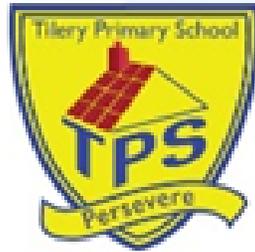


TILERY PRIMARY SCHOOL



Together Promoting Success

Whole School English Policy



Ratified by

Curriculum Committee

Date: November 2018

Signed by Chair of Governors

L Miller

Date: 13.12.2018

Signed by Headteacher

J P Repton

Date: 13.12.2018

Shared with staff

Date: 5.12.18

To be reviewed:

Autumn 2020

Tilery Primary School

Whole School Policy for English

Rationale:

Language is central to the social and intellectual development of the children. Their learning across the curriculum is largely dependent upon their skill in the use of language and the development of these skills is therefore given the highest priority.

Literacy skills are inter-related, therefore:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

National Curriculum 2014

Aims:

The national curriculum for English aims to ensure that all pupils:

- 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.

Planning for English:

Teachers' planning for English is based upon the National Curriculum Programmes of Study 2014, EYFS Guidelines and our own assessments of the language needs of the children. SPRINT is used regularly to inform planning for the whole class and in addition is used to plan for precise interventions.

English is regarded as a means of expression across the curriculum and as a subject in its own right. Children read and write, speak and listen in all areas of the curriculum. Many activities are undertaken to develop language skills.

In addition, activities are planned in other curricular areas using the knowledge and skills acquired in English. Whilst acknowledging the subject content of these activities, we encourage children to maintain high standards of literacy.

The English Lesson:

The main vehicle for the teaching of English skills is the English lesson, which is held daily by all classes in the school, except, Foundation Stage who follow DfES guidance for the Foundation Stage, focusing upon the development of speaking and listening skills and intensive teaching of phonics.

The English lesson is a period of focused teaching of English skills but timings for activities are very flexible and depend upon the needs of the children. Teachers adopt a cross curricular approach to provide opportunity for extended writing tasks and reading comprehension exercises, with relevant links to different subject areas, identified in planning notes. Children are then able to extend their English skills in a meaningful and effective way.

Teachers group children according to the task; as a whole class or in small groups of mixed or similar ability. They use a variety of teaching strategies, including interactive whole class teaching, discussion, investigations and collaborative group work to ensure effective learning for all.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

The two statutory appendices, within the curriculum 2014 – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Resources:

Reading

Our core reading scheme is **Oxford Reading Tree**, but, in addition, we have texts from several other schemes, to offer a wide range of suitable materials for our children.

Children are encouraged to read widely, choosing from graded and ungraded texts, on their own or with support from peers, teachers, or parents. They are expected to take books home to read and share with their parents. Each child is given a book bag to encourage them to care for the books which they take home.

Each class has access to a selection of books in a class library.
There are reference libraries in both KS1 and 2.

The school maintains good relationships with the local library and throughout the year, classes visit the library for story sessions and library skills work.

When appropriate the children in Y5&6 take part in the Stockton Children's Book of the Year Competition. Books for this project are sourced and then used by the children as reading books, group reading books and guided reading books.

The school also maintains good links with Drake The Bookshop, who support us in a variety of ways including visits for children, visits by authors and donations of books.

We have a range of books available for group and guided reading (which are not intended to be taken out of school unless they are part of a homework task specifically linked to guided reading activities) These are stored in central areas in both buildings.

Across each Key Stage children take part in reading activities each day from 1pm onwards (Differing lengths of activity for varying ages of children.)

These activities may take the form of:

Group Reading – a group of children of similar ability read a common text and take turns to read a section/page. The intention is to provide children with the opportunity to start and finish a book or piece of text sharing the reading with their friends, and raising their expectations and skills. This is also an opportunity for teachers to question the children about their understanding of the text being read.

Guided Reading - which always has an identified assessment focus.

Teachers use parts of books to illustrate the teaching objective and keep records of children's attainment and progress.

Activities in Response to Reading – Writing or drawing activities that help to reinforce or challenge the children's learning from reading a particular text, also useful as an assessment tool.

Staff have recently been trained in an Inference Intervention initiated by Leicester City Council. This is being in a variety of forms, appropriate to age and ability throughout the school.

A number of staff have received training in the 'Word Power' approach to teaching English, which focuses on the teaching of vocabulary alongside other skills.

Reading Comprehension

Staff use the resources from Comprehension and Literacy Box, published by Prim-ed, in order to teach and consolidate the skills of reading Comprehension throughout Key Stages 1 and 2. They also use the books of Teaching Reading Comprehensions Skills in order to teach the objectives from the National Curriculum.

These resources are used at least once a week and are used in conjunction with other resources around school.

We use various texts, as appropriate, to help with the teaching of phonics, (predominantly Twinkl,) word reading and comprehension. These books are used as a resource according to the objectives being taught and the needs of the children, and are not used as schemes of work to be worked through from beginning to end.

Teachers also use interactive whiteboard resources to support Teaching and Learning in both reading and writing. A range of teaching ideas and materials can be accessed through the Internet.

Each class has a range of thesauruses and dictionaries appropriate to the age and ability of the children.

A wide variety of Visual Literacy resources are available and shared throughout the school.

Handwriting

Handwriting is taught using the Nelson Scheme, which links with the Curriculum 2014. Staff use a range of textbooks, workbooks and printed resources in order to teach the objectives. It is expected that Handwriting is taught explicitly twice a week. A Handwriting Award is given out termly to the child in each class with the neatest or most improved writing. All staff model appropriate handwriting using the suggested form and the font is available to be used on all computers. All children from Year 2 upwards are now expected to have a neat joined hand.

Spelling is also taught using the Nelson Scheme in the same way as above.

Children learn a range of strategies to help with spelling and use "Look, Cover, Write, Check" when practising specific words.

Children in school write in pencil at all times.

SPaG

Vocabulary, Grammar and Punctuation are taught according to the statutory appendices in English Curriculum 2014. Staff use Schofield and Simms materials amongst other resources to support the teaching of grammar within the school.

Assessment:

Assessment informs planning and is crucial to progression and continuity.

The following types of assessment are undertaken:

Formative (on-going assessment to inform decisions about what to teach next)

Diagnostic (to find out why children are not making the progress expected)

Summative (to show levels of attainment at the end of set periods)

In the Foundation Stage children's progress is assessed continuously and results recorded on the EYFS Profile. Annual reports generated by the Local Authority, provide data which is analysed to show strengths and weaknesses of teaching and Learning and feeds into the School Assessment and Development Plan. This provides priorities for development for the school in the coming year.

SPRINT (Stockton Progression in Tracking Sheets) resources are used to inform teacher assessment Y1 – Y6. This assessment is ongoing with teachers being required to complete the relevant sheets at least at the end of each unit of study. A sample group of at least 6 children are assessed and evidenced in detail with the rest of the class assessed but not evidenced. Tracking Sheets are in the front of each child's writing book so that teacher and child are able to share targets more readily. Moderation of judgements take place half termly, with members of Senior Leadership Team, Team Leaders and the Literacy co-ordinator working together to ensure reliable judgements.

Children are encouraged to take responsibility for their own learning and are expected to know what is good about their work but also what they need to improve and how.

Salford Reading and Parallel Spelling tests are administered at the beginning and end of each academic year. In addition to this PIRA is also used at the end of each term (during Assessment Week) as a formal assessment of the children's reading comprehension skills.

Further diagnostic testing will be carried out if there are any concerns about progress made and, if necessary, a referral will be made to the SENCO so that further support can be accessed.

Individual reading records are kept, showing books read and comments by parents and teachers.

Assessment results are carefully analysed. Areas of strength and weakness in both teaching and learning are identified and this informs future planning and target setting.

Teachers provide a written annual progress report for parents. Achievement is included. End of Key Stage SATs results (Y2/Y6 are reported to parents separately.)

Year 1 Phonics Screening.

The Year 1 phonics screening checks take place during an allocated time in June. All children are assessed upon their phonics ability on a 1:1 basis with a teacher. The school follows the 'Letters and Sounds' approach using twinkl resources, particularly for display and flashcards to ensure continuity. Teachers also use resources from Espresso.

The children are asked to read a variety of words both real and nonsense, with their results collected and sent for analysis. These results are also reported to the Local Authority.

The children in Year 2 who did not reach the required level in Year 1 are also tested at this time with significant improvement expected to be seen. The children who still do not reach the required level in Year 2 are closely monitored in Year 3 to ensure they continue to make progress.

Interventions

A range of intervention programmes are used to support children who are not making adequate progress in Reading, Writing, Spoken Word. These programmes are monitored for effectiveness and if necessary adapted to the needs of the pupil/s.

TAs deliver the intervention programmes with the support of teachers, Team Leaders, the SENCO and the Literacy Co-ordinator.

Some of the interventions used are:

- Reading Recovery Y1-2
- Letters and Sounds (as needed in Y3-6)
- Precision Interventions – teachers and TAs analyse children's work and identify a specific problem. The TA works with the group for a set period of time to address the difficulty.
- Making a difference – Tiley RR
- Inference Intervention

Special Needs:

Individual pupils may need to work at a level above or below that of their peers, or may need help with particular tasks. This will become apparent to the teacher through ongoing assessment and observation and, as far as possible, these needs will be met within the classroom or by withdrawing children for extra support. Children will not be withdrawn from the English lesson unless they are able to benefit significantly from an alternative activity. Teaching assistants are able to deliver a range of intervention programmes – Wave 3 – to targeted children. Precise interventions are also planned to support specific children with their identified needs.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification of Special Educational Needs. This process is co-ordinated by the SENCO, with the knowledge and co-operation of parents.

The effectiveness of intervention programmes is monitored by class teachers and SENCO and a provision map highlights which children access extra support.

Equal opportunities:

We aim to give all children access to a rich, rewarding curriculum for English. Every effort will be made to ensure that teaching methods and materials are free from bias against particular groups. Care is taken to ensure equal access to the curriculum and opportunities for achievement for boys and girls by:

- providing a range of reading materials which appeal to both boys and girls;
- using a variety of teaching strategies to cater for different learning styles;
- ensuring equal access to ICT resources;
- using a variety of groupings within the class to maximise learning for all.
(See Inclusions Policy)

Marking:

Marking is a powerful tool, which should be carried out sensitively according to the needs of the individual child. It should relate directly to the task objectives, offer encouragement and advice, and direct the child towards improvements and new targets. (See the Marking Policy)

A method of FeedForward has been recently adopted.

Liaison:

The school liaises closely with local secondary schools to ensure a happy and trouble-free transition and continuity and progression for all children through;

- meetings between Y6 teachers and colleagues from the English departments of secondary schools to discuss the children and curriculum;
- making available children's records to schools to which they transfer; supporting secondary colleagues in the organisation of literacy summer schools for both higher and lower ability pupils.

The Role of Parents:

Parents are important partners in the development of children's language skills, therefore we encourage parents to play a full part in their child's education by:

- providing guidance for parents, from the earliest stage, on how they can best help their children develop language skills;
- involving parents in the school's reading programme;
- welcoming offers of help from parents to listen to readers, talk with children and help with writing, according to the needs of the individual class.
- offering termly consultations to discuss progress and target future learning.

Subject Leadership.

The English Lead, Assistant Head Teacher for Teaching and Learning and the Headteacher meet regularly to ensure progress towards targets is being met and to discuss further strategic planning. In addition to this a Reading Group, made up of interested teachers and TA's meets every 3 weeks to plan reading activities and actions to further promote reading.

Monitoring and Evaluation:

Regular monitoring of planning and learning is undertaken by the literacy co-ordinator in conjunction with the headteacher and the assistant headteachers, to ensure that standards remain high and our school targets for English, are being met.

Lesson observation, work sampling and test result analysis is an important parts of the monitoring process.

The co-ordinator works closely with the Leadership Team to structure and guide policy relating to the teaching of English throughout the school. Areas for development are identified and inset opportunities provided to raise levels of expertise among teachers.

Reviewed November 2018

To be reviewed Autumn 2020