



William Penn English Policy

Rationale

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in reading, speaking and writing for a range of purposes and situations.

Aims and objectives

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop sustained reading and contact with challenging texts;
- to develop into confident, independent readers through an appropriate focus on phonic, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers of stories, poetry and drama, as well as non fiction and media texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction styles;
- to increase the children's ability to use planning, drafting and editing to improve their work.

How our Objectives are Delivered

Teaching and Learning Style

We use a variety of teaching and learning styles including word/sentence generation games, story maps, 5 sentence story structure, boxing up, hugging the text etc. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson in which children experience a whole-class shared reading or writing activity, either a whole-class focused word or sentence activity and a guided group or independent activity. Having identified a toolbox for the genre of writing, children are then encouraged to share and review written work against it, at the end of lessons where appropriate. There is a clear emphasis on writing for audiences and purpose with inspiring stimulus (e.g. trips, visitors in school etc). Progress and learning is reviewed throughout the lesson and opportunities are provided for children to self and peer assess using polishing pens (brightly coloured gel pens). Children in the foundation stage and key stage 1 have a short focused phonics session each day and where appropriate in Key Stage 2 children receive focused spelling teaching. Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and phonic games/activities to support their learning. Where appropriate all children use ICT in English

lessons to further enhance their learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum. Guided reading is taught discretely, in small groups either weekly or fortnightly, in line with the National Curriculum band expectations. Assessment foci are used to ensure a broad coverage of the reading skills.

The needs of all children are catered for through carefully planned lessons. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved by a range of strategies, including differentiated group work; children may work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children to enable work to be matched to the needs of individuals.

Key Stage 1: English Curriculum Planning

The Read Write Inc Phonics and Get Writing! programme is being taught in Cadbury and Fox classes with children assessed and grouped according to their phonic knowledge. As teaching is by stage and not age, the programme also provides targeted support for children in Key Stage 2 as appropriate. It consists of daily teaching of phonics, reading, comprehension, writing, spoken English, spelling, grammar, vocabulary, punctuation, composition and handwriting. For children aged 4-7. On completion children should achieve the End of Key Stage 1 expectations.

In Read Write Inc Phonics lessons, children learn to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step.

Throughout the programme, children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters they need to represent them, in three sets of Speed Sound lessons. Simple and enjoyable strategies help all children to grasp the letter-sound correspondence quickly, especially those who are at risk of making slower progress or those who are new to learning English. This knowledge is taught and consolidated every day. High frequency words (words which occur most frequently in written material, for example, 'the', 'your', 'said' and 'was') that are not phonically regular are taught as 'tricky' words (red words) and are practised frequently.

Lively phonics books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding. Teachers read aloud and discuss picture books with similar themes to those in the Storybook, so children build up background knowledge ready for the next Storybook.

As with reading, the alphabetic code is embedded first, so that children can write simple words early on and build on their success. The children write every day, rehearsing out loud what they want to write, composing sentence by sentence, until they are confident enough to write independently. They write at the level of their spelling knowledge: that is, they use their knowledge of the alphabetic code and the 'tricky' words they have learnt. They practise their handwriting every day: sitting at a table comfortably, learning correct letter formation and joining letters speedily and legibly.

In every lesson, children build up their spelling knowledge rapidly so that soon they are able to spell complex words confidently. The children can use adventurous vocabulary in their writing because they have encountered such language in their reading and they have talked about what the words mean.

Key Stage 2: English Curriculum Planning

English is a core subject in the National Curriculum. We use the Guide to Writing Progression (TT Education) for English when planning and teaching to ensure coverage throughout the year. Our long-term overview identifies key writing structures to be covered to ensure breadth and balance.

The medium-term plans and 'skeleton plans', which we base on the National Curriculum, I can statements as per each band on the Target Tracker, give details of the main teaching objectives for each term considering word reading, comprehension, spoken language, spelling, composition and vocabulary, grammar and punctuation. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher and subject leader will discuss them throughout the year on an informal basis.

Spelling

In Key Stage 2, spelling is taught through the Read Write Inc Spelling programme. This is a robust, fast paced and systematic spelling programme that is followed in both Fry and JBB. On completion children should achieve end of key stage expectations for spelling. Concerns about a child's spelling development are referred to the SENCo.

Drafting

When children draft their written work, they are encouraged to spell correctly and when re-drafting, are given opportunities for correcting their own work.

Marking

This is a positive process and praise is given for close attempts. Spelling mistakes are marked according to the school 'editing marks' and spelling strategies given to help the child memorise the word.

For children with dyslexic-type difficulties, teachers use 'positive marking'. The teacher focuses on two to three spellings per piece of work only. The letters that are correct are ticked. The child then copies the word at least five times in cursive writing.

Assessment and Reporting

Children's development is assessed in:

- Weekly tests on learned spellings
- Personal targets e.g. word mastery folder
- Autumn term Rising Stars assessments include Spelling, Grammar and Punctuation tests linked to National Curriculum
- Midyear Testbase Spelling, Grammar and Punctuation tests linked to National Curriculum

Children's spelling development can be reported:

- At consultation evenings with parents
- In the annual school report

Contribution of English to Teaching in Other Curriculum Areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school, including Assemblies.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing and develop their Mathematical language and are encouraged to explain their thinking. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

Computing

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet to research and record, for example, when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Children are also taught to use the planning and proofing tools in word processing packages when checking their work. We encourage all children to use ICT as a resource for learning, whenever they, or the teacher, feel it is appropriate. In computing, children are taught to create algorithms; programs executed by following precise and unambiguous instructions.

Personal, Social and Health Education (PSHE) and Citizenship

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school etc. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

Spiritual, Moral, Social and Cultural Development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teaching English to Children with Special Needs

We teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into

account the targets set for individual children in their Individual Learning Plans (ILP). Teachers provide help with communication and literacy, where appropriate, through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using Nesy for improving spelling and reading
- using daily Mastery folders for reading and spelling high frequency words

Assessment and Recording

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Rising Stars testing in; spelling, punctuation and grammar, as well as reading tests during the Autumn term, followed by Testbase assessments, mid and end of year, provides support for teachers assessment. Teachers use these results, as well as written evidence in books, to update pupil progress through the bands every half term. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end of year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, plus the optional Nfer Reading national tests at the end of Years 3, 4 and 5 that provide.

Children write a base line assessment, when returning to school in September. This is stored in their Writing Journey Folder. As this is completed every year, these pieces of writing show progression throughout their Primary Education. Children also complete a half termly piece of writing, in their Writing Journey folder during assessment week. This is not marked, but used to create targets for the following half term. For this piece of work, children are given free choice as to the content and style of the writing; however children are encouraged to write in a variety of different genres that have been taught during that half term and to focus on demonstrating the skills that they have practised during the half term.

The subject leader monitors samples of children's work and class teachers' assessments are moderated. In addition, the subject leader attends moderating sessions linked to Target Tracker and the National Curriculum, in which Reading and Writing is moderated across a range of schools against the national expectation for each year group.

Resources

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computers and the laptops. The library contains a range of books to support children's individual research.

The school uses a banded reading scheme (Collins) which has been supplemented with non-scheme books that have been classified according to the same banding criteria. The reading books, therefore, provide skills progression which links to the children's needs and the assessment of reading. Reading Challenge books are used to add depth to pupils' knowledge and understanding of a set of reading skills and to consolidate learning.

Monitoring and Review

Monitoring of the standards of the children's work is undertaken by the whole staff. The quality of teaching in English is monitored by the Headteacher and subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, ensuring all staff are kept informed of current developments in the subject.

Signed:

Date: