



The Meadow Community Primary School and Pre-School

English Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<u>Aims</u>	To provide an English curriculum that allows all children to leave with the necessary level of attainment, skills and knowledge for their next steps in education and the foundations to be successful in the outside world.
<u>Objectives</u>	<p>All teachers strive for the children to read, write and speak with confidence, fluency and understanding.</p> <p>Children are taught the key skills which include:</p> <ul style="list-style-type: none">• Developing their understanding and use of grammar and linguistic devices that are used in the development of reading, writing and spoken language.• Writing confidently and accurately to adapt their language and style for different audiences and purposes.• Discrete instruction on spelling rules and patterns.• Communication clearly and articulately through the spoken or written word.• A secure understanding of systematic phonics as the mechanism for success in early reading and fluency and its use in teaching early spelling.• A rigorous understanding of different skills required within reading to allow for full comprehension of text.• A love for reading and the benefit of being a lifelong reader.
<u>Curriculum content</u>	<p>Symphony Learning Framework - this sets out long term plans and key objectives for each year group. Year group coverage plans shows the different text types that are covered in each year group and the corresponding extended writing that they lead to.</p> <p>All classes following the school's reading dogs to deliver consistent and systematic teaching of reading comprehension.</p> <p>Jolly phonics is used to teach the initial sounds in EYFS and then Letters and Sounds is used across the rest of the school in the teaching of phonics. Phonemes and graphemes are covered in this sequence but intervention groups take place to close gaps in knowledge.</p> <p>Phonics is taught daily across the whole of Key Stage One and EYFS.</p> <p>All pupils take part in at least 5 hours of English focussed activity across a school week.</p>
<u>Scheme of work</u>	Lessons are based on objectives taken from the National Curriculum, the Symphony learning framework, Letters and Sounds and Jolly phonics.



Planning and Teaching

Including: -

- inclusion for SEND
- opportunities for Gifted, Talented and More Able children

Medium term planning is used ensuring the National Curriculum objectives fit into our terms and links as closely as possible with our theme work. Weekly planning meetings are held that lead to the completion of an agreed weekly plan.

Pupils work with learning partners in a variety of ability settings. The teacher works directly with all of the children every week ensuring that all children are a focus.

A range of teaching styles are necessary for the teaching of English including explanation, modelling, targeted questioning and discussion. Approaches need to be related to the objectives themselves and to the abilities and experience of both teachers and the pupils.

Teaching at all levels shall include opportunities for:

- Discussion techniques - varied questioning styles
- Practical work
- Consolidation and practice of fundamental skills and routines
- Investigative activities
- The opportunity to apply phonetic knowledge.
- The committing to memory of a range of spellings and spelling strategies
- Whole class work, group work and individual work.
- Reading comprehension
- Opportunities should be given regularly to write based on high quality texts, memorable experience or high quality teaching.

Opportunities for writing will also arise in many other subjects; children are encouraged to carry their English knowledge and skills into other areas of the curriculum.

Monitoring is carried out by the SLT as well as by whole staff in terms of work scrutinies.

Different learning environments such as the computer suite are also included when and where appropriate.

During lessons, activities will be provided to support less able children as well as extending the learning opportunities of the more able.

Assessment, Recording and Reporting

Summative assessments

Children are formally assessed in all areas of English at the end of EYFS, Key Stage One and Key Stage Two to create nationally required data. Additionally, children in Year One are assessed by means of a phonics screening test again as a national requirement.

Throughout the school, summative assessment is carried out using PIRA tests. They provide scaled scores that allow progress and attainment to be monitored quantitatively.

Formative assessments

Children are assessed against the standards in the Symphony Learning Framework and are awarded the standard of working towards, expected standard or working at greater depth.

In writing this is done through consideration of a substantial body of work over a period of time. This will represent work from a range of different curriculum areas.

In reading, formative judgements can be made as a result of whole class reading sessions and activities, small guided group sessions, individual reading and in response to the reading book band level of the child.

	<p>These qualitative judgements are passed on to the next teacher alongside the quantitative results.</p> <p><u>Data monitoring</u> Three times a year judgements are entered onto O track which allows for senior leaders to analysis the school's performance and informs practice. Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessment will inform planning, allowing the correct level of work being matched to the needs of the pupils, therefore ensuring progress. Teacher assessments can be gathered in various ways: by talking to the children, observing their work, marking their work etc. Marking should be positive and constructive, giving next steps where possible.</p> <p><u>Reporting</u> These levels will be reported to parents at least three times a year in the form of reports and parents' evenings. There is no requirement for staff to share test scores but they will share whether the child is working towards, at the expected standard or working at greater depth.</p>
<p><u>Professional Development</u></p>	<p>School INSET takes place as needed.</p> <p>The subject leader attends Symphony meetings each term and other relevant meetings as they arise. Information is then passed onto staff where appropriate.</p> <p>Staff have opportunities to attend training whenever possible. Feedback from training is given at key stage and staff meetings.</p>
<p><u>Monitoring and Evaluation</u></p>	<p>The standards of English in school are monitored through:</p> <ul style="list-style-type: none"> • Observations of English being taught. • Pupil interviews. • Planning sharing. • Deep dives and peer reviews. • Book scrutiny • Data analysis • CPD and best practice sharing. • Moderation internally and externally across the Symphony Trust <p>Outcomes and priorities are created and shared with the staff in a supportive and professional way.</p>
<p><u>Multi-cultural opportunities and awareness of 'British Values'</u></p>	<p>British values are an important factor in the teaching of English. This is evident through the range of cultures that are studied in the different texts used. This encourages the children to learn more about different cultures around the world and take a keen interest into texts that they may have otherwise never heard of. The children are therefore taught to respect and value difference between different countries, cultures and groups of people.</p>
<p><u>Additional arrangements for children in receipt of 'Pupil Premium'</u></p>	<p>Children who are entitled to pupil premium have 1-1 English lessons with a designated teacher and are provided with extra books for reading or to help complete their homework if requested.</p>
<p><u>Health and Safety (including e-safety and safeguarding, if applicable)</u></p>	<p>Precautions are taken to ensure that children are unable to access any suitable texts both in the books that they read and also when working on a computer or iPad.</p> <p>Opportunities are taken to use characters in books to better educate children about personal safety and social responsibility where appropriate.</p>

<p><u>Resources and displays</u></p>	<p>Planning and delivery of lessons is aided by a variety of resources. No specific scheme is used for the teaching of English but resources included from Nelson and Rising Stars support the lessons.</p> <p>Our teaching of reading is based on the twinkl reading dogs and many year groups use resources from there to support their teaching.</p> <p>Updated books are provided for reading. Within classroom areas additional reading materials are kept. These include books stored in reading corners. The children have access to the school library and guided reading books are kept all together outside the library area.</p> <p>It is expected that ICT both in the classroom and in the ICT suite is used as much as possible. Pupils have opportunities to use literacy based software and relevant websites. Ipads are used regularly to enhance learning.</p> <p>Resources are predominantly kept in classrooms specific to year groups.</p> <p>Teachers are expected to display English based vocabulary at all times and high quality writing prominently seen.</p> <p>Displays should be of a high standard, showing off the children's work and promoting key vocabulary.</p>
<p><u>Partnership with parents/carers</u></p>	<p>All pupils are expected to complete English homework each week. Parents are informed about their child's progress through twice yearly meetings with class teachers.</p> <p>Annual reports include progress, attainment and comments on all aspects of English work. A written report is sent home once a year and an interim summary report is sent home in the Spring term.</p>
<p><u>Partnership with other agencies</u></p>	<p>The Symphony Trust, local schools and any outside agencies related to the assessment of SEN children with regard to English.</p>
<p><u>Other</u></p>	<p>Children are encouraged to share their skills that they have acquired outside of school, in relation to English, with children inside school.</p>