



Beaminster
St. Mary's Academy

English Policy

Next review: Autumn 2022

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English Policy

RATIONALE

Language and literacy are vital in contributing to the child's understanding of his or her world and the communication within the world where we live. Language and literacy are essential tools that pupils need to gain access to other subjects. English work is linked to other areas of the curriculum wherever possible to practice and extend literary skills. Literacy unites important skills of reading and writing. Good oral work enhances pupils understanding of language and is an important part of the process through which pupils read and compose texts.

CURRICULUM DESIGN

English is planned and delivered using the EYFS Framework in the Foundation Stage and English Programmes of Study from the National Curriculum 2014 in KS1 and KS2. Within the Frameworks, RWI Phonics and Spelling are used to teach a progressive phonics and spelling programme. All classes teach English daily with timings and organisation adjusted according to children's ages and abilities. In addition, discrete phonic and spelling sessions take place in order to teach specific skills. As a school, we use the principles of Talk for Writing to support our teaching of Writing and Reading.

Breadth and balance are achieved by careful planning which sets suitable learning challenges and is differentiated to meet the diverse learning needs of all pupils. Teachers use a range of teaching strategies to cater for different learning styles.

The Foundation Stage: Communication and Language, Reading and Writing

Communication and Language is a prime area of the EYFS curriculum. This is then split into Listening and Attention, and Understanding and Speaking. Children are given opportunities to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. Alongside this they are given a rich diet of activities and experiences which engage the senses. Diverse opportunities are planned to express their understanding in ways such as mark making, drawing, modelling, reading and writing.

PLANNING

Curriculum planning in English is in three phases (long-term, medium-term and short-term).

Long Term Overview Plans for each class identify the type of genres to be taught (fiction and non-fiction), the class novel (from Pie Corbett's Reading Spine) and half termly topics. MT topic plans can also include supplementary aspects of the English curriculum.

Medium term plans give details of the main teaching objectives for each unit of work which link with Talk for Writing expectations.

Short-term or weekly plans show the specific learning objectives and expected outcomes for each lesson. It also gives details of what is to be taught and the differentiation for each group of children. Activities are planned so that they build on the children's prior learning and give children of all abilities the opportunity to develop their skills, knowledge and understanding. Weekly planning is uploaded weekly, onto the One Drive.

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 the curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE) and citizenship English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural development

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

English and Computing

The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.

ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to encourage the framing of explicit questions. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and 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 or the school website). Each class has a visualiser which enables pit-stop plenaries to take place as well as regular modelling of editing and improving children's work.

English and inclusion

The curriculum is made accessible to all pupils regardless of gender, race, ability, disability or 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 and disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs and Disability, Gifted and Talented Children; English as an Additional Language (EAL).

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 and differentiation – so that we can take some 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 expected levels. This ensures that our teaching is matched to the child's needs. Intervention through School Support will lead to the creation of Success Plans for children with special educational needs. These may include SMART targets relating to reading and/or writing.

We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teaching assistants are used to support pupils, including those with special needs.

They may provide help by using:

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

Additional focused support is given by experienced TAs to children in all classes.

ASSESSMENT

Assessment is fundamental to progress and involves teachers and learners using assessment to improve learning. Teachers aim to have a really good understanding of where pupils are in their learning, where they need to go next and how best to get there. Teachers help the learner improve by feeding back the outcomes of assessment positively and constructively as well as using it to inform planning and adapt teaching methods to meet the learner's identified needs.

Assessment approaches allow for different learning styles and give pupils the opportunity to demonstrate achievement. Assessment For Learning (AFL) Strategies are central to teaching and are used to identify next steps for pupils. We encourage children to be involved in their own learning through peer and/or self-assessment. Teacher assessment is continuous and provides clear feedback to the pupils orally, through marking and

Teachers use formative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Before a new 'Talk for Writing Unit' is planned by the teacher, the children undertake a 'cold assessment writing task.' These tasks inform the teacher of the class and individual targets which are set for each pupil for each unit of work. At the end of the unit, children undertake a 'hot assessment writing task' which measures their progress about the targets. Successes are shared and celebrated and further improvements planned for through interventions or targeted teaching. These are then used to assess progress against school and national targets.

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. The next teacher then uses these long-term assessments as the planning basis for the new school year. Assessment in the Foundation Stage is completed in the summer term using The Foundation Stage Profile. These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 6, and the Phonic Screening Test at the end of Year 1.

Diagnostic tests may also be used (please refer to the rest of the document). Where appropriate, P scales are used as an assessment measure. Progress for every pupil is tracked each half term through Pupil Tracker.

MONITORING

The English Subject Leader monitors the curriculum and pupils' progress by looking at planning, observing lessons, scrutinising work, interviewing pupils, analysing SATs tests, analysing pupil progress on Pupil Tracker, teaching lessons for other staff to observe and leading meetings with staff and governors.

The Head teacher and senior leadership team monitor the curriculum and pupil progress by scrutinising planning, undertaking work scrutinies and analysing pupil progress on Pupil Tracker, then encouraging/ enabling class teachers to put interventions in place where pupils are not making at least expected progress.

The governors monitor the curriculum and pupil progress by working closely with the English Subject Leader and Head teacher. The governor with responsibility for English takes an active role and meets with the English Subject Leader on a half termly basis.

English Subject Leader

Has responsibility for:

- Leading and Supporting School Improvement in English
- Contributing to the School Improvement Plan
- Identifying specific training and support for staff
- Teaching model lessons in English
- Team teaching to support other staff
- Advising the Head teacher on areas of strength and areas for improvement
- Monitoring English planning and delivering feedback to staff
- Monitoring the delivery and continuity of the curriculum
- Leading moderation meetings in reading and writing
- Monitoring progress in reading and writing on termly tracking
- Helping to oversee intervention programs
- Analysing SATs and summative assessments
- Attending Inset and disseminating information
- Liaising with LA English consultants, DSAT consultants and HIL, Head teacher and governors on school improvement and developments relating to English
- Reviewing the English policy
- Auditing and ordering resources

Speaking and Listening Policy

AIMS

For each child to:

- Be able to communicate effectively by developing competence, precision and confidence in speaking
- Learn to listen actively, understand and respond appropriately to others
- Understand the part which language plays in enabling them to express their ideas, feelings and experiences and come to an understanding and appreciation of the ideas, feelings and experiences of others
- Understand the function of Standard English

OBJECTIVES

To help each child to:

- Formulate, clarify and express their ideas
- Express themselves in a variety of situations using language appropriate to their needs and audience
- Participate effectively as a member of a group, taking turns, taking account of different viewpoints and making suitable comments
- Use Standard English with confidence
- Listen and respond appropriately to a range of non-standard English

Teachers should:

- Provide opportunities for children to talk to a range of audiences and in a variety of group discussion settings including circle time, assemblies, profiling time and links with the community
- Enable children to hear a variety of spoken language
- Provide opportunities for children to experiment with the spoken word in a variety of ways such as drama, choral speaking, poetry presentation, discussion and debate
- Provide a good role model of spoken English
- Use English lessons to focus attention on explicit features of language
- Follow EYFS framework and National Curriculum Objectives for Literacy guidelines to promote speaking and listening skills
- Enable children to use ICT to enhance speaking and listening skills
- Listen attentively to children and other adults and value what they say
- Be sensitive to individual needs, encouraging self-confidence whilst encouraging the more dominating child to become sensitive to others

ASSESSMENT

Ongoing assessment is carried out on an informal basis by each class teacher. Assessment For Learning strategies which encourage children's involvement in their own learning through a range of strategies including peer and/or self-assessment against success criteria are used. Daily Worship provides another opportunity to monitor speaking and listening. On occasions, observations are recorded as evidence by teachers and teaching assistants.

RESOURCES include:

- Pie Corbett's Recommended Reading Spines for each year group
- A range of fiction, poetry and non-fiction books (stored in the library and individual classrooms)
- Plays (stored in the group reading section of the library)
- DVDs (stored in the library) & ICT resources (on the school network)
- Visits to see and visits by live performers e.g. Pandemonium Theatre
- Speech and Language resources (stored in Sunshine Room)

PARENTS

Parents are informed about the schools' approach to speaking and listening at parent consultation evenings and 'Top Tips and Targets' events. They are given suggestions about what they can do to support their children. There is an expectation that they will undertake recommended activities at home.

INCLUSION

Our teachers will:

- Appreciate and view positively differences in others and encourage children to do likewise
- Endeavour to make all pupils feel secure
- Be aware of and make provision for gifted and talented children, nurturing their creativity
- Be aware of and make provision for specific needs of speaking-impaired or hearing-impaired children
- Be aware of and make provision for children with English as an additional language (EAL)
- Be aware of and make provision for children with language disorders
- Liaise with the SENDCO to ensure support of children with individual requirements

Our SENCO will:

- Undertake informal assessments to identify possible areas for improvements
- Refer children with Speech and Language difficulties to the Speech and Language therapist
- Use the Speech and Language therapist to support children with speech difficulties
- Liaise with the EAL service or Outreach as appropriate

Reading Policy

AIMS

To create a culture of reading for pleasure

For each child to:

- See reading as a worthwhile and enjoyable experience
- Become an independent, confident and fluent reader
- Develop a discriminating interest in literature and be able to understand and evaluate what has been read
- Develop the skills needed to be able to use non-fiction texts effectively in order to seek information

OBJECTIVES

For each child to:

- Be interested in and enjoy a variety of genre of books
- Experience being read to from material chosen from a wide range of sources, including poetry and non-fiction
- Read a range of texts with confidence, fluency and understanding
- Be able to orchestrate a full range of reading clues (phonic, graphic, syntactic and contextual) to establish meaning
- Monitor their reading and correct their own mistakes
- Have the opportunity to develop higher order reading skills
- Become discriminating readers
- Develop skills in comprehension and critical appreciation
- Develop study skills in reading for information

ORGANISATION

Teachers should:

- Give books pride of place wherever possible
- Give children free access to a wide variety of books
- Model and demonstrate the reading process during the English lesson
- Provide challenging and interesting texts during shared text reading and Booktalk lessons
- Give children opportunities to read individually (during timetabled reading sessions in addition to the English lesson)
- Teach the English sound system in a systematic way according to the guidelines set down in the Letters and Sounds programme and according to children's/groups individual needs
- Teach children to decode patterns of sound and spelling
- Teach children to recognise words and word parts
- Foster an interest in words and their meanings and extending vocabulary including Word Interest Sessions (February 2018 onwards)
- Enable children to understand grammatical structure and the purpose of punctuation
- Use ICT to find out information, to teach, practice and improve reading skills
- Positively encourage children to take books home and share them with parents
- EYFS children to take home sound cards once learnt in class to practise at home
- EYFS children borrow a book for Autumn 1 for parents to read to them at home
- Use libraries where appropriate

ASSESSMENT

Continuous assessment is undertaken in each class and recorded through the SPTO tracking system. Targets are set to focus progress and achievement in relation to objectives in the National Curriculum 2014. Teacher assessment is reviewed half-termly on Pupil Tracker. Formal reading assessment is carried out in all classes at the end of each term. (The Foundation Stage uses the Foundation Stage Profile, Year 2 and 6 use SATs tests and Years 3, 4 and 5 use Cornerstones Reading Tests).

HOMEWORK

Reading homework is regularly set. Parents are encouraged to read with their children every day in the Reception class and KS1. At KS2 children are expected to read to an adult at least three times a week. In some circumstances, teachers will make individual arrangements for a child (e.g. additional reading with a TA, paired reading opportunities).

RESOURCES

- A wide variety of fiction books appropriate to children's reading ability and interest level (stored in each classroom)
- A range of non-fiction and poetry books (stored in the Library)
- A wide selection of guided reading books from a variety of genres and of different levels (stored in the Library)
- A wide selection of Big books from a variety of genres and often linked to group readers (stored in Early Years area and in the Library)
- Computer software (on the school network)
- Bug Club
- The internet (access via computers/laptops)
- DVDs (stored in the Library)
- CDs/ (stored in individual classrooms)
- Phonic resources and investigations (stored in the Library)
- Reading resources (stored in the Library)
- Reading Comprehension Books (stored in the library)
- Cloze Procedure books (stored in the Library)
- Beaminster Library
- Author visits

PARENTS

Parents are fully informed about the school's approach to teaching reading at parent consultation appointments and 'Top Tips and Target Setting' events. Parents of children in the Reception class are given advice in a booklet and at induction meetings. In addition, EYFS parents are invited to a reading and phonics meeting at the beginning of every Autumn Term. Teachers have regular communication with parents through each child's home/school link book. Parents and community members also come into school to hear children read individually. The school also has links with Dorset Reading Partnership and trained volunteers read weekly in school with selected individual children. An annual Book Fair and Book Week promotes reading in and out of school.

INCLUSION

Teachers:

- Use materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- Avoid gender stereotyping when organising pupils into groups
- Are aware that children acquire reading skills at varying ages and stages
- Value each child's achievements to promote the maximum learning for each child
- Provide extension opportunities for children

- Are aware of the special needs of children for whom English is an additional language or who have sight, speech or hearing impairment
- Take account of the types and extent of difficulties experienced by children with special needs and differentiate work accordingly
- Ensure that children with SEN Support are given extra support as appropriate by the class teacher/SENCo
- Give access to specialist equipment and resources where necessary

WRITING POLICY

AIMS

For each child to:

- Write with confidence
- Write neatly and legibly, with fluency and accuracy
- Be able to write in a range of genres in fiction and poetry and use appropriate structure
- Be able to write a range of non-fiction texts
- Organise their writing in logical and coherent forms for a variety of purposes
- Derive pleasure from writing

OBJECTIVES

For each child to:

- Develop powers of imagination, inventiveness and creativity
- Take into account the needs of the audience
- Understand word structure and use their knowledge to write accurately
- Understand that correct spelling is important
- Learn the phonic/graphic relationships in the English language and spelling patterns and strategies in order to spell correctly
- Check their work for mis-spelling
- Be empowered to write more effectively by acquiring knowledge of grammatical structure and correct punctuation
- Be able to plan a piece of writing, redraft and refine what has been written by themselves and others
- Develop fluent and legible handwriting

ORGANISATION

Teachers should:

- Give purpose for writing
- Employ a variety of strategies including demonstrating, scaffolding, explaining, questioning, initiating and guiding investigations, discussing, listening and responding
- Model the writing process aloud, particularly during the shared part of the English lesson, explaining the thinking involved
- Lead group writing, where appropriate to improve organisation and accuracy of writing
- Plan from the EYFS framework or by using the National Curriculum Learning Objectives for writing and spelling, punctuation and grammar
- Use a range of texts and link reading with writing to enhance the development of both
- Provide appropriate resources to enable the children to write more accurately
- Give regular opportunities for extended writing
- Give children access to ICT to practise and further writing skills
- Use cross-curricular opportunities
- Promote an interest in words and word morphology

- Teach strategies to aid spelling including teaching High Frequency vocabulary/tricky words as set out in Letters and Sounds guidance
- Teach spelling patterns/rules as set out in Letters and Sounds, Spelling Made Easy and/or Spelling No Nonsense
- Teach children to use dictionaries, thesauruses and related resources
- Link the teaching of language structure and punctuation to text work to give it purpose and relevance
- Teach handwriting regularly and systematically, using Nelson, linking to spelling where possible
- Model and provide opportunities for children to practise handwriting
- Use the school's marking policy

ASSESSMENT

We encourage pupils' involvement in their own learning through a range of assessment strategies including peer and/or self-assessment against success criteria.

Teacher assessment is continuous - evaluative marking informs future improvements, planning and target setting. Marking highlights suggested improvements and next steps. Marking leads to individual and class targets for pupils.

All classes undertake assessment tasks (hot and cold tasks) at the beginning and end of each Talk for Writing Unit of Work. Over the year these tasks will cover a variety of genres and will build up a bank of evidence which enables a child's work to be assessed using National Curriculum Objectives and Interim Framework Criteria. Assessment using Pupil Tracker is continuous and is reviewed by each teacher half-termly and fortnightly whilst marking pupils' work. Moderation is completed within the school, the Pyramid cluster and the Academy Trust.

Formal assessment is carried out at the end of each term using The Foundation Stage Profile, P scales and SATS tasks and tests. Vernon Spelling may also occur across KS1 and KS2.

HOMEWORK

Spelling homework, when required, takes the form of investigations of spelling patterns. Other homework may be given as appropriate such as diary writing, research or note taking. Children are encouraged to participate in writing competitions (within school or the wider community.) Further opportunities for writing tasks for each class are published on the class pages of the website on a monthly (Year 6) or half termly (Reception to Y5) under the button – 'Imagine this...'

RESOURCES

- Sue Palmer big books (stored in the library)
- Nelson handwriting file ☒ Spectrum Handwriting books (stored in the library)
- Cripps Spelling books (stored in the library)
- Nelson Skills, Nelson Development, Nelson Spelling, Nelson Grammar (stored in the Library)
- A range of texts (see Reading Policy)
- Dictionaries, Spellcheckers, Spelling logs, Thesauri, (stored in classrooms)
- Computer software (on the network)
- Glitter trays, Sand, Plasticine, Handwriting letters (stored in classrooms)
- Pencils, Handwriting pens, Pencil grips (stored in classrooms)
- SENSS resources (provided by SENSS)

PARENTS

Parents are informed of the school's approach to writing and the handwriting style used when children join the reception class. Further opportunities to inform parents may occur at parent and teacher consultation appointments and 'Top Tips and Target Setting' events.

Parents and carers are encouraged to support children's writing and their help is expected in the completion of homework. Home/school links are encouraged and there are regular communication opportunities in children's links books.

INCLUSION

Teachers will:

- Recognise the fact that children enter school with a range of language and experiences
- Draw upon these experiences and develop them to aid children to write effectively and successfully
- Take account of children with special needs when planning and differentiate tasks to cater for them
- Provide extension opportunities for all children
- Are aware of the needs of all children including those with English as an additional language, left-handed children, children with fine motor control difficulties and those with moderate learning difficulties
- Set targets on Provision Maps appropriate to a child's individual needs and relating to the objectives in the EYFS or National Curriculum 2014
- Liaise with the SENCO
- Support the Literacy Support programmes
- Use the support of SENSS and Occupational Therapists where required under the direction of the SENCO.

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