

Horton Mill Community Primary English Policy Statement



Aims

At Horton Mill Community Primary School we believe that all our approaches to the teaching and learning of English should be informed by the fact that the vast majority of our pupils have English as an additional language.

We appreciate that children will have a varied 'receptive' time before their understanding of English meets age related expectations and beyond.

We recognise that the teaching and learning of English will take place specifically in English lessons and we will use curricular opportunities to support and enhance learning.

We value the experiences that all pupils bring and aim to reflect and develop this through the learning activities, environment we create and the choice of resources we use.

We aim to develop pupils' understanding of both spoken and written English so that they can become effective, enthusiastic, responsive and knowledgeable communicators.

Our families and the wider community are an invaluable part of this process, wherever possible we will extend our approach to include family learning of English.

Objectives

Through Speaking and Listening our pupils will:

- Be encouraged to listen and respond appropriately to others.
- Use a wide range of vocabulary to articulate their thoughts and ideas clearly.
- Learn how to present, debate, reason and justify their views.
- Have a more informed understanding of the English language.
- Enjoy and appreciate the richness of language and literature.
- Be able to access the opportunities that new technologies provide.
- Have equal access and opportunities.
- Have access to role play and small world activities in EYFS.

Through Reading our pupils will:

- Choose effective strategies to decode new vocabulary and understand written text.
- Understand and respond to a wide range of genres.
- Locate information from non-fiction texts and media to answer questions and research information.
- Develop a genuine love for reading.

Through Writing our pupils will:

- Express themselves through mark making and writing for enjoyment.
- Understand that writing and mark making conveys meaning.
- Write for a range of purposes.
- Use ICT writing tools to support communication through the written word.
- Some pupils will use Communication in Print to support speaking and listening, reading and writing.

Teaching and Learning:

• EYFS:

In Early Years the pupils are screened on entry. All nursery pupils take part in daily Wellcomm and BLAST activities. Pupils in Reception, who need extra input, will access BLAST 2 several times a week. The pupils follow the Letters and Sounds programme. Beat Baby, Jolly Phonics and Funky Feet are used to support phonics in Nursery. Squiggle while you Wiggle and Playdough Disco are used to support early writing skills in Nursery. Playdough Disco is used as an intervention in Reception and all pupils use Squiggle while you Wiggle. The Literacy Five minute box is also used as an intervention in Reception.

The Learning Sequence:

At Horton Mill, Years One to Six follow an English Scheme of Work which is planned around a quality class text. Pupils use this text to discuss reading opportunities, explore grammar objectives and generate regular written fiction, non-fiction and poetry responses. Each child will produce two extended pieces of writing each half term.

Reading:

Pupils take part in a daily Guided Reading carousel. (See Reading Policy).

All pupils are encouraged to take books home to read with a family member or independently for pleasure. A record of the books taken by each child is kept by the class teacher. Pupils are encouraged to read books at their level and a range of fiction and non-fiction texts. A BRP intervention is used to support vulnerable pupils from each class. This is delivered by the class TA for twenty minutes, three times a week. This intervention lasts for ten weeks.

Writing:

We provide a wide variety of opportunities for pupils to write for different audiences and purposes within English and the wider curriculum. Our Learning Challenge Curriculum provides exciting writing opportunities that form a real purpose for communication. We will provide modelled, guided and shared writing to lead pupils into independent work. They will plan, write, draft and edit their writing during the learning process. Teachers will encourage the use of high level vocabulary at all times and provide good 'expert examples' for pupils to aspire to. Pupils will use success criteria to evaluate their own writing and look for opportunities to improve this during the editing process.

SPaG:

Teachers integrate grammar teaching into the English lesson, following our English Scheme. A separate grammar session may be taught in some classes to consolidate skills or teach new concepts before applying into writing. Word Aware strategies are used in every class to promote the use of high level vocabulary. Every class has a 'Word of the Week' and this is referred to regularly and pupils are encouraged to incorporate it into their learning if possible during the week.

Spellings:

Teachers follow the No-Nonsense scheme of work. Weekly spellings are given by class teachers in all classes and spelling patterns and strategies are taught in class during the week. In KS2, any incorrect spellings after marking the weekly test will be placed in the back of the spelling book as a personal spelling list that can be re-tested at any time.

Phonics

The discreet teaching of phonics is taught following the Letters and Sounds document. Throughout the Early Years, early phonetic awareness is promoted and developed through every day activities and routines such as listening games, shared reading and singing. Pupils are encouraged to identify familiar letters in their name and hear the sounds they are making, identify familiar words, to listen for sounds and remember them.

Non-Negotiables:

- A high level of presentation is expected throughout all aspects of writing.
- Learning Outcomes and Success Criteria are displayed in all lessons and are evident in books.
- Skills taught in English are reinforced and embedded throughout all other areas of learning; this is evidenced in all work.
- Use of feedback file to provide focussed teaching points and assess pupils' understanding and progress.
- Class vocabulary book to record topic words.
- Word of the Week to be displayed in all classrooms and provided for Celebration Assembly.
- Use of green pen to edit and improve writing.
- Pupils to be reminded of the need to copy given words correctly. (Date etc)

The Learning Environment

At Horton Mill we will highlight the importance of English by displaying pupils' writing in our classrooms and around the school. Horton Mill is a literacy rich environment with a welcoming library area which encourages children to sit and read. All classes display their class text for the half term on their classroom door. A writer of the week is chosen and presented with a certificate at the Celebration Assembly. Their writing is then displayed outside the hall for the week. All classes will display a 'Word of the Week' and strategies to include this word in their vocabulary bank will be modelled continually using the 'Word Aware' resource. Working walls or displays will support children with phonics, word banks, expert examples of writing, grammar reminders, success criteria or features lists for specific genres.

ASSESSMENT:

Assessment for English is ongoing and will be recorded in the feedback file daily. At Horton Mill the O-Track assessment tool is used to record pupils' progress over time and pupils' attainment will be added to class track throughout the half term. AFL strategies are used in all lessons to show ongoing understanding. This enables the teacher to support or challenge as needed.

Summative assessments will be added to O-Track termly. Pupils will be given an age related test which, alongside the teacher's knowledge of the child, will inform the judgement recorded. Some pupils with needs will require a test from another year group (usually pupils on the SEND register). During these assessments some pupils may need additional time or support with reading (SPaG test only) in these circumstances, teachers will record the needs of individual pupils.

Year Two and Year Six pupils will have opportunities to look at, discuss and answer test style questions from previous Standardised Tests to prepare them for the SATs tests.

Year One pupils take part in the National Phonics Screening Test. They will achieve either a 'pass' or 'fail' as a result. Any pupils that fail the screening test will retake it in Year Two.

Inclusion:

We aim to provide for all pupils at Horton Mill so they can achieve in English to the best of their ability. We identify which pupils or group of pupils are under-achieving and take steps to improve their attainment. More able pupils are identified and suitable challenges are provided.

Role of the subject leader:

At Horton Mill School all staff contribute to improving standards in English. The key roles of the subject leader are as follows:

- Monitoring of pupil progress
- Analysing data
- Monitoring the teaching and learning in English lessons, following the agreed English scheme and feedback policy
- Supporting colleagues in their CPD
- Purchasing resources
- Analysis of SATs results to identify areas for development
- Ensure assessments for English are carried out in line with the school's assessment policy
- To attend English network meetings to keep up to date with changes and initiatives that can improve standards

- To give feedback to staff regarding learning walks, book scrutiny, discussions with children and lesson observations.
- To report to governors
- To inform relevant staff of procedures during statutory tests

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Date: November 2018