to small group work, which cover a range of reading, writing and spelling skills. These interventions are delivered to children from EYFS to KS2 and are tailored to meet the needs of individual children.

Children with SEND

In each year group there are children who need specific support and a range of strategies to fully access the English curriculum.

In English lessons, pupils with SEN should have:

- Visual prompts to engage and increase attention
- Real objects to explore and manipulate
- Symbols for key vocabulary
- Opportunities for repetition, to consolidate and reassure
- Opportunities to use children's special interests where appropriate

The role of the English Leader

- To monitor, review and order resources

- To plan and organise staff development in line with key priorities and in liaison with the school's CPD Leader
- To review the English policy as needed
- To encourage English displays in classrooms and around the school
- To monitor the delivery and assessment of English across the school in consultation with the Leadership Team, Senior Management Team and the school's Assessment Leader
- To monitor pupil progress, identify whole-school targets and children's individual targets in liaison with the school's Assessment Leader
- To maintain and identify priorities for the school
- To ensure that English recommendations, set within the School Development Plan (SDP), are met
- To provide parents with updated information on English initiatives

Appendix A

Suggestions for Teaching and Learning Strategies in the English lesson.

Whole Class Section

Speaking and listening opportunities:

- talk partners
- group work
- role play
- hot seating
- drama.
- text marking
- reading strategies
- writing strategies
- singing
- performing poetry

A variety of stimuli:

- film
- pictures
- text
- drama
- objects

Interactive strategies:

- demonstration
- 'show me'
- drama.

Guided/ group work/ independent work:

- writing frames
- speaking frames
- word banks/ vocabulary
- drama/ games
- mixed ability pairs
- reading aloud/ reading independently
- art

Use of TA (as classroom support):

- reading
- scribing
- Modelling or remodelling
- drama
- games
- using computers

Assessment during the lesson

- help address lesson's key objectives

- address misconceptions
- should best fit lesson purpose
- Provide opportunities review and clarify learning
- Encourage reflection on **what has been learnt** and **how**
- use a range of strategies
- use extended questions to probe children's feedback
- extend thinking further
- develop strategies to remember what was taught
- build-up a 'meta-language' to help talk about what was learnt

Inclusion Strategies

- High quality, culturally relevant materials
- Peer support through mixed ability grouping
- Collaborative learning in pairs/ groups, e.g. talk partners, investigative tasks
- Speaking and listening integral to activity
- Vocabulary/ word/ phrase banks developed with pupils
- Teacher/ peer modelling of task and outcome
- Repetitive process and/ or language
- Opportunities to use 1st language/ home language
- Visual support
- Real objects/ props/ puppets
- Graphic organisers, e.g. tables and bar charts
- Scaffolding for reading tasks
- Scaffolds for writing tasks, e.g. writing frames
- Drama and role play
- Interactive and multilingual displays
- Clearly identified roles for adults
- Opportunity for pupils to show understanding and learning
- Parental involvement
- Homework which is supportive of classroom curriculum