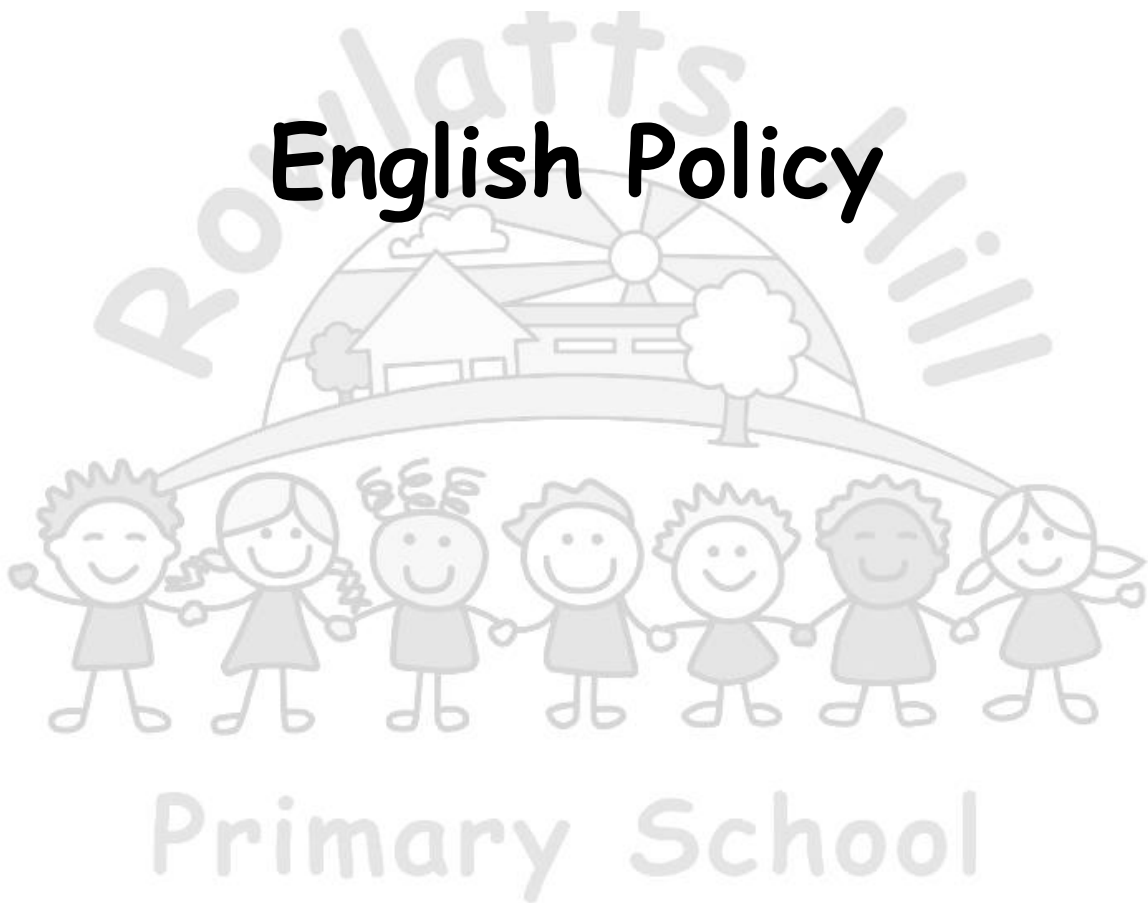




ROWLATTS MEAD
PRIMARY ACADEMY

English Policy



English Policy

Aims

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes and audiences. This includes communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and listening across a range of different situations.

The aims of teaching English are:

- ✚ to enable children to speak clearly and audibly, and to take account of their listeners;
- ✚ to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- ✚ to show children how to adapt their speech to a wide range of circumstances and demands;
- ✚ to teach children effective communication, both verbal and non-verbal through a variety of drama activities;
- ✚ to help them to become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge;
- ✚ to develop enthusiastic and reflective readers through contact with challenging and substantial texts;
- ✚ to foster enjoyment of writing, and a recognition of its value;
- ✚ to encourage accurate and meaningful writing, be it fiction or non-fiction;
- ✚ to improve the planning, drafting and editing of their written work.

Teaching and learning style

- ✚ At Rowlatts Mead Primary Academy, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills and understanding. We do this through daily lessons in which children experience phonics/spelling, grammar, reading, writing, a guided or independent activity and time to review progress and learning. Children will experience a balanced amount of each activity during a block of work. They have an opportunity to experience a wide range of texts, and to support their work with a variety of resources. Children use ICT in English lessons. Wherever possible, children are given opportunities to apply their

learning in other areas of the curriculum. Our creative curriculum gives them regular opportunities for “real” audiences and purposes for writing.

- ✚ In all classes, children have a wide range of abilities; we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others we ask the children to work from the same starting point before moving on to develop their ideas. Often the children choose their own challenge through the use of 'chillis' or 'bronze, silver and gold'. Children may be “set” for some lessons. During timetabled intervention sessions, teaching assistants support children who need specific support E.g. “Read, write, Inc” Phonics intervention.

English curriculum planning

- ✚ English is a core subject in the National Curriculum. We use the statutory requirements to support planning.
- ✚ Planning is informed by Target Tracker, Read Write Inc (FS and KS1), Talk for Writing (Key word actions Appendix 1), Alan Peat and the English Programmes of Study. Teachers use the school's writing progression document and the teaching sequence overview to support them with planning.
- ✚ Spelling is planned and taught through the curriculum spelling rules found in the English Programmes of study. The school uses Spelling Shed to ensure it is meeting all elements of the spelling curriculum. Sentence structure and developing cohesion is planned using the Alan Peat developmental continuum (Appendix 2).
- ✚ Teachers use school created documents to support them with their planning e.g. writing progression document, spelling progression document and reading progression document. All of these documents can be found on the school's website.
- ✚ Handwriting is taught through Letter Join and a cursive script is expected across the school.
- ✚ Curriculum coverage and genres are built on year on year (see the school's writing progression document)
- ✚ The curriculum for each year group is shared on the school's website.

The Foundation Stage

- ✚ In addition to following Read, Write Inc we give all children the opportunity to communicate in a widening range of situations. In a free flow system, they respond to adults and each other, listen carefully and practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

Contribution of English to teaching in other curriculum areas.

- ✚ The skills that children develop in English are linked to, and applied in every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Spiritual, moral, and cultural development.

- ✚ The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

English and ICT

- ✚ The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning, which are not possible with conventional methods, for example interactive and non-linear stories.
- ✚ ICT is used as whole-class, group and independent level. The screen projection of text enables it to be read and shared. A wide range of text types are available through the internet or CD-ROMs to encourage the framing of explicit questions. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech), and writing (spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have

achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation).

English and inclusion.

- ✚ At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all responsible steps to achieve this.
- ✚ When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors- classroom organisation, teaching materials, teaching style, differentiation- so that we can take additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against year group expectations. This ensures that our teaching is matched to the child's needs.

Teachers provide help by using:

- ✚ texts that children can read more easily and understand;
- ✚ visual and written materials in different formats;
- ✚ ICT, other technological aids and audio materials;
- ✚ alternative communication, such as signs and symbols;
- ✚ Translators and amanuenses.

Assessment for learning

- ✚ Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own and other's work. They then use purple polishing pens to improve their work and may go on to present it as a polished piece.
- ✚ Teachers use medium-term assessments to measure progress against the Key Performance Indicators and Target Tracker statements, this enables them to plan their next block of work. Accelerated reader is used within school to track the

children's progress within reading. AR star tests are used termly across KS1 and KS2. Rising Stars GPAS progress assessments are used half-termly.

- ✚ Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting to parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- ✚ These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6.
- ✚ Teachers meet to review and moderate examples of work against the Key Performance Indicators and Target Tracker statements within year groups at school and with the development group to moderate written work.

Resources

- ✚ There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and other age appropriate materials. Classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet either through their classroom computer, the laptops or Ipads. The library contains a range of books to support children's individual research. Resources are reviewed regularly and new material purchased where appropriate.

Monitoring and review

- ✚ Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader gives the head teacher and senior leadership team feedback, evaluating the strengths and weaknesses in the subject, and indicating areas for further development and improvement. Time is allocated in which to review samples of children's work and to undertake lesson observations of English teaching across the school. Teachers also take part in, in school moderation as well as cross trust moderation to ensure the judgements made are accurate. There is a named governor responsible for Literacy who meets with the subject leader in order to review progress.

Equal Opportunities

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

- + Equal Opportunities Policy
- + Race Equality Policy
- + Single Equality Policy
- + Phonics and Reading Policy

Changes in light of COVID-19- for further information, please see our reading and writing progression documents.

Reading

Although our reading provision at Rowlatts Mead is rigorous and well planned, there are some changes that have been specifically made in light of COVID-19. EYFS and Year 1 have planned in additional RWI sessions and are beginning their novel based approach slightly later than usual to ensure that phonics is beginning to become well embedded. Year 1 will also be using their DEAR time slot to add in an additional RWI session.

Year 2 have planned to recap all previously taught sounds during the Autumn term and an intervention group for RWI will continue for those children that require phonics after this point.

In KS2, phonics intervention groups will begin from September for those children who still require them. In Year 3, a specific RWI group has been planned in to the daily DEAR time slot as we are aware that some children were still accessing RWI 3 times a week in Year 2. An additional push on reading for fluency and developing strategies for unknown words have been planned in to each year groups' medium term plan.

We believe that this, alongside our book rich curriculum, will ensure that our pupils make accelerated progress next academic year and that this will help to bridge some of the gaps caused by COVID-19.

Writing

All writing outcomes will continue to be influenced by the high quality picture books, novels and non-fiction texts we study at Rowlatts Mead. However, in light of COVID-19, more time has been allowed for each text type to ensure that children have the opportunity to practise and apply their skills in more detail before completing an outcome piece. Alongside this, grammar planning has been adapted to ensure that there are regular opportunities for the revisiting of previously taught or missed grammar teaching from previous year groups.

As well as this, specific opportunities for cross curricular writing has been planned in for each year group to ensure that the children are writing for a range of audiences and purposes. In KS1 and KS2, children will write across all subject areas.

Speaking and Listening

At Rowlatts Mead, we recognise that the children's speaking and listening skills may have suffered due to school closures. Therefore, specific opportunities to develop speaking and listening skills have been planned in for each year group. This is evident in the writing progression document. Across the school, it is expected that children will present a speech or presentation to their peers of varying length (dependent on their age). In KS1, this is for around one minute, in Years 3 and 4, two minutes and by Years 5 and 6, three minutes. This again is clearly mapped out on the writing progression document.

Appendix 1 - Key word actions



Review:

Appendix 2 - Alan Peat sentence developmental continuum

Sentence types - Alan Peat Developmental Continuum - to be used in conjunction with Alan Peat Exciting Sentences (theCEPRESS Ltd)

Note - this is a **suggested order** for the introduction of each of the sentence types, the sentence types become increasingly complex. It is not a continuum in which the more complex types gradually replace the simpler ones: all are equally valid!

Sentence Type	Example
Foundation Stage	
Simple sentences and those joined by 'and'	I went to the park. I went to the park and ...
Key Stage 1	
BOYS (But, Or, Yet and So)	He could be really friendly, or he could be miserable.
2a	He was a tall, awkward man.
2A 2A	He was a tall, awkward man with an old, crumpled jacket.
All the W's (Short sentences)	What next? Will that really be the end?
SIMILE (like a.../as a...)	The moon hung above us like a pale white face.
KS2	
3_ed	Frightened, terrified, exhausted , they ran from the creature.
Verb, person	Flying, John had always been terrified of it.
Emotion word	Desperate , she screamed for help.
Personification of weather	The rain wept down the window.
The more, the more	The more upset she was, the more her tears flowed.
SHORT (1, 2 or 3 words)	Everything failed. Then it happened.
Ad, same ad	He was a fast runner, fast because he needed to be.
Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health.
De: de (Description:Details)	The vampire is a dreadful creature: it kills by sucking all the blood from its victims.
2 pairs	Exhausted and worried, cold and hungry , they did not know how much further they had to go.
O.(I)(Outside/inside) What the character is supposedly thinking: (true inner feelings.)	He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been)
If, if, if, then	If the alarm had gone off, if the bus had been on time, if the road repairs had been completed then his life would not have been destroyed.
MANY QUESTIONS	Where is the treasure? the diamonds? the gold? the rubies?
3 bad- (dash) question?	Thirst, heatstroke, exhaustion - which would kill him first?
Verb with double ly ending	He swam slowly and falteringly.
Some; others	Some people love football; others just can't stand it.
P.C. (paired conjunctions)	It was both cold and unpleasant.
Imagine 3 examples	Imagine a place where the sun always shines, where wars never happen, where no-one dies: In the Andromeda 5 system there is such a planet.
Irony Sentences	Our 'luxury' hotel turned out to be a farm building.

Appendix 3 - Literacy coverage

Please see the reading and writing progression documents for reading, writing, cross curricular writing, speaking and listening and grammar coverage and progression across the school.

These documents are all available on the school's website.

