

ENGLISH POLICY

Approved by: Board of Directors

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What is our philosophy in English?



Article 29: Your education should help you use and develop your talents, abilities. It should also help you learn to live peacefully and respect other people.

In the Heathland Whitefriars Federation we aim to provide pupils with the essential, transferable skills for learning and for life. The overarching aim of the English 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. Our personalised approach and high-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others. All members of staff strive to promote high expectations in all aspects of teaching and learning by creating a purposeful and harmonious atmosphere in which all children thrive. We are preparing our children to be global citizens able to succeed and build a fulfilling life for themselves and their families in a sustainable and increasingly international society.

What is our approach to Teaching and Learning?

We plan for a progression from EYFS to Year 6 which corresponds with and exceeds the expectations of *The 2014 Primary National Curriculum Framework*. English development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read themselves. Children are given access to a wide range of reading materials to ignite their interest. We actively accommodate the needs of every child in our care and ensure provisions are put in place to extend able children. We have a wide range of specialist teaching staff that plan and deliver intervention sessions supporting children with complex needs. Staff collaborate with their key stage partners across the federation to plan and provide a wide range of experiences that will enhance and motivate children's communication skills. Shared planning allows staff to work in conjunction with one another thus utilising the skills of all staff members. A 'Next Step for learning' approach is used, and checked against Pupil Asset targets. This personalised approach allows teachers to close any gaps in learning and helps children to understand that their learning and the progress they can make is limitless. There are various opportunities for children to consolidate skills through achieving "Looking Back Targets". Regular meetings with faculty teams take place to discuss current legislation, coverage, progression and to share examples of outstanding practice.

Speaking and Listening

Developing oracy from EYFS to Y6 is essential to learning to communicate in English and to learning the skills of reading and writing. Speaking and listening is developed in our schools by creating a wealth of opportunities for structured and unstructured talk through which children are able to develop their skills including questioning, explaining, describing and evaluating their experiences. This aspect of the curriculum broadens vocabulary and enables EAL learners to deepen comprehension of standard and dialectical English. The curriculum offers a wide range of opportunities to refine oracy skills, for example through



producing and performing plays and shows as well as debating issues in School Council, RRSA and Eco Schools forums. There are many performing, speaking and listening in regularly Values and Class assemblies.

Reading



Article 13: You have the right to find out things and share what you find with others.

We aim to promote and develop the habit of reading widely and often for pleasure and information, as well as teaching children to appreciate our rich and varied literary heritage. Reading is integrated into lessons across the curriculum and is made visible through individual pupil targets. In EYFS, children are taught phonics which supports them in reading and understanding simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read. Every classroom across the Federation has a designated reading area. This is filled with a wide range of texts that support the current topic as well as a variety of genres to stimulate imagination in reading.

The Library

Our school library is at the heart of our school which itself has learning at its core. The resources in our library allow the imagination to run free, introducing us to new experiences and promoting access to knowledge and a love of reading. We teach the children to become independent users of information during weekly guided lessons, where they are given the skills to learn how to find this information, how to select what is relevant and how to use it in the best way for their own particular needs.

Guided Reading

In EYFS all pupils are exposed to a wide variety of stories which deepen their understanding of the written and spoken word. Every child is heard reading once a week by the class teacher or the teaching assistant. This allows the teacher to track the progress and developmental needs of each child in the class. Children can take a book home from the class book corner to help nurture their love of reading.

In the Federation Key Stage 1 and 2 teach Guided Reading through a carefully planned timetable which offers a variety of activities ranging from phonics, independent reading and focused comprehension skills based on our RIC model (Retrieve, Interpret and Choice). Teachers will focus on pre-reading group, guided reading group and the follow-up activity group, during guided reading sessions teachers will hear children read and focus on text discussion.

Each year group will have a different focus author whom they will learn about throughout the year, as well as being exposed to a variety of their books. This learning is then showcased within the classes reading area as well as explanation of the **RIC** skills that the children need to meet their targets. Teachers model their own passion for reading through storytelling and drama sessions within their classrooms at least once a week.



Use a range of strategies, including accurate decoding of text, to read for meaning. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Deduce, infer or interpret information, events or ideas from texts.

Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level.

Explain and comment on the writers' use of language, including grammatical and literary features at word sentence level.

Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader.

Writing

We help support pupils to master:

- Transcription (spelling and handwriting)
- Composition and oracy (articulating ideas and structuring them into speech and writing)

In EYFS pupils use their phonic knowledge to write words in ways which match their spoken sounds. They learn to hear and say initial medial final sounds in words and link sounds to letters. Pupils also learn to write their names and other things such as labels and captions. Children are encouraged to use their phonics knowledge to write words in ways which match their spoken sounds along with some irregular common words. Once children are confident their next step would be to write simple sentences which can be read by themselves and others.. During this key stage some words are spelt correctly and others are phonetically plausible. As they progress through the school, pupils are taught to plan, revise and evaluate their writing. We understand that writing down ideas fluently depends on effective *transcription* that is spelling accurately through knowing the relationship between letters and sounds (phonics). It is also understanding the morphology (word structure) and orthography (spelling structure) of words. We ensure that pupils understand that effective *composition* involves articulating and communicating ideas and organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, as well as an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and eventually, speedy handwriting.

All pupils have a clear weekly writing focus and through this are taught the key language and organisational features. Lessons are structured inclusively to support all children as they build up to writing an independent piece based on a specific genre. Children are also given opportunities to apply and extend their writing skills during topic lessons across the curriculum. Teacher marking and feedback is clear and developmental including scaffolded prompts and opportunities to rehearse new skills. This aids the children to progress rapidly through their next steps by reflecting upon their own progress. Targets are displayed at the front of each book to make them accessible to the children.



Article 12: Every child has the right to have a say in all matters affecting them.



How is English assessed across the Heathland Whitefriars Federation?

We believe that individualised learning is paramount for every child in our care. This is achieved through detailed, 'Next Step' teaching and learning where pupils are taught based on their own personal learning journey. AfL strategies are embedded within every classroom and pupils are encouraged to take responsibility and ownership of their own Next Steps.

Pupil Asset targets are used to assess children's learning and gives teachers suitable scope to make appropriate use of their judgement in order to shape approaches to teaching and learning to meet the needs of the students. Next Steps and Pupil Asset allows teachers to identify children with gaps in their learning and form intervention groups to address any misconceptions immediately.

We provide verbal and written feedback to all pupils. Marking is diagnostic and fully reflective, providing the children with feedback regarding all aspects of their speaking, reading and writing. Following an extended piece of writing, every child will receive 2 stars and a wish, which involves 2 green statements that explain exactly what the child has done well and one orange comment which helps to progress the learning further (this might include questions, examples and scaffolded tasks). Children are given regular opportunities to respond to feedback using a blue pen. From Key 1 onwards Purple Pen is used to show live feedback given to children during the lesson.

Termly meetings take place across the Federation where teachers are involved in moderating pupils learning against the National Curriculum expectations and the Key Performance Indicators on our school improvement plan. On a termly basis, staff meet with their line managers to discuss individual pupil progress, targets and intervention programmes. These professional discussions make sure that all pupils are continuously making good and outstanding progress which exceeds national age related expectations.

How is spelling, vocabulary, grammar and punctuation taught across the federation?

Pupils are given opportunities to explore and investigate the English Language and its patterns through speaking and listening. As pupils move through the key stages they develop and consolidate and secure the skills needed to read, share and interpret a wide variety of literature. Our pupils learn to apply their spellings, grammar and punctuation skills to a variety of cross curricular contexts. Pupils are encouraged to think creatively and to be adventurous with their use of language. -Children will have an interest in discovering the meaning of words and developing their vocabulary by using dictionaries and thesauruses.

Teachers give all pupils opportunities to enhance their vocabulary by exposing them to a variety of genres. In all subject areas we teach pupils the key vocabulary needed in order to discuss their reading, writing and spoken language.

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. At Key Stage 1, spellings are linked to the children's phonics programme "Letters and Sounds" which is taught daily. The primary skills for reading and spellings are blending and segmenting, these skills are integral throughout each phonics phase. During phonics sessions children will have opportunities to learn strategies for

spelling, including spelling patterns linked to the phases. They will also practise recalling tricky words. a new spelling rule or phonic sound is introduced weekly and relevant spellings taught through word sorting and spelling games. In Key Stage 2 spelling rules are included in English Planning as well as spellings being one of the focus points when children are proof reading and editing their own learning. Teachers will also use the orange pen marking to draw attention to particular spellings where children will then go on to learn to spell the word correctly by using “look, cover, write and check” and apply the correct spelling in future writing. In both Key stages spellings are sent home weekly as a part of home learning. We teach the importance of learning correct grammatical terms in English and these terms are integrated within teaching.

Grammar and punctuation is taught throughout the entire curriculum. This means that they build up an infinite repertoire of key grammatical skills which can be transferred across all subject areas. Pupils are taught to control their speaking and writing consciously and to use Standard English. We aim to teach the skills that the children need, in order to successfully use the elements of spelling, grammar and punctuation.

Signed _____ Date _____
(English Faculty Leaders)

Signed _____ Date _____
(Executive Head Teacher)

Signed _____ Date _____
(Chair of Directors)