



**MANOR BEACH PRIMARY SCHOOL
ENGLISH POLICY**

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Manor Beach Primary English Policy

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“Inspiring Minds, Shaping Futures”

Philosophy:

At Manor Beach Primary School we strongly believe that Reading, Writing, Speaking and Listening are fundamental life skills which enrich the lives of children and empower them to become successful. English provision at Manor Beach aims to inspire children to become passionate about reading and writing for pleasure as well as develop their ability to read, write, speak and listen for a wide range of purposes to enable them to participate with confidence and success in the communities and societies in which they live. Children are equipped with the skills to become critical readers of stories, poetry and plays as well as a variety of non – fiction, multi-media and digital texts and encouraged to express their ideas creatively.

Aims:

We aim to develop pupils' abilities and skills within a creative and integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given the opportunities to interrelate the requirements of English within a broad, balanced and creative approach to the teaching of English across the curriculum, with opportunities to consolidate and apply taught literacy skills. At Manor Beach Primary School we strive for children to be a “Primary Literate Pupil”. By the age of eleven we aim for all children to be able to:

- read and write with confidence, independence, fluency and understanding,
- be a critical writer with a range of self-editing skills
- have a passion for books and read for enjoyment and information.
- have an interest in words, their meanings; developing a growing and interesting vocabulary in spoken and written forms.
- understand a range of text types and genres- be able to write in a variety of forms adapting their language and style appropriately to the context, purpose and audience.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable creative and technical vocabulary to articulate their responses.
- be able to speak clearly and audibly and to take account of their audience and engage their listeners; they should be able to elaborate and explain clearly their understanding and ideas.
- be competent to adapt their speech to a wide range of circumstances and demands including formal presentations and debates.
- be able to listen with concentration, in order to identify the main points of what they've heard.

Statutory Requirements:

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English programme of Study 2014 and in the Early Years Foundation Stage Framework of 2017 and Development Matters 2012

In the Foundation Stage children should be given opportunities to:

- speak, listen and represent ideas in their activities.
- use communication, language and literacy in every part of the curriculum.
- become immersed in an environment rich in print and possibilities for communication.
- use phonic knowledge in their reading and writing

At Key Stage One children should learn to:

- speak confidently and listen to what others have to say.
- begin to read and write independently and with enthusiasm.
- use language to explore their own experiences and imaginary role play.

At Key Stage Two children should learn to:

- speak and write in ways that reflect different situations, purposes and audiences.
- read a range of texts and respond to different layers of meaning in them.
- explore the use of language in literary and non-literary texts.
- how the structure of language works.

Subject Organisation

The English Curriculum is delivered using the National Curriculum English programmes of study: key stages 1 and 2 (2014). The Early Learning Outcomes are followed to ensure continuity and progression from the Foundation Stage through to National Curriculum. Pupil provision is related to attainment not age for example within a class all children may be working on sentence construction but some may be learning to use compound sentences while others may be developing the use of complex sentences. All children not on track to achieve expected levels of attainment at the end of year six will be given three weekly targets to accelerate progress and close gaps.

Teaching and learning:

In Key Stage One and Key Stage Two, children receive a daily English lesson. Each genre of English will be taught using a "Reading –Understanding- Writing" sequence. This begins with children being immersed in the text type through reading a variety of examples, identifying the key features of the text, teachers then model writing key elements of the text before children are given the opportunity to do the same. The final phase involves children writing examples of the text type applying the skills and understanding they have acquired throughout the teaching sequence.

Targeted grammar, spelling and punctuation skills may be incorporated into the sequence or be additional to the English lesson. Children will also experience regular guided reading outside the English lesson.

All classes have a wide range of abilities and we strive to ensure appropriate learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. All staff have high expectations of the children that they teach and will employ a variety of teaching styles in order that all children will achieve their full potential. Teaching assistants, where possible, will work in class, supporting groups or individuals as directed by the class teacher. Staff endeavour to remove all barriers to learning and therefore all children eligible for the Pupil Premium will receive extra support regardless of ability.

In the Foundation Stage, English is taught by relating the objectives set out in the Statutory Framework for the Early Years Foundation Stage (2017) and Development Matters (2012) to aspects of the children's cross curricular work. They receive daily phonics teaching.

Planning:

The National Curriculum English Programmes of Study: Key Stage 1 and 2 (Sept 2014) is used as a basis for implementing the statutory English provision. This outlines what we teach in the long term for each year group.

Medium/Short term plans are adapted from the Programme of Study. These detail the main teaching objectives and outcomes for each English text type based on the programme of study from the National Curriculum 2014. These include weekly short term plans which break down the main teaching objectives into smaller steps, detailed activities, differentiation, support and Assessment for Learning opportunities. Each unit plan should follow the reading to writing sequence and give opportunities for shared/modelled work, analysis of text type and key features and application of skills through short and more extended writing opportunities. Plans should also outline the objectives for grammar, spelling and punctuation work.

Approaches to Spoken Language

Opportunities to communicate in groups of different sizes- in pairs, small groups, large groups and as a whole class permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise standards in spoken language and listening. Children are encouraged to build on the oral skills that have been taught in preceding years in order to develop effective communication skills in readiness for later life.

At Manor Beach children are given the opportunity to learn the conventions of conversation, taking turns, allowing others to speak, responding appropriately to what has been said and valuing the opinion of others. Staff ensure that all children are empowered to speak and express their ideas. They should be given the opportunity to speak in a range of contexts and adapt their style of speech appropriately. Opportunities for developing spoken language and listening skills are not only included as part of the literacy lesson but they are also in subject areas across the curriculum.

Approaches to Vocabulary

Staff recognise the importance of vocabulary in both spoken and written forms. For a child to be a successful reader he/she must be able to connect meaning to words, to be a capable writer he/she must be able to use a rich variety of words to describe ideas and concepts. Manor Beach has a whole school approach to promoting vocabulary across the curriculum. This includes providing a word rich environment to expose children to varied vocabulary, ensuring opportunities for reading challenging texts as well as explicit teaching of vocabulary linked to the English curriculum, class novels and the wider curriculum areas.

Approaches to Reading

At Manor Beach we strive to provide an environment that promotes a love of reading. Children have the opportunity to read for a range of purposes and across the curriculum. Children will read to and be read to by teachers, other adults and each other during English and other subject areas. Class teachers should also model fluent and expressive reading through the daily class novel in order that children can learn how to add intonation, punctuation and dramatic effect to their own reading. Children are also given the

opportunity to read individually for pleasure, signposted to different authors and genres and guided to books of particular interest to the child. Teachers plan for and provide high quality teaching of reading during English lessons. In both KS1 and KS 2 there will be clear focus on the two dimensions of reading- word reading and comprehension (both listening and reading) as different kinds of teaching are required for each.

The staff at Manor Beach recognise the tremendous importance of children reading at home and take steps to encourage this. All parents receive a leaflet explaining how they can help their child read at home and questions to ask to ensure comprehension of the text are provided. In the Foundation stage children initially take home picture books to encourage pre-reading skills. When the class teacher feels that a child is ready, a reading book will be provided and advice given to parents on how to support reading at home. This continues into KS2. Each child has a reading record book which records the frequency of and progress in reading. Both teachers and parents comment in this. Home readers are colour coded according to Book Bands and organised in levels of difficulty. Reading books are changed regularly and the children will only move onto the next level when the teacher deems appropriate. Children do not need to complete every book at each level. Staff keep a record of the books read and children's progress.

Children have regular access to our school library from which they can borrow books. Close links with Lancashire Library Service and Cleveleys Library are established and maintained.

Approaches to Writing

As with reading, writing has a two dimensional approach- transcription (spelling and handwriting) and composition (gathering/articulating ideas and structuring them in speech and writing). It is essential that the teaching of writing develops children's competencies in these areas as well as teaching children how to plan, write and evaluate their work. Staff strive to provide imaginative and creative stimuli in order to provide children content and ideas for their writing.

All children from Foundation Stage to Year 6 are encouraged to write for a wide range of purposes and the links between reading and writing made explicit. They all experience high quality modelled, guided and independent writing experiences where the key features of each genre are taught and explored.

In the Foundation stage children should be encouraged to use emergent writing and any phonic knowledge to write freely (emergent writing) but should also see writing modelled by the teacher in focused teaching /modelled sessions and phonics. In Year One children should be using their phonic knowledge to write sequences of simple sentences re-reading to check for sense and by Year Two children should be extending their ideas into writing about real events, personal experiences, beginning to use compound sentences and spelling common words correctly.

In Key Stage Two, children should be writing independently in a range of text types and for a variety of audiences. They should be taught grammar, sentence structure and punctuation and how to proof read their work. Children should see the writing process for each text type modelled for them during English lessons.

Children should be given the opportunity to apply their writing skills in a range of cross curricular tasks, encompassing different styles and audiences and have at least one session where they can write for an extended period of time.

Children have individual writing targets which are located in their English and extended writing books and children are expected to work on these during all writing tasks. These are monitored by the teacher and pupil on a regular basis and new targets set according to the need of the individual.

Handwriting

In the Foundation Stage a range of experiences are provided to enable children to develop their hand-eye co-ordination, gross and fine motor skills to develop the necessary control for mark making using a variety of tools. This leads to the more formal teaching of letter formation.

In Year One and Two letter formation and handwriting is taught through spelling patterns and phonics. The children will begin to join their handwriting in Year Two.

In Key Stage Two children continue to develop a joined and legible style of handwriting and again children practise their skills through spelling patterns. It is important that children do not just copy from a sheet but have the opportunity to observe the teacher modelling in a fluent, joined style. SEE APPENDIX- Handwriting Policy

Phonics and Spelling

During Foundation Stage and Key Stage One children are taught to spell using the “ Floppy Phonics” to enable them to blend and segment words for reading and spelling. Children are taught to recognise and understand common letter patterns and apply these to unknown words. Children receive a focused phonic session of 30 minutes each day and an additional 15 Phonic blast at an additional point during the day. Some high frequency words will be learned through flash cards and other spelling games. Children in the Foundation Stage progress through Levels One to Three, children in Year One consolidate these and progress through Levels Four and Five. Year Two build on these skills and progress to more formal spelling sessions.

In Key Stage Two spelling is taught following the principles of “teach, model and apply”. Spelling is introduced through a discrete spelling lesson where the teacher explains the rule, pattern or convention before modelling the process and then giving children the opportunity to apply and practise through whole class/group/individual activities. Children in Year Three who have not reached Level 5 of Floppy Phonics continue to receive daily phonic teaching for 15 minutes within an appropriate levelled group. Children are also given lists of spelling to learn at home and are then tested in school.

Continuous formative assessment monitors progress in spelling throughout Foundation stage. In Key Stage One and Two spelling is assessed at the end of each full term using the Statutory word lists for the appropriate year group Children not making necessary progress are identified and intervention provided.

When marking spelling in written work, age appropriate or high frequency words which are mis-spelt will be identified and the child asked write out the spelling a number of times..

Children should be taught to use word banks and dictionaries to support or self- check spellings.

Key vocabulary relating to topics across the curriculum should be displayed in each classroom.

Cross-curricular Opportunities.

Teachers will plan opportunities where appropriate for pupils to practise and apply skills, knowledge and understanding acquired through English lessons to all other areas of the curriculum.

Digital Technology

The use of Digital Technology, with clear and appropriate learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. Digital Technology is used at whole class, group and individual level. Lessons can focus on what pupils have achieved using Digital Technology, or it can provide the means of presenting their outcome.

A range of equipment such as digital cameras, digital recorders and I-Pads can be used to promote the development of spoken language and also prepare children for writing experiences.

Assessment and Target Setting

Assessment is an integral part of teaching and learning and is a continual process. It is the responsibility of the class teacher to assess the ability of the pupils in their class.

Assessment allows staff to match the correct level of work to the needs of the pupil and thereby ensuring progress.

Short term assessments are an informal part of every lesson and are closely matched to the learning objectives. These tend not to be formally recorded as they are for the teacher's immediate attention and action, although pertinent comments are sometimes recorded on planning to inform further plans. Children are given feedback and targets through marking and discussion. Children are also given the opportunity to self assess e.g. marking ladders at the end of a unit/task, thumbs up /down, traffic lights etc. When marking extended writing teachers should use two stars and a wish to give feedback. Children should be given the opportunity to respond to marking where appropriate.

Medium term assessments take place at the end of each full term for Years One -Six. Children complete a writing task, reading comprehension, grammar task and spelling assessment. The children's attainment is then recorded on the Lancashire Tracker. These tracking sheets and the analysis of the assessments are scrutinised by the English subject leaders and the SLT to identify rates of progress and standards of attainment in each

class/year group. Using the analysis of this data, those children not on track to reach their target at the end of the year are given three weekly targets in order to accelerate progress.

At the beginning of each half term all children complete a piece of independent extended writing in their "Writing Journey" books which are passed from year group to year group as the child moves through school. This is then used to monitor progress Reception to Year 6.

Inclusion

At Manor Beach we aim to provide for all children so they can achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are underachieving and take steps to accelerate their progress and increase their attainment. This may be in the form of intervention programmes, support from a TA or a personalised or group programme of work. Gifted and able children will be identified and suitable learning challenges provided. All children eligible for pupil premium receive extra support. The progress of all groups is closely monitored by subject leaders to ensure gaps in attainment are closed, barriers to learning removed and all children are able to achieve their full potential.

Equal Opportunities

All children are provided with access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, culture or socio-economic factors.

Role of Subject Leader

The Subject Leaders are responsible for improving standards in English through:

Monitoring and evaluating

- pupil progress including specific groups
- provision of English (including intervention and support programmes)
- the quality of the learning environment. This includes assessing English provision, access to learning prompts, strategies to promote independence, working walls etc.
- the deployment and provision of support staff

In addition:

- Taking the lead in policy development
- Researching, disseminating and modelling good practice.
- Auditing and supporting colleagues CPD
- Purchasing and organising resources
- Ensuring up to date knowledge of English developments through regular attendance at Lancashire Subject Leader Updates and Training.

Parental Involvement

At Manor Beach we encourage parents to be actively involved by:

- Asking parents to hear their child read at home and write in the reading record book
- Providing guidance for parents, both written and oral, with regard to how to support their child when listening to him/her read.
- Holding parent evenings twice yearly to discuss the progress of their child.

- Giving parents the opportunity to discuss the yearly report in the summer term
- Inviting parents to curriculum evenings or circulating information via newsletters, Facebook and Twitter
- Regular reading cafes

Conclusion

This policy should be read in conjunction with the following policies:

Assessment and Record Keeping Policy

Marking Policy

Special Educational Needs Policy

Computing Policy

Equal Opportunity Policy

Health and Safety Policy

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