

ST MARGARET'S COLLIER STREET CE SCHOOL

ENGLISH POLICY

Review, rewrite: February 2018

Agreed by Governors: July 2018

Next Review: February 2021

ENGLISH POLICY ST MARGARET'S COLLIER STREET SCHOOL

Rationale

A child's ability to speak and listen, and to read and write English underpins his or her response to learning through all areas of the curriculum. The development of the child's language contributes to the understanding of his or her world, the world of others and the world of imagination. Thus whilst the discrete teaching of language skills in English lessons provides the child with essential tools for learning in other curriculum areas, it follows that whenever anything is being taught or learned there is potential for developing a child's language.

Aims

- to develop pupils' abilities to communicate effectively in spoken language, reading and writing
- to develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers and readers
- to help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination in all media
- to help pupils understand the part language plays in enabling them to express their ideas, feelings and experiences and come to an understanding of those of others
- to help pupils understand the function and importance of standard English
- to appreciate language in its own right, and to foster a love of literature which will develop through to adult life
- to develop pupils' use of a wide range of media for information and pleasure, whilst developing their critical awareness of the powerful effect of words, images and sound
- to enable the more able learners within the class to work towards a greater depth of literacy

Objectives

To ensure the development of effective speaking and listening so that pupils can:

- formulate, clarify and express their ideas
- express themselves in a variety of situations using language which is appropriate to their needs and the intended audience
- listen, understand and respond appropriately to others
- show mutual respect linked to British Values when listening to the ideas of others
- use, with increasing confidence, the vocabulary and grammar of Standard English
- express themselves clearly and audibly in opportunities for speaking to an audience, eg class acts of worship and school productions
- engage meaningfully in role play and drama activities
- gain a mastery of spoken English skills to reflect their ability to speak at a level of greater depth

To ensure the development of reading so that pupils can:

- master reading skills and become independent and enthusiastic readers
- read a range of paper and on-screen texts fluently, accurately and with understanding
- find out information they need in order to research and answer the questions of others
- understand the variety of written language and the difference between fiction and non-fiction
- to understand and respond to a wide range of books and media texts
- improve their abilities to analyse, evaluate and criticise texts they have read
- work at a greater depth of the curriculum, focusing on an enriched provision for more able learners

To develop pupils' writing skills so they can:

- express themselves clearly and precisely showing an increasing mastery of spelling, punctuation and grammar in their sentence structure
- write for an increasing range of purposes, matching their language appropriately to the needs of the audiences
- use writing to enable them to remember, communicate, organise and develop their ideas and information
- use simple word-processing packages
- understand that to communicate effectively language must be chosen with care, precision and imagination
- develop a clear, cursive style of handwriting to embed the fluency of a joined script (this is introduced and shared with parents from Year R)
- to consider layout and formatting to present texts effectively using computing skills
- fulfil all the legislated requirements of the National Curriculum, and take into account the criteria for working at greater depth, especially for the more able learners

Planning

Structure

Whilst planning to deliver the requirements of the English National Curriculum, teachers will aim to ensure breadth and balance and a variety of activities and strategies. Planning will take account of mixed age groupings in classes. Where possible cross curricular links will be made, and English will be taught through both discrete daily lessons and relevant topic work. Teachers will ensure that provision is made to support the more able learners to work at a greater depth in English, and will also support their class TAs as needed when working with the more able children, so that all staff are fully aware of high expectations.

Teachers will plan for interesting reading experiences through shared, group and individual reading. There will be regular independent reading sessions for all children in the school. Daily independent and shared reading at home is a requirement throughout the school.

Writing will be taught through blocked units, ensuring that children become immersed in a genre, exploring through talk, reading, drama and other media before leading to writing. Writing opportunities will occur through shared, guided and individual writing in English lessons, through opportunities in other curriculum areas and specifically planned extended writing sessions.

Scope

A range of genres, texts and modes will be selected to ensure that children get a balance drawn from a variety of sources (linguistic, cultural and historical). A wide range of resources will be used: big books, picture books, stories, fairy tales, myths, legends, poetry, nursery rhymes, songs, non-fiction books, newspapers and magazines, posters and advertisements, comics, tapes, films, multimedia texts, internet resources.

The English lesson will ensure that children will be engaged in a variety of activities matched to their specific needs. Play, story telling, talking about their own experiences and ideas, drama and improvisation provide enriched English opportunities in Key Stage 1, with an emphasis on pupils exploring and expressing their own world. Throughout the school, teaching and learning styles will mix direct instruction, group collaboration, paired work, practical activity, performance, individual research and investigation with other appropriate strategies to encourage effective learning through language.

Role of Subject Leader

The subject leader will:

- take the lead in policy development and curriculum development to ensure progression and continuity in English throughout the school
- support colleagues as necessary in their short-term planning, assessment and record-keeping

- monitor the delivery of the English curriculum and discuss with the H/T any actions as they arise
- keep up-to-date with developments in English and disseminate information to colleagues as appropriate
- ensure that all staff are fully supported in working with more able learners to help them reach a greater depth within English

Monitoring

Monitoring the delivery of the English curriculum and children's attainment will be carried out by:

- overseeing short and long term planning by H/T, subject leader and SLT as appropriate
- regular monitoring of writing books by subject leader, H/T, SLT and GB as appropriate
- analysis of KS1 and KS2 SATs results, EY data, phonics tracking data
- discussion with individual children about their personal progress

Assessment

Assessment in English is continuous, to inform planning and diagnose strengths and weaknesses.

In **speaking and listening** this involves observing children using a variety of spoken language for different purposes. Specific assessment opportunities will be planned for. Use of technology with the children to record their speaking and listening will take place throughout the school, for the children to self-assess.

In **reading** this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. Published reading tests will be used at KS2. The SENCO will carry out a graded yearly reading test to monitor the reading age and progress of all children in school.

In **writing** this involves effective marking which is positive, constructive and developmental. Writing across a range of genres will be assessed using newly updated resources linked to the 2014 National Curriculum year group expectations criteria. Children will be aware of their writing targets, referring back to clear learning intentions and success criteria in lessons. Feedback to children about their progress in English is through verbal comment, discussions and marking of work. Opportunities are given for older children to respond to comments written by the teacher. Summative assessment is through teacher assessment and testing, including pieces of independent written work throughout the school to aid with this as needed.

The SENCO will also feedback to the Subject Leader with regard to the success of English interventions across the school, helping to identify any areas of weakness which may need addressing or further support. The interventions are reviewed 3 times per school year. Each class should be providing an intervention to extend the more able learners.

Recording and reporting

Teachers will make their own records as appropriate, but will also use the newly published Kent material to help build up knowledge of whether children are working at the Emergent or Expected levels in each curriculum year group, or showing evidence of working at a Greater Depth (Exceeding). Communication to parents will be through end of year reports and twice yearly consultations. Focused learning intentions in English lessons will reflect the child's understanding, linking with the school marking and assessment policy and the use of highlighters.

The home/school reading record book provides an opportunity for regular and frequent communication between parents and the child's teacher, and teachers are happy to provide opportunities for informal discussions of a child's progress.

Learning environment

The school aims to provide an enriched learning environment for language through:

- celebrating success through display of reading and writing activities
- encouraging speaking and listening skills through day to day running of the school, eg delivering messages, negotiating solutions on the playground, circle time etc
- attractively presented displays of books for children to access, for example, topic books in classes, and also the whole school library area
- inviting book areas in all classrooms, with provision of more challenging books for the more able learners within the class
- interactively labelled displays to promote further discussion
- all classes taking part in shared reading, writing, speaking and listening activities throughout the year
- visits from story writers, poets and theatre groups as appropriate
- a weekly after school library club open to all children across the school

Professional Development

Staff are made aware of courses available to them appropriate to their Key Stage. The subject leader will find opportunities through staff development days and meetings to inform teachers of curriculum developments. All staff are able to access the KELSI website resource to aid professional development, and some English staff meetings will provide time for this.

Teaching Assistants

TAs receive appropriate training in the use of English, and are kept up to date with specific areas, such as attending relevant phonics or language training courses. They have access to medium term plans and short-term plans that identify which children are to be supported. Feedback on children's work for whom they have worked with is encouraged orally or by written notes, in line with the marking and feedback policy.

TAs provide extra support in English teaching by:

- supporting specific children during shared and independent reading and writing
- working with groups in guided reading and writing to provide extra support or the opportunity for differentiated activities
- 1:1 help with individual reading, and for children on specific learning programs
- specific support for children with poor speech skills
- focused small group phonics work at KS1 and phonics and spelling at KS2
- enabling the more able learners within the class to work towards a greater depth of understanding

Parental Involvement

Parents are regarded as taking a vital part in the growth of their child's language and literacy skills, and it is expected that they will provide support throughout their child's school life. This is made clear to all parents on their child's admission to school. Most important is a daily session of reading to and hearing the child read at home. Parents are encouraged to use the child's reading record book as a means of communication with the teacher. A Reading at Home guidance leaflet is shared with all parents when their child starts at school. Other homework activities will include embedding spelling knowledge, playing phonics based games, supporting written work and research activities, to name but a few. National Curriculum standards are shared with the parents, to ensure they are aware of the Emerging, Expected and Greater Depth criteria.

Regular parent volunteers also help support reading in school through hearing individual children read, and occasionally joining in with other English based activities. Appropriate training and support is given by the class teacher and SENCO where required.

Equal Opportunities

Children of all ethnic groups, both genders and all abilities have equal access to the English curriculum. Positive images in terms of such groups are promoted throughout the school, both in the use of language and in the provision of resources.

Differentiation and SEN

The development of children's language necessitates a variety of differentiated texts and approaches. Careful planning will ensure that these resources and approaches are appropriately matched to individual pupils. Teachers will ensure that all children have access to shared reading and writing texts. When working in groups, activities can be provided with suitably differentiated work, including enriching and challenging tasks to extend the more able learners.

Resources

At KS1 a blend of different published reading schemes are used to support developing awareness of phonic, rhyme and sight vocabulary, in accordance with National Book Banding colours. Children and parents are introduced to the Jolly Phonics scheme on entry to Year R, building up phonic skills with matching physical actions. The government publication of 'Letters and Sounds' forms the basis of phonics teaching from Year R – 2. At KS2 this approach is continued for those readers who still need specific support. Resources are purchased with the aim of supporting the needs of a particular group of children or addressing specific areas for development within English, and also as any new exciting materials are released, either seen by the subject leader, SENCO, other teaching staff or through recommendation from others in education.

This policy should be read in conjunction with other school policies:

1. Health and Safety
2. Equal Opportunities
3. Marking
4. Homework
5. Computing
6. Assessment, Recording and Reporting
7. Language
8. SEN

Review

This policy document will be reviewed as appropriate in response to local or national initiatives, evaluations of monitoring procedures and as detailed in the school development plan.

Further information

Book band colour key, used mainly within Key Stage 1. The Book Banding Guidance and stickers are kept in the office cupboard. The tables show a rough outline of age expectations, but all children develop reading skills at a different pace. Also included are the old National Curriculum levels for reference.

Colour Band	Age	Year
Lilac	4-5	R
Pink	4-5	R
Red	4-5	R
Yellow	5-6	1
Blue	5-6	1
Green	5-6	1
Orange	6-7	2
Turquoise	6-7	2
Purple	6-7	2
Gold	6-7	2
White	7	2-3
Lime	7	2-3
Copper	7-8	3
Topaz	7-8	3
Ruby	8-9	4
Emerald	8-9	4
Sapphire	9-10	5
Diamond	10-11	6
Pearl	11	6

Colour	NC Level
Pink	W
Red	W
Yellow	1 (C)
Blue	1 (C/B)
Green	1 (B)
Orange	1 (B/A)
Turquoise	1 (A)
Purple	2C
Gold	2B
White	2A
Lime	3

Year *	ORT Stages	Book Band	Description	Typical Books/Series
FS/ Y1	1 Grey	Grey	Pictures on every page, no words	<i>The Snowman</i> – Raymond Briggs <i>Hug</i> – Jez Alborough
	1+ Purple	1 Pink	Small amount of words in large print with lots of pictures	<i>Pirate Pat</i> (Usborne Very First Reading)
	2 Green	2 Red	Simple CVC words (consonant/vowel/consonant) such as 'sat'	<i>Clever Little Monkey</i> (Hachette Tadpoles)
	3 Blue	3 Yellow	Pictures on every page, longer sentences with CCVC and CVCC words such as 'chip' and 'mash'	<i>Where's Spot?</i> – Eric Hill <i>Each Peach Pear Plum</i> – J & A Ahlberg
Y1/ Y2	4 Red	4 Blue		<i>Percy and the Badger</i> – Nick Butterworth <i>The Ugly Duckling</i> – (Ladybird Read it Yourself Level 1)
	5 Yellow	5 Green	Longer stories of around 250-300 words, more space given to text, more characters and more tricky words	<i>The Fox and the Crow</i> – (Usborne First Reading Level 1) <i>Topsy & Tim: Go to London</i> – (Ladybird Read it Yourself Level 2)
	6 Orange	6 Orange		<i>Meg and Mag</i> – Helen Nicoll <i>We're Going on a Bear Hunt</i> – Michael Rosen
Y2/ Y3	7 Sage	7 Turquoise	Extended stories with longer and more unusual words	<i>Thumbelina</i> – (Usborne First Reading Level 4) <i>Funnybones</i> – Janet & Allan Ahlberg
	8 Brown	8 Purple		<i>Early Reader Horrid Henry</i> – Francesca Simon <i>Owl Babies</i> – Martin Waddell <i>Winnie the Witch</i> – Valerie Thomas
	9 Turquoise	9 Gold	Very first chapter books, occasional pages without any pictures, simple language and sentences	<i>Early Reader Rainbow Fairies</i> – Daisy Meadows <i>Early Reader Beast Quest</i> – Adam Blade <i>The Large Family</i> – Jill Murphy
Y3/ Y4	10 Magenta	10 White		<i>Little Animal Ark</i> – Lucy Daniels <i>Pash Watson</i> – Gillian Cross (Walker Books Sprinters Series) <i>Stories of Knights</i> – (Usborne Young Reading Series One)
	11 Burgundy	11 Lime	Longer, more complex chapter books with less pictures and an increasing number of tricky words	<i>Rainbow Magic Series</i> – Daisy Meadows <i>Secret Kingdom Series</i> – Rosie Banks <i>Books for Boys Series</i> – Ian Whybrow (Hachette)
	12 White	12 Brown		<i>Magic Animal Friends Series</i> – Daisy Meadows <i>Dirty Bertie Series</i> – David Roberts <i>Flat Stanley Series</i> – Jeff Brown
Free Readers				

Some children may reach the free reading stage before making their way through the entire colour band system. The teacher will make the decision as to when each child is ready for this.