

Misterton Primary & Nursery School

English Policy

VISION

At Misterton Primary School we want to create children who are enthusiastic, lively writers with an innate desire to read for pleasure. Through the application of an ambitious, vocabulary rich English Curriculum we will embed sequenced skills, knowledge and understanding. Children will experience an abundance of quality, engaging texts that stimulate them to write in lessons; delivered by teachers with excellent subject knowledge that motivate children to achieve their potential.

Wellbeing is at the heart of our English Curriculum. Children, governors, staff and parents wellbeing is supported and strengthened by the use of a language rich environment, quality texts and reading events that ensure everyone is included.

The English Curriculum is taught through the whole school growth mind-set approach, where reflection and resilience are used by staff and pupils to deepen understanding and overcome difficulties.

We want children to leave our school, fully equipped with the literacy skills to achieve their dreams in future life and memories of their literacy journey at Misterton lasting a life time.

AIMS

INTENT

- ❖ For pupils to be able to read, write, spell and speak at age appropriate levels and following age-related expectations.
- ❖ For pupils to be exposed to a variety of literature, genres and authors.
- ❖ For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.
- ❖ For pupils to read and write daily.
- ❖ For pupils to be confident when writing and read easily, fluently and with good understanding.
- ❖ For pupils to develop an understanding of grammar and punctuation and to acquire a wide vocabulary and to use these appropriately.
- ❖ For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often.
- ❖ For pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).

- ❖ For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.
- ❖ Pupils to take pride in their writing, to use Cursive script and present their work to a high standard.

IMPLEMENTATION

At Misterton Primary the English curriculum is taught using a variety of resources to engage children and enhance learning, the most important of these being high quality, challenging texts that link with other curriculum areas. The curriculum is constantly evolving to illustrate this and the Subject Leader and school staff constantly look for new texts to support the curriculum and development of skills. We prioritise time daily to read to children to further develop their love of reading and model reading for pleasure and enjoyment, developing vocabulary and feeding pupils' imagination, opening up a treasure-house of wonder and joy for curious young minds. Links are made to other areas of the curriculum through cross-curricular writing, performance poetry, debate, reading and the use of computing to write, publish and communicate in a variety of ways.

IMPACT

The impact of the engaging, rich, literate curriculum is evident in the oracy skills, passion for reading and range of writing that children of all ages produce.

CURRICULUM

In the Foundation Stage Unit (FS1 and FS2)

Children in FSU work within the Early Years Foundation Stage Framework towards the Early Learning Goals. The children experience activities to develop their knowledge, understanding and skills through the seven areas of learning, including the prime area of Communication and Language and the supporting area of Literacy. The Communication and Language element encourages children to listen, respond and engage in activities with others and to express themselves effectively. Literacy encompasses reading and writing using their phonic knowledge to decode words and reading and writing simple sentences. Children in FS1 and FS2 follow a structured, synthetic phonics programme, Read Write Inc, taught using multi-sensory, engaging activities and resources, both discretely and within continuous provision activities. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. We encourage reading for pleasure and our reading scheme for the FSU children include a variety of colour banded phonically regular books, mainly from RWI, Oxford Reading Tree and Big Cat Collins.

At Key Stage One (years 1 and 2), children will learn to speak confidently and listen to what others have to say. They will begin to read and write independently

and with enthusiasm. They will use language to explore their own experiences and imaginary worlds. In Key Stage One children experience a range of text genres aimed at broadening their knowledge of text types and engaging them in quality literature.

Children are taught skills in speaking and listening, reading and writing encompassing phonic knowledge, drama, spelling, grammar, comprehension, composition and handwriting. Children in Key Stage One, and Key Stage Two if necessary, follow a structured synthetic phonics programme, Read Write Inc. They are taught using multi-sensory, engaging activities and resources. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. In year 2, children who are secure in their phonic knowledge will begin the Read Write Inc Spelling programme. We encourage reading for pleasure and teach reading through a variety of colour books, mainly from RWI, Oxford Reading Tree and Big Cat Collins. Each class also has a library of books to develop a love of reading and a higher level of challenging books. Children also benefit from weekly whole class comprehension sessions (CLIMB - Comprehension, Language, Inference, Meaning and Books).

KS2

At Key Stage Two (years 3-6), children will learn to change the way they speak and write to suit different situations, purposes and audiences. They will read a range of texts and respond to different layers of meaning in them. They will explore the use of language in literary and non-literary texts and learn how the structure of language works. Children experience a range of quality text genres aimed at broadening their knowledge of text types and engaging them in literature. Children are taught skills in speaking and listening, reading and writing encompassing phonic knowledge, drama, spelling, grammar, comprehension, composition and handwriting. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. At Key Stage 2 children will use the RWI Spelling programme where they will learn to spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

In years 3 and 4, pupils will become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

During years 5 and 6, teachers will continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from quality stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.

In years 5 and 6, pupils' confidence, enjoyment and greater depth of language should be extended through public speaking, performance and debate.

Children also benefit from weekly whole class comprehension sessions (CLIMB

Comprehension, Language, Inference, Meaning and Books).

INCLUSION and EQUAL OPPORTUNITIES

At Misterton Primary School we aim to provide the best teaching for all children so that they all reach their potential in English according to their individual abilities. We identify pupils or groups of pupils that may need additional support and take steps to improve their attainment or deepen their learning. Programmes are used to assist children in achieving their potential where appropriate, including Read Write Inc Fresh Start, The Whole Word Approach to Reading and NESSY. Staff also use a pre-teach approach to aid children, precision teaching for identified children, Targeted Support Programmes or use timely intervention to support marking and feedback within lessons. Higher attaining children are identified and suitable learning challenges provided in line with greater depth challenges to assist them to achieve and gain a deeper understanding of their learning.

At Misterton we agree that a higher attaining child is any child who is attaining beyond their 'age related expectations'. This means they are achieving at a higher standard within their own year group expectations. Higher attaining pupils will be predominately supported by their class teachers and given activities that allow them to gain further 'greater depth' of their learning by applying it in different ways. Some pupils who are higher standard in English may generally demonstrate levels of literacy or oral skills that are notably advanced for their age group. Other pupils may have unusual abilities in specific areas e.g. poetry, drama, or their knowledge of grammar, while being unexceptional in the rest of their English work. In these cases, it may be hard to relate pupils' ability to age related descriptions. It is important to take a whole-school view to ensure that higher ability in English is also demonstrated in different areas of the curriculum.

THE ROLE OF THE LEADER

The role of the English Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. The English Leader will have regular discussions with the Head teacher and other senior leaders about learning and teaching in English and provides annual action plans and termly reports to Governors about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject. The Subject Leader will take the lead in policy development, delivering staff meetings and training, auditing and ordering resources and keeping up to date with English curriculum developments. The Leader will regularly monitor various aspects of the English curriculum being taught within the school, including planning, learning walks, assessment, marking and pupil interviews.

RESOURCES

English resources are used by children and staff in many ways including;

- Demonstration or modelling skills through using a range of differing genres,
- Enabling children to write through using a range of visual and real life situations, having the opportunity to write for different purposes,
- Providing a context for the application and skills in reading through a range of texts
- An extensive range of books both fiction, non-fiction and poetry, are available to use for shared reading to support the teaching of English and other curriculum areas
- The Cursive handwriting scheme and support material is on display in each classroom

English resource locations;

- RWI and Guided Reading books are located in the library
- Book Banded books are located in the library
- KS2 Guided Reading books are located outside Year 6
- A wide range of age related non-fiction and fiction books are located in the class library areas

ASSESSMENT AND RECORDING

At Misterton primary School we use EAZMAG to track data. The EAZMAG tracker provides summative termly assessment data from class teachers and this will outline whether children are Entering, Developing, Secure or are showing deeper learning in line with the national curriculum expectations for reading and writing. This data is then accessible to the English Leader who can target support and assess good practice. Teachers will also use formative assessment during lessons to inform future planning and differentiation.

At the end of EYFS, children are assessed in relation to the Early Learning Goals. In Y1, children take a statutory Phonics Check to test their decoding skills.

In Years 2 and 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar. Staff in EYFS and KS1 use a phonic tracker to record progress termly and this is monitored by the English Leader. If children are still working on developing their phonic understanding in KS2, these staff also plan and assess phonics in the same way.

MONITORING, EVALUATION AND REVIEW

English is monitored and evaluated in the following ways:

- The monitoring of teaching and learning by the SLT and English Leader through learning walks, monitoring of planning, monitoring of displays.
- No More Marking
 - Sampling of pupil work and assessments by the English Leader/SLT

- In-school moderation and Retford Oaks Family of Schools moderation
- Termly analysis of data
- Questionnaires

Once priorities have been identified, the English Leader constructs an action plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling.

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