English Policy

There can be no more important subject than English in the school curriculum. English is a pre-eminent world language, it is at the heart of our culture and it is the language medium in which most of our pupils think and communicate. Literacy skills are also crucial to pupils’ learning in other subjects across the curriculum.
Moving English Forward, Ofsted, March 2012
**English Policy**

**Introduction**
This policy outlines the aims, organisation and management for the teaching and learning of English at Henley Green Primary School.

It is based on *The national curriculum in England Key stages 1 and 2 framework document (September 2013).* Underpinning this policy are the principles set out in our *Teaching and Learning Policy.*

This policy will be reviewed in May 2019.

**Aims**
To equip all children with a strong command of the spoken and written word so that they are able to communicate effectively and creatively across the curriculum and with the world at large; and to help children to enjoy and appreciate literature and its rich variety.

**We aim for each child to:**
- develop a positive attitude towards English (Reading, Writing and Speaking and Listening);
- experience a sense of achievement in their learning in English, regardless of age, ability, gender, race, religion and cultural background;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- communicate effectively and competently with adults and peers by developing their speaking, listening, reading and writing skills to express ideas, experiences, questions and opinions clearly and fluently using appropriate language;
- use phonics to decode and encode accurately and effectively;
- read easily, fluently and with good understanding by engaging with a range of text types and genres;
- develop the habit of reading widely and often, for both pleasure and information;
- articulate feelings and formulate responses to a rich variety of both fiction and non-fiction texts using a growing and increasingly sophisticated spoken and written vocabulary;
- write clearly, accurately and coherently, in a variety of styles and forms showing awareness of context, audience and purpose;
- use grammar and punctuation accurately and effectively;
- understand and use spelling conventions;
- routinely plan, draft, proofread, edit and evaluate written work;
- produce well-presented written work;
- develop powers of imagination, inventiveness and critical awareness in all areas of English;
- apply their English learning across the curriculum and to new situations, both in and out of school;
- become receptive listeners, independent thinkers and confident communicators.

**Expectations**
- By the end of Key Stage 1 most children will be working at the expected standard in Reading and Writing as outlined in the *Teacher assessment frameworks at the end of key stage 1* (For use from the 2018/19 academic year onwards).
- By the end of Key Stage 2 most children will be working at the expected standard in Reading and Writing as outlined in the *Teacher assessment frameworks at the end of key stage 2* (For use from the 2018/19 academic year onwards).
- Most children will be working at or above the expected standard in Reading and Writing, and all children are expected to make expected or better than expected progress in Reading and Writing between the end of EYFS to the end of KS2.

**Teaching English**

**Phonics and Early Reading**
At Henley Green Primary School, children are taught using synthetic phonics as the main approach to reading through the Read Write Inc programme. Pupils are systematically taught the phonemes (sounds), how to blend the sounds to read, and how to segment the sounds to write words. They are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught high frequency words which do not completely follow the phonic rules.
**Organisation**
- Within the Early Years Foundation Stage and Y1, children are taught English through the Read Write Inc programme, covering phonics, reading and writing, together with some individual and group reading, daily shared stories and opportunities across the setting through daily routines and in all areas of learning for the application of English learning.
- Children in Y1-6 complete a weekly Big Write where they are encouraged to write independently and at length, applying the knowledge and skills they have been taught throughout the week. An editable Big Write banner (pre-cursive: KS1; cursive: KS2) is used, which includes generic Success Criteria for Writing.
- In Y2 to Y6, children take part in a daily English lesson of 60 minutes, which ensures all children develop their reading and writing skills across a broad and stimulating range of genres, both fiction and non-fiction. This is supplemented by an additional daily group or whole class guided read lasting between 20 and 30 minutes. Opportunities for 1:1 reading and additional speaking and listening, reading and writing interventions will also be offered to children to meet precise needs. All classes share a class book or novel, the expectation being that children listen to an adult read at least 3 times a week.
- The school follows the Nelson Handwriting Scheme and direct instruction in handwriting is delivered across the school from Reception to Y6.
- Elements of the Talk 4 Writing are used across the school, from Nursery to Y6, including quick-fire starter activities and games (with particular focus on developing children’s vocabulary and knowledge of grammar); oral storytelling and story mapping; imitation➔innovation➔independent application; ‘boxing up’ etc.
- Given the requirements of the National Curriculum for children routinely to draft, proofread and edit their written work, the English Lead has developed a Teaching Sequence in English Y1-Y6, Sept 2017 which provides a model for the teaching sequence across as unit of work in English, which is underpinned by the HGPS Progression: proofreading and editing.
- The skills acquired in English lessons are applied consistently and explicitly across all areas of the curriculum across all Key Stages.

**Curriculum Planning**

**Long and Medium Term Planning**
In order to teach English, teachers will need to be familiar with the detailed content outlined in English Programmes of Study in *The national curriculum in England Key stages 1 and 2 framework document (September 2013)* for their year group, which they will use to support their long and medium term planning (see also: *HGPS JCT progression in writing NC, HGPS JCT progression in spelling NC*). Teachers will be required to submit to the English Lead outline plans for English and Big Write at the beginning of each half term.

**Short term planning**
Expectations for short term planning in English are set out in *Planning and Flipchart Expectations for KS1 and KS2 (Nov 2017)*. All short term plans, flipcharts and resources should be saved to the server.

**Teaching strategies, methods and approaches**
Teachers employ a range of teaching strategies tailored to meet the needs of all pupils, the ultimate aim of which is to promote independent learning through the gradual withdrawal of scaffolding and support as pupils grow in competence and confidence in relation to a given task.
We acknowledge that children learn in different ways and recognise the need to develop strategies that allow all children to learn in ways that best suit them. With this in mind and in order to provide the children with active and stimulating learning experiences, we adopt a variety of teaching and learning strategies, methods and approaches, including:
- instructing, directing, modelling, demonstrating, scribing, explaining, questioning, discussing, consolidating, evaluating and summarising;
- whole class, group, paired or partner and independent work;
- shared, guided and independent reading and writing; research and finding out, asking and answering questions, role play and drama; debates, discussions and oral presentations;
- a range of self-assessment tasks such as peer marking, evaluation of work against success criteria and responding to teacher feedback.
The learning objective (WALT), learning outcome and Success Criteria (where relevant) will be shared explicitly with pupils during every English lesson. Children will be involved in co-constructing Success Criteria for extended pieces of written work.

ICT, including the use of multi-media stimuli and resources, is used where appropriate by teachers and pupils to support teaching and learning in English. Teachers will ensure that all lessons that involve the use of electronic communication and the internet will adhere to Henley Green E-Safety rules/acceptable use Policy. Teachers will reinforce safe use of the internet in each lesson.

The Effective Lifelong Learning Inventory (ELLI) is used to encourage children to develop different learning powers such as resilience and creativity, and to promote independence and positive learning behaviours.

Teachers apply differentiation throughout all English lessons to meet the needs of all pupils and adapt and adopt a wide range of intervention programmes and strategies to provide targeted support. All such interventions are regularly monitored and evaluated at regular Pupil Progress Meetings led by the Deputy Head Teacher.

Teachers are responsible for planning for and directing the effective use of all additional adults, which will include their working with groups to support or extend learning during the main part of the lesson and during group/guided/independent work.

**Assessment, recording and reporting**

**Day-to-day Assessments**

As part of the ongoing cycle of planning, teaching and assessment, teachers will continually assess children's understanding, achievement and progress in all aspects of English. Assessment may be based upon observation, questioning, and the marking and evaluation of work in line with the school Marking Policy. This will inform day-to-day teaching and learning and provide feedback to children. Learners will also be taught to assess and evaluate their own achievements by recognising successes, learning from their own mistakes and identifying areas for improvement.

**Periodic and Summative Assessments**

Throughout the academic year all pupils in Y1-Y6 are assessed for Reading and Writing using HGPS Grids, drawing on a wide range of assessment evidence and data gathered over the course of the term/year, including the results of termly NFER tests (Reading and Grammar, Spelling and Punctuation in Y3-5); practice SATs (Reading and Grammar, Spelling and Punctuation in Y2&Y6); Practice Phonic Screening Checks (Sept, Jan, and May Y1&2); Salford Reading Tests (Sept, Dec, March and July Y1-Y6); RWI Assessments (every 6-8 weeks YR & Y1); Guided Reading records, annotated planning, and observation notes as well as work in books. At the end of each term the HGPS Grids will be used to inform a summative assessment of each pupil's attainment in Reading and Writing, which will be recorded on pupil attainment grids, which are submitted to the Deputy Head Teacher and English Lead. The summative assessment of all pupils at the end of each school year enables attainment to be tracked year on year and will inform groupings and intervention programmes. Progress is also reported both across the school year and from the beginning of the Key Stage.

Staff routinely assess the children in the EYFS using the Early Years Outcomes and children are tracked as entering, within or secure within the age bands 8 – 20 months, 16 – 26 months, 22 – 36 months, 30 - 50 months and 40 – 60 months. A baseline assessment of all children in the EYFS is undertaken on entry, and at the end of each term. In the Summer term all EYFS parents are provided with a written report on every child's attainment to inform a summative assessment of each pupil's attainment in Reading and Writing, which will be recorded on pupil attainment grids, which are submitted to the Deputy Head Teacher and English Lead. The summative assessment of all pupils at the end of each school year enables attainment to be tracked year on year and will inform groupings and intervention programmes. Progress is also reported both across the school year and from the beginning of the Key Stage.

At the end of Key Stage 2 (Y6) all eligible pupils sit compulsory National Curriculum Reading and Grammar, Punctuation and Spelling Tests, which are marked externally. Assessment of Writing at the end of Y6 is based on teacher assessment.

At the end of KS1 (Y2) all eligible children sit National Curriculum Reading and Grammar, Punctuation and Spellings tests, the results of which are used to inform the assessment of Reading and Writing.

At the end of Y1, all eligible pupils take the Phonic Screening Check. Children in Y2 who did not meet the required standard in Y1 re-take the test.

Reporting to Parents
Teachers report to parents at termly parents’ evenings. In Y1 to Y6 an annual written report to parents is provided during the Spring term, which will include an overview of attainment and progress in Reading and Writing and next step targets. In the Summer term all EYFS parents are provided with a written report on every child’s attainment and progress, which will include the results of the EYFS Profile.

Equal Opportunities, Inclusion and Intervention Programmes
All pupils will have equal opportunity to reach their full potential across the English curriculum regardless of their race, gender, cultural background, home language, ability or physical disability.

All children receive carefully differentiated, quality first English teaching. In addition, as a second wave of support, a wide range of tailored intervention programmes is used across the school to support children who are either at risk of not reaching age related expectations or are failing to make adequate progress in Reading and Writing. Teachers and teaching assistants work together to plan and deliver interventions and the impact of interventions is regularly monitored through regular Pupil Progress Meetings led by the Deputy Head Teacher and including all the teaching and support staff involved in planning and delivering interventions.

A third wave of support is in place for pupils who have been identified as having Special Educational Needs, with targets set through their Passports to Progress (P2P).

The needs of children with English as an additional language will be met through careful differentiation and targeted support from MGSS as required.

Homework
English homework comprises weekly spellings to learn alongside the expectation that children (YR-Y6) read/share a book at home every day (based on the whole-school mantra “We read every day at Henley Green”). All children are provided with a home reader (Oxford Reading Tree scheme, Stages 1-16 and free readers) and regularity of 1:1 reading is monitored on a half termly basis by the English Lead, and remedial action taken as required.

See Homework Policy for further details.

Environment and Resources
The classroom environment will be used to stimulate, support and celebrate English learning through:

- the development and use of working walls to support English teaching and learning over a series of lessons.
- A broad range of English prompts which support independence and which are updated as new learning occurs.
- Displays of pupils’ work that celebrate achievement.

Every classroom will maintain an attractive and appealing Reading Area, which will include a wide range of both fiction and non-fiction texts, newspapers, magazines etc. A selection of appropriately levelled dictionaries and thesauri will be available for children to use to support independent learning. Some Guided Reading texts and teacher resources are stored in classrooms in Key Stage 2, whilst additional Guided Reading texts and resources for EYFS and KS1 and additional material for Key Stage 2 are stored centrally.

Oxford Reading Tree Stage 1-16 home readers are stored centrally.

There are two libraries at Henley Green, both of which house a wide range of high quality fiction and non-fiction books. The English Lead is responsible for managing and maintaining both libraries:

The KS1 Library (for YR-Y3) – non-lending (all classes have timetabled time allocated)

The KS2 Library (for Y4-Y6) – lending library: all children in Y4-Y6 may borrow books from the KS2 Library using a simple, self-service index card system which is managed and monitored by the English Lead. (all classes have timetabled time allocated).

English Leader
As part of the Senior Leadership Team, the English Lead is responsible for leading, managing and monitoring English across the school to ensure high quality teaching, the effective use of resources and the highest standards of English learning and achievement for all pupils, by:

- identifying priorities for action in English, which will be fed into the School Development Plan and will form the basis of the English Action Plan. This in turn sets the agenda for all monitoring activities and will clearly identify when/who/what is to be monitored and how this will take place. Monitoring will take the form of learning walks, lesson observations, book and planning scrutiny, pupil voices and data analysis.
- identifying and meeting staff training needs through the provision of school based CPDs, supplemented by staff attendance at courses run by outside providers as required.
- managing the English budget effectively and purchasing and organising all English resources, ensuring they are up-to-date, readily available and well maintained.
- acting as a role model and demonstrating good practice;
- supporting staff in the planning and delivery of high-quality English teaching and learning;
- keeping abreast of national and local initiatives in the field of English teaching and learning and disseminating relevant information to staff;
- regularly reviewing and updating the English Policy to ensure that all statutory requirements are met by the school and that the highest standards of English teaching and learning are maintained in line with new developments in the field.

APPENDICES

English programmes of study: key stages 1 and 2. National curriculum in England September 2013

HGPS Progression in Writing (based on National Curriculum)
HGPS: Progression in Spelling (based on National Curriculum)
HGPS Progression: proofreading and editing
Teaching Sequence in English Y1-Y6, Sept 2017
Big Write Banner KS1
Big Write Banner KS2

Planning and Flipchart Expectations for KS1 and KS2. November 2017