

Knighton Fields Primary Academy

English Policy 2017



At Knighton Fields Primary Academy we aim to provide a quality of teaching that will give all children the skills, confidence and breadth of experience to enable them to become proficient as speakers, listeners, readers and writers of the English Language.

We set high standards in English teaching, recognising its importance in the curriculum, forming the basis for communicating and learning in all subjects.

Speaking and listening, reading and writing are integrated into all areas of the curriculum.

Purpose

- ❖ To establish an entitlement for all pupils.
- ❖ To establish expectations for all staff and pupils.
- ❖ To promote continuity and coherence across the school.
- ❖ To promote a shared understanding of English, within the school community.

Aims of Policy

To encourage children to:

- ❖ be effective, competent communicators and good listeners;
- ❖ express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- ❖ foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- ❖ engage with and understand a range of text types and genres;
- ❖ be able to write in a variety of styles and forms showing awareness of audience and purpose;
- ❖ develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- ❖ use grammar and punctuation accurately;
- ❖ understand spelling conventions;
- ❖ produce effective, well presented written work.

Expectations

By the time children leave Knighton Fields, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We aim to foster an enjoyment of literature for all children.

Entitlement

At Knighton Fields teachers will deliver the statutory requirements of the NC 2014 English programme of study. All children receive a minimum entitlement of a daily discrete English lesson. In addition, it is expected that cross-curricular links will contribute to pupils learning in speaking and listening, reading and writing.

Teaching and Learning

Assessment for Learning informs effective planning for quality first teaching to ensure progress is evident not only within any given year but also across key stages and English teaching groups are tailored to meet the needs of all pupils.

Read Write Inc is used as a basis for teaching and learning in EYFS and as a phonics tool in Key Stage 1. A school curriculum has been developed: Book Rich in EYFS and KS 1 and Novel Led in KS 2.

Teachers differentiate and adapt planning according to the needs of the pupils. The school has an agreed planning proforma which all teachers use.

Clear objectives (WALT) and success criteria (WILF) are set for each session, shared with pupils and used for self and peer assessment. Quality marking (see marking policy/scheme) ensures that all pupils understand their next steps via moving on comments, giving pupils' ownership of their own learning.

Teachers work towards developing independent, resilient learners and plan to use a variety of learning approaches eg whole class teaching, small guided group, paired, individual.

Additional Adults

Where additional adults are classroom based, they are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

Teachers employ a range of generic teaching strategies. These include:

- ❖ explaining
- ❖ modelling
- ❖ questioning
- ❖ discussing
- ❖ consolidating
- ❖ evaluating
- ❖ summarising

Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate expectations, effective intervention programmes will be implemented in order to accelerate learning.

Teachers and teaching assistants work alongside each other to monitor and evaluate progress of these pupils.

There will be a third wave of support for pupils who have been placed on the SEN register and have SEN support, which will be in addition to and different from English teaching, based on specific needs.

Gifted and Talented pupils who are placed on the register for English will be planned for in line with the school policy. The needs of children with English as an additional language will be met through tailored planning and targeted support, as appropriate. Differentiation in planning will also target EAL pupils. This is supported by our equal opportunities policy. Additional learning support and opportunities to meet Pupil Premium needs in English are also clearly identified on a provision map.

Wider School Community Involvement

English is an area of the curriculum where parents/carers and community support is invaluable and we promote a home/school partnership in the following ways:

- ❖ Sharing information – school website, newsletters, parents' leaflets, parents/carers evenings, report cards.
- ❖ Celebrations – assemblies, school performances, displays
- ❖ Homework – in line with our homework policy and home/school agreement.
- ❖ Community Links – Parent Workshops

We have strong links with our local secondary schools to ensure smooth transition. Our Inclusion Leader supports this process where SEND children or vulnerable children require additional support.

Assessment, Recording and Reporting

Assessment is carried out in line with the school's Assessment Policy and collated onto Target Tracker.

Children are assessed on entering school and are formally assessed at the end of each key stage. In addition children complete a phonics screening check at the end of year one.

Periodic teacher assessment level judgements are informed using a range of children's work. These judgements are moderated through staff and phase meetings.

Analysis of assessment data is used to set whole school numerical English targets. Children's individual targets are linked to the school target and are regularly reviewed at scheduled Pupil Progress Meetings.

Curriculum targets are based on prior attainment and discussed with the child. Next steps marking is in line with the school policy and provides the children with feedback on their achievements in learning.

Teachers report to parents/carers twice a year at parents evening and then in the annual report.

Staff Development

A range of CPD models are used including whole staff/phase meetings, peer to peer coaching and individual development.

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on educational websites.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes.

The English strategic leader will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary the English strategic leader organises school based training.

Resources

A range of resources are available in school to enhance learning in English across the school.

RWI speed chart and speed sounds support the teaching in EYFS and Key Stage 1 along with levelled texts.

Reading scheme books are levelled according to Reading Recovery levels, along with Reciprocal Reading sets. Benchmarking kits support teacher assessment of reading.

Each year the school holds reading events that include World Book Day, Author Week and visiting authors.

ICT hardware and software is available to complement teaching and learning.

Monitoring and Evaluation

English is monitored by the Senior Leadership Team.

The focus for any monitoring activities is linked to the English strategic plan and school development plan. Evaluation of the impact of teaching and learning then informs priorities.

Monitoring activities will include:

- ❖ Scrutiny of planning and books.
- ❖ Pupil voice (interview.)

- ❖ Learning Walks.
- ❖ Formal observations.
- ❖ Analysis of data.
- ❖ RWI assessments.
- ❖ Benchmarking
- ❖ Governors will work alongside the English Strategic Leader to ensure the policy is being followed to successfully deliver the planned outcomes.

This policy should be read in conjunction with the following school policies:

Assessment

Marking

Presentation

Handwriting

Equal Opportunity

Learning and Teaching

Gifted and Talent

Phonics Scheme

Review

The English Policy will be reviewed every two years.

Appendix 1.

Speaking and Listening

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils will be taught and develop these skills through:

- Use of Language Stems
- Talk for writing
- Group discussion
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Talking to visitors in school
- Role-play and other drama activities across the curriculum.

Teaching and Learning

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers model speaking clearly. This includes clear diction, reasoned argument; using imaginative and challenging language and use of Standard English. Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Speaking and listening outcomes are planned for in all areas of learning according to the statutory requirements of the national curriculum 2014.

Appendix 2.

Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils will be taught and develop these skills through:

a weekly session of either one to one reading or reciprocal reading:

- reading on a one to one basis to an adult
- shared reading as a whole class – 3 x week in EYFS, 2 x week in Key Stage 1 and 2
- reciprocal reading (Reading Recovery level 19 +)
- regular independent reading
- home reading
- hearing books read aloud on a regular basis
- selecting own choice of a variety of texts including ICT texts
- reading whole texts

The national curriculum 2014 provides a basis for implementing the statutory requirements for reading. Much of the programme of study will be taught in English lessons, particularly during shared and reciprocal reading.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and also as a life skill. The Simple View of Reading model provides the foundation of teaching of reading. The discrete teaching of synthetic phonics (RWI) provides the basis for decoding. Teachers plan for a range of comprehension strategies which allow pupils to engage with text in a variety of ways to suit different learning styles.

In **shared reading** the teacher models the reading process to the whole class as an expert reader providing a high level of modelling and interaction from the children.

In **reciprocal reading** texts are chosen to match the ability of the group but still provide an element of challenge. Reciprocal reading is delivered at least four times a week with a specific learning focus. There are opportunities for **independent reading** activities to develop a love of reading.

Teachers monitor reading and discuss progress with individual pupils on a regular basis.

We aim to work in partnership with parents and carers in order to develop every child's potential in reading. Parents are encouraged to read and discuss the book with their children as often as possible and comment on this using the reading logs.

Appendix 3

Writing

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences;
- the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving regard to presentation.

Entitlement

Pupils are taught and develop skills through:

- RWI
- modelled, shared, guided, independent writing
- weekly creative writing session
- writing different text types and narrative styles across the curriculum
- handwriting practice
- collaborative writing
- writing from own experiences and variety of stimuli
- planning, drafting, editing and presenting (including ICT)

Teaching and Learning

Teachers should develop pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas) and structuring them in speech and writing.

We promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing. Usually, though not always, the **teaching sequence for writing** will be used as a framework:

⇒ Reading and responding	Introduction to reading; enjoyment; teach reading strategies; response
⇒ Analysing	Analysis of texts for structural and language features; teacher demonstration of usage of grammar; further consolidation of key features
⇒ Planning and writing	Talk for writing; planning, drafting, revising, editing

Context for learning is often linked to the wider curriculum.

Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammar and punctuation. Activities are differentiated through the use of writing frames, word banks, collaborative work and peer or adult support. Talk for writing is an integral part of the process.

Teachers will deliver the statutory requirements from the national curriculum 2014 for 'vocabulary, grammar and punctuation' and spelling.

Cursive C5 line-up is used to teach handwriting and develop a fluent legible style. Teachers model the agreed style consistently across the school.

Appendix 4.

EAL

Aims

Knighton Fields Primary Academy aims to ensure that all pupils with English as an additional language should be able to access the curriculum and reach the same level of attainment that they would have reached in their main or other home language.

We will strive to raise the attainment of EAL pupils by:

- giving pupils with EAL, access to the curriculum, which is mainly in English, as quickly as possible.
- providing EAL pupils with frequent opportunities to hear and read good models of English.
- planning appropriate activities to extend their knowledge and use of English in different contexts.
- providing additional in-class and interventions to EAL pupils as appropriate to their development and needs.
- developing an understanding of pupils' home languages and celebrating this through school initiatives including 'Language of the Term' and weekly 'Cultural Dips'.
- using visual and auditory resources including those identified by EMAS and the practice of Quality First Teaching.
- assessing and tracking pupils with EAL to establish their need and progress.
- ensuring pupils use English confidently and competently as a means of learning across the curriculum.
- making use of their knowledge of other languages to enhance the understanding of the whole school community, as appropriate.

Key Principles for Additional Language Acquisition

- All pupils have entitlement to the National Curriculum.
- Language is central to our identity. All languages, dialects, accents and cultures are equally valued and encouraged.
- Teachers have a crucial role in modelling uses of language.
- Teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.

Many concepts and skills depend on and benefit from well-developed home language; literacy in home language enhances subsequent acquisition of EAL. Effective use of language is crucial to the teaching and learning of every subject.

- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- A distinction is made between EAL and SEND. Teachers will write specific EAL plans for those pupils requiring individual or group EAL targets.

Assessment of EAL Pupils

Teachers use the NASSEA steps for assessing EAL pupils and record the information on the school tracker system. Assessments and progress checks are made within the wider school assessment, data collection and pupil progress cycles.

As with any other pupil, if an EAL pupil is found to be experiencing significant difficulties, then a referral will be made to the Inclusion Leader.

Integration of new pupils into the school

- All new parents and pupils meet with the Attendance Officer. This meeting includes a tour of the school and other classes in order to meet other pupils and class teachers. Other members of staff may lead the tour of the school.
- On joining the school, parents of all pupils will complete forms which gather data on languages spoken at home, nationality, country of birth and the child's first language, details of previous schooling, in the UK and/or abroad; religious and cultural background in addition to other relevant data.
- The administration staff are available to support parents with the completion of these forms.
- Parents will be given a copy of our school information pack translated in English and their first language where possible.

- Parents will be offered translators for Parents Evenings where possible.
- Class teachers will be advised of new arrivals in advance.
- On the first morning at school, class teachers will clarify procedures such as lining up at start of day and pick up at end of day. Teachers will also assign new pupils a buddy who will support the child throughout the first week [longer if necessary]. The buddy will ensure that the new pupil has a friend to play with at play times and direct them to the toilet, canteen, etc.
- All school staff, including class teachers, teaching assistants and Lunch-Break Supervisors will be made aware of the linguistic needs of new EAL pupils.
- Early Stage EAL pupils in Nursery, Reception and year 1 will be given frequent opportunities to develop their speaking and listening skills. This also allows them to improve their social interaction in an environment where they can choose from a range of child initiated activities including role play, painting, construction, puzzles, games and exploring the outdoor environment.

Teaching

Class teachers are responsible for:

- producing effective planning that identifies the key role of all support staff
- allowing for collaborative group work
- providing frequent opportunities for speaking and listening
- providing effective role models of speaking, reading and writing
- providing additional verbal support e.g. repetition, alternative phrasing, peer support, pre-learning vocabulary
- offering additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- making use of bilingual resources e.g. dictionaries, online support, bilingual pupils, texts, key word lists/mats, etc.
- making writing frames available, appropriate to tasks
- timetabling opportunities for role play and child-initiated activities
- *encouraging discussion before and during reading and writing activities, using home language where appropriate
- *reviewing texts and speech in all subjects prior to teaching with a view to preparing for explanations of unfamiliar vocabulary and phrases.
- using a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical, etc.
- modelling/correcting the use of children's grammar [spoken and written], as appropriate, and allowing them time to repeat corrections to the teacher.
- **using the EAL Toolkit to support their teaching.**

Role of EAL Teaching Assistant

- To support class teachers in providing opportunities for EAL pupils to access the curriculum to the best of their abilities.
- To welcome and support all families who speak English as a second language.
- To provide additional support to EAL pupils, sometimes alongside non EAL pupils, as appropriate, whether in the classroom, or in small groups outside the classroom.

Cultural Inclusion

We believe that all children should be given the opportunity to explore, discover and celebrate a range of cultures within school. Our vision is to actively encourage an ethos of respect and tolerance, which is supported through our 5Rs scheme.

Our annual planning cycle makes provision for celebration assemblies and celebrating cultural diversity events.

June 2017

Review Date June 2019