



GREEN LANES SCHOOL POLICY

FOR

English

It is our vision and aim to create a learning experience in which every child will achieve and realise their full potential. At Green Lanes Primary School, we create caring, confident and committed learners for life.

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| Date reviewed | Signed by Green Lanes governing body |
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| Date reviewed | Signed by Headteacher |
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| Date Reviewed | Signed by other consulted stakeholder |
| | |
| Due for review | Spring 2018 |

Policy Statement

At Green Lanes School we encourage and support all children to develop respect for and pleasure in the English language in its written and spoken forms. We focus on the development of effective communication skills in both speaking and listening and in reading and writing; teaching our children to be responsive, engaged, enthusiastic and knowledgeable in this essential curriculum area.

We recognise English as a core subject in the National Curriculum and as a pre-requisite for educational and social progress, empowering children to communicate creatively and imaginatively. A high standard of teaching of the English language at Green Lanes is a key priority and essential role for our school and we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessary across the curriculum and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's 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.' (p10 National Curriculum)

We aim to provide a positive ethos and environment for language development which stimulates developing minds and is characterised by high expectations of success, so that the fullest potential of each and every individual may be realised.

We wish each pupil to become: a competent speaker; an active and sensitive listener; a reader who can use books for pleasure, information and instruction and a writer who is able to respond to differing demands and audiences. In order to ensure that our children reach their full potential in this subject we focus on the delivery of a robust and varied curriculum to encourage this.

We strongly feel that this takes place best in an atmosphere of encouragement, support and respect for the achievement of every pupil in our care, and we strive to achieve this at all times.

Aims and Objectives

The overarching aim for English in the new national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Using the new National Curriculum Guidelines as a basis, Green Lanes focuses its teaching of English on the following key areas:

- Children are taught to read easily, fluently and with good understanding.
- Children are encouraged to develop the habit of reading widely and often, for both pleasure and information.
- Through the teaching of English, children at our school will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Children at Green Lanes are able to appreciate our rich and varied literary heritage.
- Children are taught to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Both in and out of school, children use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

- Children at Green Lanes develop their competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The curriculum is differentiated to ensure that all pupils progress in their learning at an appropriate pace supported by enrichment or reinforcement activities.

Organisation

English is taught daily in all classes, both within subject specific lessons and through other curriculum areas.

Foundation

In the two Foundation classes, English is presented as part of the Early Years Curriculum. This is phonics based and delivered through 'Letters and Sounds', 'Read, Write Inc' resources and 'Jolly Phonics' actions. Two new phonemes are introduced each week and there is a carousel of other activities (guided reading, follow-up phonemes and an active outside activity). There are reading and writing opportunities available during child initiated learning, both indoors and outside.

KS1

In Year 1 and 2, English is taught daily for one hour in the morning. This is accompanied by a daily 15 minute phonics or spelling session and a 20 minute guided reading session. Teaching follows the new national curriculum objectives and is assessed via the new Hertfordshire assessment criteria for English.

KS2

In Years 3-6, children continue to extend and develop phonic/spelling knowledge and understanding and secure application of these skills through a daily spelling session and daily phonics and spelling reinforcement activities. English is taught on a daily basis for one hour in the morning. This is accompanied by a daily 30 minute guided reading session through which all children will complete a carousel of activities. Teaching follows the new national curriculum objectives and is assessed via the new Hertfordshire assessment criteria for English.

Cross- curricular approach to the teaching of English.

Across the school we ensure that a focus is placed on extending and securing skills across the English breadth; actively looking for areas across the Primary curriculum in which reading and writing skills can be effectively employed to add context and meaning to the development of their knowledge. All year groups encourage cross-curricular application to ensure that the pupils are able to use their skills effectively for a wide range of purposes and that they understand that reading and writing skills are necessary and meaningful for creative and effective communication.

Whole School Approaches to Teaching and Learning of English

Reading

SEND:

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances.

All pupils are monitored through the school's assessment timetable and criteria, and pupils requiring additional support are identified and planned for in collaboration with the SEND department and their parents. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

Interventions available to support specific needs include:

- Early, Additional and Further Literacy Support programmes;
- Read/Write Inc programme;
- Pre-teaching
- TRACKS;
- Daily reading;
- Phonics intervention;
- Soundworks

Interventions are delivered by Teaching and Learning Support Assistants and by the SEND Co-ordinator and Assistant Co-ordinator, who liaise regularly with class teachers to review and assess progress.

Whole School

We believe that knowledge and imagination grow with reading; and that all pupils should be taught to read fluently and expressively and be encouraged to enjoy reading; both for pleasure and for information. To facilitate this aim at Green Lanes Primary School we provide children with numerous opportunities to develop and make progress in their reading skills through a range of different contexts. Daily guided reading sessions take place in the morning which provide focused reading sessions in order to develop both children's reading ability as well as their comprehension skills.

In order to meet the National Curriculum objectives, we follow the Hertfordshire Assessment Criteria for reading. This is linked to the Herts for Learning Reading Tracker which tracks progress from Foundation to Year 6 and is a finely graded, systematic method of organising texts for guided, independent and home reading. The tracker is linked to a book banding system which ensures all children have access to appropriate reading material for their ability and are being individually challenged. In line with recommendations from Hertfordshire guidance material, we have introduced the Project X range of ready banded books to ensure that our Guided Reading range is in line with new NC expectations.

Reading for pleasure

Although the book banded system gives pupils the best start in learning to read; at Green Lanes School we also recognise that pupils thrive on also being given the freedom to choose their own reading material based on their own interests. We encourage this by ensuring that each classroom has a rich reading environment which promotes reading for pleasure. The Pupils choose a book from the class or school library to enjoy at home and at school. The children may also read books from their own personal collections or from local libraries; - provided teachers confirm that the books provide suitable challenge and content for individual pupils. It is essential that our children are encouraged and given the opportunity to read alone or aloud as often as possible in school and that this is being reinforced at home. It is expected that our pupils read at home for at least 20 minutes per day in order that parents and pupils also contribute to our aim to develop enthusiastic and lifelong readers.

We encourage the enjoyment of reading at home in a wide variety of ways through the Green Lanes Home Learning Journals. The journals provide parents with a list of fiction and non-fiction comprehension questions to ensure they have the tools to assist with developing their children's reading. In addition to this the journals provide a range of fun reading activities and games to encourage children to engage with books at home. Within the journals is a weekly planner which facilitates communication between parents and teachers on how regularly the children read, the texts they read and pick up any misconceptions the children have about a text.

In addition to the use of journals, a love of reading is encouraged at Green Lanes through reading events and competitions, such as World Book Day, Reading challenges, Book Fairs, Take 1 Book Weeks and Author focused activities for specific year groups.

Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length;
- Use accurate spelling and punctuation;
- Be grammatically correct;
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations;
- Write to support their understanding and consolidation of what they have heard or read.

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

At Green Lanes we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary. By ensuring that children are able to write coherently we enable pupils to communicate effectively, but also to experience the joy of crafting their own individual stories and articles that express their points of view clearly.

We know that for pupils to become successful writers they need to:

- experience a wide range of written texts, which is the primary source of knowledge about the written word and how of 'sounds'.
- orally tell and retell stories and other texts
- experience both shared, modelled and guided writing, where the teacher focuses attention explicitly on the technicalities of writing.
- regularly practise independent writing.

Therefore, when planning English activities, we ensure that all pupils have access to these experiences.

Our aims and connected provision for writing

Extended writing

- Whole school planning follows the Hertfordshire English Long Term planning formats to ensure thorough coverage across all units and genres.
- From reception to Year 6 we follow the key elements of the teaching sequence for writing based on the principles of 'Talk for Writing' both within English lessons and in other curricular areas.
- A whole school use of English working walls in classrooms is in place to show the progress throughout the weekly teaching sequence and allow children to consolidate and refer to any prior learning.
- Each writing unit begins with investigation and discussion about the focus English genre and text type;
- We encourage shared, modelled, collaborative and guided writing using high quality texts to demonstrate good writing practice;
- We provide time for independent planning, drafting and self-editing of writing.
- All activities are differentiated using writing frames and additional vocabulary resources in order to support all learning abilities.
- We use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively.

Grammar

- We teach grammar as a separate lesson where necessary in Key Stage 2 however the majority of grammar teaching is embedding within the teaching sequence to ensure that it is meaningful and that the children realise its purpose.
- We correct grammatical error orally/ written work (where appropriate).

- We have a systematic approach; we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.

Vocabulary Development

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently. We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn;
- Display of key words linked to topics and subjects on classroom working walls;
- Modelling of the use of correct vocabulary orally;
- In-depth word based lessons looking at patterns;
- Using dictionaries, thesaurus and similar programmes;
- Carrying out systematic testing and providing feedback to pupils;
- Targeted one to one/ small group support, where appropriate.

Handwriting

Handwriting and presentation of work within our school is important in all areas of the curriculum. The children adhere to EPOW - every piece of work needs to be your best. Pupils are taught handwriting from Reception to Year 6. We teach it through within a variety of sessions through modelled, guided and shared writing and spelling practice.

In reception the children are taught pre-cursive letter formation which prepares them for joining letters as soon as they are ready and confident to. Therefore, from Year 1 upwards children in our school use joined handwriting. As they progress through the school they are supported to generate a style that is efficient and neat. When it is considered that a child has developed an efficient and neat style of handwriting, a 'pen licence' is awarded. This means that the pupil can now use a handwriting pen to complete written work. The use of pencil continues for mathematics lessons.

Spelling

All planning has been updated to reflect the new curriculum phonics and spelling objectives. All teachers use the Hertfordshire exemplar planning guidance for the teaching of spelling and phonics across each phase and Year group. All objectives are in line with the new national curriculum and have been cross referenced with Letters and Sounds and Support for Spelling. Across the whole school all children are present in class for any spelling or phonics teaching to ensure that they are exposed to whole class teaching of weekly phonic or spelling rules. Children requiring additional support will receive this in specific afternoon intervention sessions.

In order to become confident writers, pupils also need to become proficient at spelling.

Spelling in KS1

In EYFS and KS1, spelling is intrinsically linked to reading, as the pupils learn to use phonics to aid them in both of these activities. Pupils are encouraged to apply their phonics to spelling throughout the curriculum. As soon as children are confident with Phase 5 phonics they begin spelling lessons, where previous phonics learning is revised and new spelling rules are investigated, taught and applied, then throughout the week embedded throughout curriculum subjects. In KS1 children take home a list of spellings each week, in Year 1 these are words related to the phonic sound being consolidated or introduced the next week and in Year 2 these words are related to the following week's spelling rule as pre-learning.

Spelling catch-up

Any children who have not passed the phonics screening in year 1 are provided with intervention in Year 2 to ensure that their understanding develops and is consolidated within KS1. However, if any child has not

secured this understanding by the end of KS1 further intervention is put in place in Year 3 to support children who require it.

Spelling in KS2

In Key Stage 2, an introductory spelling rule session is taught where the new spelling rule and words for that week are shared with the children. This session focuses on the investigation of word patterns, common rules, exceptions and all words and examples are shared on the classroom working wall. Teaching of the new spelling rule is further revisited throughout the week via starter activities, guided reading sessions and handwriting activities in order to ensure that learning is thoroughly embedded. Children are encouraged to practise their spellings at home and as a result all children take home a list of spellings each week. In addition to practising their spellings via the process of 'Look, Cover, Write, Check' children are also encouraged to carry out some of the spelling activities included within the Home Learning Journals.

Assessment of spelling in Year 5 and 6 takes place via weekly partner tests, games and through a blind dictation. Assessment in Year 3 and 4 follows the same format; however, children will complete a dictation on alternate weeks. During the introductory session all children independently choose a selection of spelling words. They are also given three words from the statutory year group word lists. Throughout the week children will learn the rule of the week through the practise and application of these spellings and take part in a partner test or game to assess their understanding of the spelling rule. In addition to this, the children also complete a blind dictation through which they apply their knowledge of the spelling rule to a set of words that they have not previously had exposure to. This ensures that children learn how to apply the spelling rule to any future written work.

Across the school spelling age tests take place to assess spelling ages. In addition to this, all children in Year 3 are tested on the first 100 and next 200 high frequency words to ensure that any gaps are bridged before moving on to Year 4.

Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Justify ideas with reasons;
- Ask questions to check understanding;
- Develop vocabulary and build knowledge;
- Negotiate;
- Evaluate and build on the ideas of others;
- Select the appropriate register for effective communication;
- Give well-structured descriptions and explanations;
- Speculate, hypothesise and explore ideas;
- Organise their ideas prior to writing.

At Green Lanes we encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability;
- Children with specific speech and language and auditory problems are identified and specialist help sought, where appropriate;
- Poetry recital event;

- School Plays;
- Class debates;
- Weekly assembly;
- Events within the community;
- School Council;
- Talk partners;
- Book talk sessions;
- Drama / role play;
- PSHE and circle time.

Planning

At the beginning of every term, medium term plans are prepared by paired year group teachers who work collaboratively to ensure that all teaching within each year group is consistent for all children. Copies are made available to the Headteacher and the English Co-ordinators for monitoring and evaluation. All planning is in line to meet the increased expectations of the new curriculum and follows the suggested timetable of Herts for Learning.

Pupils throughout the school have individual reading and writing targets based on their specific needs and developmental stages, which are regularly reviewed and discussed with the pupil and their parents. Where pupils are working significantly below age related expectations, a specific individual education plan will be used outlining targets, agreed by the SEND Co-ordinator and class teacher working with the child's parents.

Detailed weekly plans are prepared by each class teacher and handed to the Headteacher at the end of the week with assessments and comments for future planning included in a daily lesson evaluation included within the weekly plan - *see example attached at appendix 1*. These will follow the medium term plans and give details of the activities to be followed and where these link with the objectives outlined in the medium term plans. Differentiated work, links with homework and other curriculum areas and the Teaching Assistant role will be identified.

Assessment and Record Keeping

All assessment carried out in school is in line with the Hertfordshire assessment criteria for reading and writing. In order to ensure the accuracy and consistency of assessment for reading and writing all staff attend moderating sessions within county including the local cluster. The English Co-ordinators monitor and evaluate all English medium term plans and feedback any comments and suggestions to fellow teachers. Work scrutiny, pupil interviews and monitoring is also completed over the course of the year by SLT and the English Co-ordinators and feed back to staff. Pupil progress tracking takes place at the end of each term to ensure that all children are making expected progress, with interventions put in place for pupils raising concerns. End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.

Writing

Foundation Stage

In the Foundation Stage phonics progression is continually monitored and assessed. This includes the children's recognition of each phoneme and their ability to decode words to read and write. Children's writing in class is collected and assessed as part of their learning journals.

KS1 and KS2

In each year group formative assessment takes place at the end of each unit of writing through which children will have completed an informally assessed piece of writing. Teachers will assess across a selection of different genres in order to ensure a wide breadth of work provide a fair assessment of ability.

Assessment for learning also plays a key part of English sessions and teachers evaluate the progress of pupils within lessons and adapt planning to reflect this. Pupils are encouraged to make their own assessment of progress.

In the Foundation and Key Stage 1 this will be mainly oral, but should occur in written forms of self and peer evaluation through the Tickled Pink and Green and Hit/Miss/Maybe and EPOW (Every piece of Work) systems and through the marking codes (see appendix 2).

In Key stage 2, children also use the Tickled Pink and Green and Hit/Miss/Maybe, EPOW and marking code systems for self-assessment and to ensure that their work is self-edited and improved, presented well and follows success criteria. Teachers plan in sessions of collaborative improvement through which children are able to work together with a partner to self-check and edit their work. Editing and self-checking opportunities are planned into all teaching sequences in order that the children are able to become more independent within their learning.

When marking, teachers take into consideration the age, ability and personality of the child. Comments are positive, helpful and relevant and follow the procedures set out in the Marking Policy. They should be relevant to the learning objective wherever possible and point out how a pupil might practically improve their work. Consistent mistakes and weaknesses should be noted and extra support given in future lessons.

Parents receive information about the progress of their child through consultation evenings and the child's Annual Report.

Reading

Assessment of reading is carried out on a weekly basis through guided reading activities and children are then placed into a guided reading group within class which is appropriate for their ability. This is monitored and updated throughout the year dependent on a child's progress.

In upper KS2 summative assessment tests are carried out using the new national curriculum test papers in order to provide us with an additional basis for assessment of children.

Including all pupils

There are pupils of differing abilities and needs at Green Lanes School. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupils. Within our English lessons the children have the chance to work individually, in pairs and in mixed ability small groups when discussing ideas. When completing written work, we group children of similar ability, this means we are able to focus our teaching to ensure that all pupils have the support they need and make very good progress.

Provision for inclusion:

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and plans made at pupil progress meetings;
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly;
- Pupils with EAL are given additional support in all aspects of English;
- Pupils with SEND will have English based targets on their iep. These are reviewed termly.

Resources

Across the school, an extensive range of resources is employed by the teaching staff to provide the pupils with a broad and enriching curriculum. Resources are continuously under review and revision to ensure their relevance and quality.

A wide variety of extra language support is readily available in our classrooms including dictionaries and thesauruses, and a range of alphabet strips, word mats, grammar posters and so forth. The English and SEND Co-ordinators take responsibility for ensuring that resources are provided and updated regularly.

Professional development:

- The English Co-ordinators attend termly training within county and report back to all staff;
- The local cluster has an English group which meets termly;
- Staff are expected to attend relevant courses during the school year;
- Moderation takes place in house, within the cluster and with support from county;
- English coordinators are in the process of creating a writing moderation file of assessed work from all year groups.