



ENGLISH POLICY

EVIDENCE INFORMED APPROACH & PRACTICE BASED AROUND EEF RESEARCH



THE WAY WE DO THINGS AT MALVERN

KEY GUIDANCE AND INFORMATION FOR ALL STAFF

Our Aims



We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils are given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Malvern we strive to ensure that students leave Year 6:

- autonomous and equipped for lifelong learning and able to take responsibility for their own future progress.
- reading and writing with confidence, fluency and understanding for purpose, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write for a purpose appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.
- forming letters correctly, leading to a fluent and legible, cursive handwriting style

Statutory Requirements



Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

In the Foundation Stage (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage One (Years 1 and 2) Children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm using the RWI approach. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas. Children learn to listen to feedback from their teacher and harness this to make improvements in their learning.

At Key Stage Two (Years 3-6) Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children learn to respond dynamically to the feedback they are offered by their teacher and peers and use this to make meaningful changes in their learning.

The Governing Body, receive regular reports on the progress of English provision.

Subject Organisation



Foundation Stage

In the Foundation stage, children have a daily discrete phonics lesson (RWI). Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1, daily discrete phonics lessons (RWI) are taught in ability groups. It is our aim to have children reading with speed and fluency as early as practicable. In English, teachers approach lesson structure dynamically with flexibility and children are grouped accordingly in response to their changing needs. Learning is geared towards the next small steps in a child's learning. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Reading VIPERS are used weekly to develop children's comprehension skills in each of the domains (vocabulary, inference, prediction, explain, sequence). Spelling is taught discretely in both Read, Write Inc. and English sessions. Children access a weekly 'High and Seek' spelling session to explore new spelling rules and practise previous spelling rules. Children receive weekly spellings to be practised at home based on the requirements of the Programme of Study. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through bespoke intervention programmes, differentiated teacher scaffolding and extended RWI one to one sessions.

Key Stage 2

In Key Stage 2, children receive a minimum of five hours English teaching per week. However, literacy is developed across our broad and balanced curriculum and children are frequently provided opportunities for reading, writing, speaking and listening in other curriculum areas. English lessons are planned in accordance with the English Curriculum Map and Teaching Sequence which ensures full coverage of year group expectations for grammar, punctuation and spelling. Children participate in a weekly VIPERS lesson to enhance reading comprehensions skills, exploring questions of all domains (vocabulary, inference, prediction, explain, retrieve and summarise). These have been carefully planned to ensure progression across year groups, exploring a range of genres. Provision is made for children who require extra support through a programme of bespoke intervention and targeted class teaching. Children access a weekly 'High and Seek' spelling session to explore new spelling rules and practise previous spelling rules; this covers the spelling requirements of the Programme of Study. These are consolidated at home and tested in class.

Speaking & Listening Approaches



The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, talking partners, book clubs, drama and theatre club and regular performances including our KS1 Christmas Concert, regular shared celebration of learning and many other opportunities. Children who require extra support in speaking and listening benefit from the expertise of a Speech and Language Therapist. Teaching assistants also provide 1:1 bespoke intervention to identified learners.

At Malvern, we recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

Writing Approaches



We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions, often facilitated in other curriculum areas.

Learners are given frequent opportunities in to write in different contexts using quality texts as a model and for a variety of purposes and audiences and there are many opportunities for children to improve their writing inspired by drama techniques and film clips. We encourage our learners to be reflective by encouraging the use of success criteria and other self and peer assessment tools throughout school. This, we feel, enables our children to take ownership of their progress while encouraging critical thought. Children work hard to achieve a pen licence in Year 2 and 3, this encourages them to take care in their presentation and pride in their work.

Reading Approaches



Please read in conjunction with : RWI Policy & Reading for Pleasure Policy

Teachers model reading strategies during shared reading sessions whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions using the VIPERS model. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary. Our children are given opportunity to broaden their reading choices and explore unfamiliar authors and text types via weekly sessions in our school library. (see reading for pleasure policy)

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. These include RWI book bag books, oxford reading tree texts and other banded texts. Teaching assistants and parent helpers support reading activities to ensure that children have frequent opportunities to read with an adult. Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books. This includes access to book clubs across key stages, regular book fayres and participation in events such as 'World Book Day' and 'Readathon'.

Malvern Primary school promotes pleasure in reading by having a dedicated Reading Champion in school. This is a fundamental role given to a dedicated teacher whom promotes and encourages reading across school.

In FS and KS1 children take home a phonetically decodable reading book according to their ability. Each child has a reading folder and a planner that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. At Malvern, we promote parent participation in reading by providing regular workshops to support development in phonics and reading for pleasure. We provide our parents with RWI parent packs when children join us in reception. In addition, we have a well-established PTA book club, attended by both parents and staff, who meet monthly.

In Key Stage 2 we aim to encourage a love of reading by enabling free choice of reading genre as soon as a child is able to decode text with confidence. While encouraging learners to choose their own reading material, teachers guide these choices with the aim of ensuring that texts are of an appropriate level for each individual. For children who continue to require a more structured approach to reading, we provide a book banded reading scheme to facilitate progress through book banded levels. Children are actively encouraged to share their reading with an adult at home. We believe that this not only helps to develop fundamental skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read in their school planners. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

In both key stages, reading progress is measured on a continuous basis using reading age assessments, scaled scores and ongoing teacher assessment. Most recent data is submitted to the English lead once per term and inputted into Insight. Teachers also use other assessment tools they deem appropriate such as mock SATS style tests and VIPERS questioning based on the PoS content domains.

Reading Spine

Reading Spine



The Reading Spine is a tool developed for teachers to use not only in English, but across all subjects. It identifies a wide range of texts that cover a range of genres. These texts are fiction, non-fiction and poetry.

Driver / Shared Text

This text is the key text read aloud by teacher throughout this research project. This is beyond the level that children would be able to fully access independently. This might be in terms of fluency, lexical / grammatical density and / or comprehension. Teachers will use this text to support the teaching of punctuation and grammar before using it to compete extended pieces of writing.

In KS1, these texts may also be supplemented with 'Independent Texts' due to text lengths.

VIPERS Texts

These texts are used to scaffold reading for purpose using strategies including: choral reading, my turn /your turn, reread, correct or not correct?, Think, Pair Share and VIPERS. Questions have been to closely match these texts and to ensure progression across school.

Guided / Scaffolded Texts

These texts are beyond the capacity for children to read independently. They will challenge children's understanding, comprehension and fluency of texts and are linked to the topic for the half term. They may be used within English lessons or through lessons linked to the current Learning Expedition.

Independent Texts

Texts available for independent enjoyment. For younger readers, these will be read aloud by teachers during shared reading to promote fluency, accuracy and pleasure.



Spelling and Grammar Approaches



Please read in conjunction with : Spelling Policy

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Our expectations for each year group are outlined in our English Curriculum Map This identifies learning that children will revisit along with new learning. It details the expectations for the teaching of grammar and the agreed terminology (from the NC glossary) which must be used by each year group.

To be able to spell correctly is an essential life skill. When spelling become automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We use a 'Hide and Seek' spelling approach across school to support children's understanding of spelling rules. (SEE SPELLING POLICY).

In the Early Years and KS1, daily phonics is the key to the children's learning of spelling. This is taught using the Read Write Inc programme. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonically regular (common exception words).

Assessments



Informal assessment occurs throughout every lesson through discussion and evaluation of the children's work. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson.

In reading, children are assessed formatively by their teachers based on their achievement of the PoS. Reading age is tracked termly. Summative NFER assessments are used annually to reinforce these judgements. In addition, children in years 2 and 6 undertake a SATS assessment in the summer term.

In writing, assessment is formative and ongoing. Teachers use an assessment framework on a termly basis to judge each child against the expected standard for each year group. These are quality assured during staff meetings and by the English Lead.

Each year group also administers a No More Marking assessment piece to judge writing against National Standards.

Children in years 2 and 6 are assessed against the DfE assessment frameworks. Writing moderation is undertaken to quality assure teacher judgements.

Spelling tests are carried out on a weekly basis.

Use of ICT



We recognise the important role ICT has to play in our school in the development of English skills. ICT is used on a regular basis to enhance the teaching of English and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy. The use of ICT is cross – curricular.

Inclusion



At Malvern, we embrace the needs of all learners so that they achieve to the maximum of their individual abilities. We constantly aim to drive forward progress by identifying which pupils or groups of pupils are under-achieving and taking steps to improve their attainment. Indeed, this is true of all ability groups, and progress is driven forward using the target setting system used throughout KS1 and KS2 underpinned by a bespoke intervention service where necessary.

Equal Opportunities



Malvern has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all of our children.

We believe in ‘valuing what the child brings to school’ and recognise the importance of supporting a child’s first language, not only to foster self-esteem, but to assist in the learning of English.

Subject Leader Role



The Subject Leader is responsible for improving the standards of teaching and learning in English through: monitoring and evaluating English:-

- pupil progress
- provision of Literacy
- the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent English developments,
- Inspiring colleagues to deliver high quality teaching and learning opportunities.

Parental Involvement



We aim to involve parents directly in the life of the school and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. We encourage parents to spend time at school during the regular working day or via parental workshops.

There are opportunities each term for parents to discuss their child's progress with their teacher. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

Strategies for supporting children are shared at INSET, phase meetings, reading workshops as well as at parent helper training sessions.

SATs results are published in accordance with Government legislation.

This policy will be reviewed according to the emerging needs of our school.