

Vauxhall Primary School



English Policy

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English Policy

1 Aims and Objectives

- 1.1. Our aims are that all learners attain or exceed age related expectations by having clear and consistent approaches to the teaching of English and also a flexible curriculum that can be adapted to the children's needs and make their learning more meaningful.
- 1.2. The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as of 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 speaking and writing across a range of different situations.
- 1.3. Our objectives in the teaching of English are:
 - to enable children to speak clearly and audibly, and to take account of their listeners;
 - to encourage children to listen with concentration, in order to identify the main points of what they have heard;
 - to show children how to adapt their speech to a wide range of circumstances and demands;
 - to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
 - to help them to become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
 - to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
 - to foster the enjoyment of writing, and a recognition of its value;
 - to encourage accurate and meaningful writing, be it narrative or non-fiction;
 - to improve the planning, drafting and editing of their written work.

2 Teaching and Learning

- 2.1. At Vauxhall School, we use a variety of teaching and learning styles in our English lessons, as recommended by the National Curriculum (2014). Our principal aim is to develop children's knowledge, skills, and understanding. We do this through **daily phonics lessons** in which children take part in whole-group sound blending and segmenting activities, a whole-group focused word or sentence writing activity, a paired/guided group or independent reading activity, and a whole-group session to review progress and learning. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance learning. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauri and word banks. Children use ICT in English lessons where it enhances their learning, using interactive whiteboards as a tool to aid visual learning. **Regular Philosophy for Children enquiry sessions** enable children to develop their speaking skills as well as their critical thinking and reasoning skills. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum.
- 2.2. In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We ensure that all children have a right to an education at Vauxhall, which develops their personality, talents and abilities to the full (in accordance with UN Convention of the Rights of the Child, article 29). We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own

ideas. We use classroom assistants to support some children, and to enable work to be matched to the needs of individuals.

3 English Curriculum and Planning

- 3.1. English is a core subject in the National Curriculum. English teaching in our schools is based on:
- The National Curriculum (2014) English Programmes of Study
 - **Vauxhall's English Curriculums (Reading, Writing, Speaking and Listening, Spelling and Grammar)**
 - The CLPE Power of Reading Sequences and creative approaches to the delivery of English lessons.
 - The EY Framework – CLL objectives
 - **RWI** (Oxford Read Write Inc programme for the teaching of phonics) EY & KS1
 - **RWI** (Oxford Read Write Inc programme for the teaching of spelling) KS2
 - **Freshstart** (RWI Programme) Intervention for KS2 learners who are working below age related expectations in reading and writing.
 - **Handwriting – KBER Programme**
 - The **Reading Recovery Programme**
- 3.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum and Vauxhall's English Curriculum give an outline of key objectives that need to be covered over the year for each year group. Class teachers are expected to cover the objectives through a balance of fiction and non-fiction units using the guidance from the national framework and including the CLPE elements, which are appropriate for our curriculum.
- 3.3 Class teachers use the curriculum objectives to create medium-term plans, which give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leaders are responsible for keeping and reviewing these plans. These plans and sequences of work can be located in the English Subject Folders in each class. Class teachers are asked to log objectives from the long term plans to ensure consistent coverage of all the objectives.
- 3.4 Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes 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 and differentiated work. The class teacher keeps these individual plans, and the class teacher and subject leaders often discuss them on an informal basis and through work monitoring.
- 3.5. We plan the activities in English to build on the children's prior and existing knowledge whilst also extending their knowledge further with motivating and purposeful tasks. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. The children are aware of their English targets and are constantly given the opportunity to review their learning and their targets. Teachers provide children with clear next steps in order for children to progress further.
- 3.6 Handwriting: The teaching of handwriting is compulsory throughout the school. EY teachers are modelling cursive handwriting from an early stage. **In our school it is compulsory that all children are joining by Term 3 in Year 1** – therefore, handwriting practice is taught daily. Once children reach Year 2, they will continue to do handwriting practise daily and certificates and **pen licenses** will be awarded to children who are regularly joining. At present, handwriting in KS2 is being taught in conjunction with spelling on a daily basis. Children discuss their spelling focus; carry out their spelling investigation and then record in their handwriting books after being reminded of the handwriting objectives. Teachers

need to model writing using a cursive style at all times and marking in the children's books should also be in a cursive style.

- 3.7. Grammar: At our school, teachers plan lessons to contain an overall English objective as well as a Grammar Objective. Grammar lessons are delivered regularly within English lessons and are linked to the unit of work that is in focus. Teachers use the Vauxhall Grammar Curriculum for their year group to support them in selecting appropriate objectives. At Wyvil, children will also have discrete grammar sessions that focus on all the grammar objectives for the year, which enables the learners to experience new vocabulary, and language structures that perhaps wouldn't be focused on so intensely in the English lesson. It also enables the learners to use their grammatical knowledge acquired in these sessions and apply it to their writing across the curriculum.

4 Early Years and Foundation Stage

- 4.1. We teach English in reception classes as an integral part of the school's work. The format for the daily lesson reflects the format of good Early Years practice. As the reception class is part of the Early Years and Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations. We also use Read Write Inc approaches in the teaching of phonics and English work so that there is a better balance between reading and writing.
- 4.2 We encourage children to develop an appreciation of reading from an early age. Children as young as nursery age are able to take school books home to read with their parents/carers. At school, young children have individual reading sessions with the teaching staff in their class as well as whole class shared reading sessions. Teachers have created reading and writing stations to engage the learners and encourage them to become more confident readers and writers as well as extending their opportunities to experience these.

5 Contribution of English to teaching in other curriculum areas

- 5.1 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 at school.
- 5.2 Mathematics
- The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Early Years and Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. 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.
- 5.3 Personal, social and health education (PSHCE) and citizenship
- English contributes to the teaching of PSHCE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also 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 also encourage children to work together and to respect each other's views.
- 5.4 Spiritual, moral, social and cultural development
- The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and

appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results. The children participate in enriching assemblies and are given the opportunity to be part of a class production/ assembly where they can develop their SMSCD awareness.

- 5.5 General cross-curricular links: Through the teaching of creative topics, teachers are encouraged to make English links throughout all lessons due to the importance of reading and writing as a whole, therefore not isolating the English objectives and teaching it only in the English hour. English topics, mainly non-fiction topics, are often linked to other areas of the curriculum in order to maximise the children's awareness of the English focuses but also making the learning more meaningful and relevant.

6 English and ICT

- 6.1 The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.
- 6.2 ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a computer keyboard permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or displayed from examples prepared by class teachers to encourage the framing of explicit questions. A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website). Clear sets of instructions given by teachers will enable the children to progress further with their listening and interpretation skills.
- 6.3 Teachers are encouraged to record speaking and listening activities with the use of cameras and other recording devices. Children are then able to assess their learning and discuss improvements according to the learning outcomes.

7 English and inclusion

- 7.1 At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this with the provision of appropriate dictionaries, posters, displays and other resources. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; Inclusion Policy.
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- 7.3 Interventions for SEN identified children in KS1 include differentiated **RWI groups** where children work on their reading at their own pace. Additionally, **1:1 phonics intervention takes place daily** for children who are not making expected progress or whose attainment is below age related expectations for that point in the year. We have also invested in **Reading Recovery interventions**, which provide additional support to children who need further support with reading. Interventions for SEN identified children in KS2 include **Freshstart Groups** for those children who are reading at a level below their age related expectations. RWI and Freshstart programmes also support the children with their writing skills.

- 7.4 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 7.5 English for non-speakers of English. At our school we have a high intake of children who are non-speakers of English. It is therefore important that a programme of study is implemented for these children to enable them to show better rates of progress and access the curriculum as a whole. **Specific teachers deliver the ESOL/ National Framework EAL programme consistently.** Specific teachers plan a sequence of lessons that are suitable for the needs of the children, providing them with a basis that will allow them integrate more easily into their other lessons. The programme is an intervention. The sessions are short and pacy, therefore allowing the children to continue to be integrated in their timetabled curriculum sessions.
- 7.6 EAL students are assessed on entry in their home language to ascertain a baseline attainment level and to better tailor teaching. This is designed to ensure that the whole range of ability levels (including G and T and SEN) are catered for among the EAL pupils in the school even before they have acquired a fluent level of English.
- 7.7 **English in the Nurture Classes:** children in the nurture classes have diverse learning needs and are often working well below age related expectations. The English Curriculum has been specially created for the nurture classes in order to enable all the children to make progress. Fiction and non-fiction units (RWI Comprehension Programme) using texts appropriate to the children's levels with quality texts have been carefully selected by the English Leaders to ensure that children in the nurture classes work at a pace that is appropriate for them, but also make the required progress. This programme also includes the spelling and teaching of phonics which is a direct continuation from the RWI Phonics Programme from KS1. The programme also consists of various talk for writing opportunities and provides teachers with a clear guidance on how lessons should be sequenced. With this approach, teachers will focus on the differentiation required and add creativity and speaking and listening objectives to ensure that the children are getting a high quality learning experience. Some aspects from the mainstream English curriculum have been added to the nurture English curriculum to ensure there is coverage of the various English areas but also allowing teachers to make cross-curricular links to engage the learners.
- 7.8 Teaching assistants provide help by using:
- texts that children can more easily read and understand;
 - visual and written materials in different formats;
 - other technological aids and taped materials;
 - alternative communication, such as signs and symbols;

8 Assessment for learning

- 8.1 Teachers assess children's work in English throughout the year. Assessments are made as part of every lesson to help teachers adjust their daily plans. They match these assessments closely to the teaching objectives in the English Curriculum. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work. Teachers use a range of innovative methods to encourage children to evaluate their learning and assess their work in relation to the success criteria for each lesson.
- 8.2 Teachers administer baseline assessments at the start of each academic year in reading and writing. These assessments are used to monitor progress and attainment and these tests are repeated in the middle and at the end of the academic year. These assessments support teachers in setting targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents.
- 8.3 **Teachers meet twice every term to moderate individual writing examples** against Age Related Expectations.

- 8.4 Staff are encouraged to improve their subject knowledge and the subject leaders takes an active role in disseminating best practice and making recommendations for staff development.

9 Resources

- 9.1 There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauri and a variety of age-appropriate small apparatus. Each classroom has a speaking and listening area, with a recording device and a number of audio texts. All classrooms have a selection of fiction and non-fiction texts related to areas of interest or topic areas. Laptops are used by classes to promote independent learning. Children are also able to use the ICT suite when researching and the Reading Rooms (reference libraries) located on the top floor of the main building.
- 9.2 **English Folders: All teachers have been given an English folder which contains full details and expectations for their year group and the year groups either side to support SEN and AGT planning.** These files contain each year group's curriculum for writing, reading and speaking and listening. There is also a grammar and spelling curriculum for teachers to follow. The files contain clear learning objectives.
- 9.3 Promoting the enjoyment of Reading and Writing: Teachers also have access to various reading schemes including **Rigby Star books**, which they use frequently during guided reading sessions. Teachers assign pupils reading books appropriate to their reading attainment through a combination of test results and on-going 'teacher assessments. When children are heard read this is recorded in the home school reading record book and in the teacher's Reading Folder. All children are encouraged to take class library books home to promote home reading. Every class has a Reading Reward Chart where children are awarded praise stickers for regularly changing their reading books and parents signing record books daily. A programme of events has been created to promote the enjoyment of reading and writing throughout the year, these include special days or weeks such as: Poetry day, and Book Week.

10 Monitoring and review

- 10.1 The coordination and planning of the English curriculum are the responsibility of the subject leaders, who will also:
- Support colleagues with their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject and using teacher voice to make necessary improvements.
 - Giving the Head Teacher a **termly summary report** in which they evaluate the strengths and weaknesses in English and indicates areas for further improvement.
 - Use specially allocated regular management time to review evidence of the children's work, analyse data, identify trends, observe English lessons across the school, model first class lessons and organises a peer observations where areas of strength need to be shared.
 - Deliver Professional Development Meetings that are relevant to the needs of the teaching staff and the learners, making these informative in order to address issues identified by the English Leaders.
- 10.2 A named member of the school's governing body is briefed to oversee the teaching of English. The English governor meets regularly with the subject leaders to review progress.
- 10.3 This policy will be reviewed at least every two years.

Signed:

Date:

APPENDIX 1

All English teaching will contribute to skill development in the following areas:

- Phonics
- Speaking and listening
- Reading
- Writing

Phonics

- EYFS/KS1/Yr 3 - Read Write Inc daily phonics programme
- Yr 4-5 – Fresh Start daily phonics programme

Speaking and Listening

To be developed through:

- Provision of a range of opportunities for children to talk and listen in formal and informal settings (Talk for Writing activities, paired, group and whole class book talk leading to writing opportunities)
- The use of drama and role play to explore imagined settings (hot seating, conscience alley, freeze frames, performance poetry)
- A story time session – 15 minutes at Key Stage 1 and 20 minutes at Key Stage 2 – when the class teacher or other adult reads aloud to the class
- Class discussion and debate on topical issues (e.g. Debate Mate, Show and Tell, sharing news)
- Circle time/PHSE
- Regular Philosophy for Children enquiry sessions

Reading

- guided reading
- independent reading with sustained concentration
- reading aloud
- paired/shared reading opportunities
- daily reading with a reading assistant (KS1)
- Home/school reading
- Lunchtime reading clubs
- Library club

Writing

- shared writing
- guided writing
- independent writing (including 'Big Write' sessions)
- supported writing
- writing a variety of genres: labels, reports, instructions, letters, diaries, posters, leaflets, narrative, poetry, biographies, autobiographies, recounts, explanations, journals, play scripts, emails, story maps, story boards, emails, short stories, magazines newsletters and newspapers.

Handwriting

Whole school focus on handwriting (refer to Vauxhall handwriting policy) with a cursive style taught from Year 2 upwards and KS2 pupils writing with handwriting pens.