

Coates Way School



English Policy

Autumn 2020

1. Aims and objectives

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media 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 writing across a range of different situations.

1.1 The aims of English are :

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of Drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-narrative forms;
- to enable children to express themselves creatively and to communicate their thought, opinion and knowledge using English language
- to increase the children's ability to use planning, drafting and editing to improve their work.

2 Teaching and Learning style

2.1

At Coates way school, all staff strive to use a variety of high-quality teaching and learning in English lessons and when modelling excellent English across all subjects in the school. Our principal aim is:

- To develop children's knowledge, skills and understanding in English
- To develop a love for English and the confidence to be active learners when mastering the English curriculum.

We do this through a variety of different ways:

- Daily lesson with a high proportion of whole class and group teaching
- Smaller group work for children to focus on specific skills
- Individual work for personal targets and conferencing
- Discrete lessons to focus on specific skills such as handwriting, spelling, grammar and reading skills.

- Skills such as grammar, spelling and reading skills are embedded within the English lessons

Children have opportunity to experience a wide range of texts, a wide range of authors and opportunity to use English skills through meaningful contexts. Children have opportunity to use and have access to a range of resources such as dictionaries, thesaurus, online learning programmes, e books, spelling, sentence structure and phonic aids to support their work.

At Coates Way, all lessons are planned to be engaging, relevant and ensuring progression is made. English is embedded across the curriculum subjects. Where relevant the children's English work is linked and incorporated into their overall learning experience. Children also use computing in English where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Computing promotes a positive attitude towards learning.

A range of teaching and learning strategies are used to take account of the different learning styles of our pupils. All staff provide challenge and support based on individual children's needs. Children have the opportunity to conference with adults, responding to their work and working together to ensure feedback is meaningful and ensures progression is made.

2.2 There are children of differing ability in all classes at Coates Way School. We recognise this fact and 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 other lessons, we ask children to work from the same starting point before moving on to develop their own ideas, expecting different outcomes from their work. We use learning assistants to support some children and to enable work to be matched to the needs of individuals.

Children have opportunity to choose their challenge in English lessons. This can be achieved through:

- Choosing the level of challenge activity in English lessons
- Access to resources to either support or challenge their learning
- Choice of new vocabulary to learn and embed into writing
- Choosing spellings to learn whilst following a set spelling rule
- Choice of reading texts, designed to challenge, support, and promote a love of reading

2.3 Where needed, children are highly supported and offered a range of interventions with the expectation of all children to make the expected progress or more in English.

Interventions in KS1 and FS include:

- Smaller phonic teaching groups
- Recap of individual sounds
- Specialised reading books, to focus on recapping phonics, whole word approach and dyslexic friendly text.
- Specialised spelling programme
- Fine motor activities to develop and support comfortable pencil grip
- High quality modelled writing, focusing on sentence and text structure

3. English curriculum planning

English is a core subject in the National Curriculum. We use the Herts for Learning framework for Literacy as the basis for implementing the statutory requirements of the programme of study for English.

We carry out the curriculum planning in English in two phases (long-term and short-term). The Herts for Learning Framework for English details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in English that we teach to each year.

Class teachers complete a unit of work for the teaching of English. Class teachers use Hertfordshire DEP planning and adapt it for their class needs. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. Teachers are given autonomy to personalise and design English lessons around these outcomes. This allows lessons to be planned around children's needs and interests. A love of English is delivered through teacher ownership and child engagement in English lessons.

The English subject leader is responsible for keeping and reviewing these plans. This ensures high quality teaching and progression occurs throughout the school.

4 The Foundation Stage

4.1 We teach English in Nursery and Reception classes as an integral part of the school's work. As Nursery and Reception are part of the EYFS, we relate the English aspects of the children's work to the objectives set out in the Early Years Foundation Stage, which underpin the curriculum planning for children aged 0-5. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

From Nursery, children are shown a range of high-quality texts. They have continuous opportunity to listen to, explore and incorporate stories, rhymes, poems, and information texts in the provision.

Children begin phase 1 phonics in nursery. They have opportunity to listen, speak, explore, learn and play with sounds, words and rhyme through adult and child led activities and exploration. The teaching of phonics continues across the Foundation Stage. Preparing children for the Key Stage 1 curriculum expectations.

5 Contribution of English to teaching in other curriculum areas

5.1 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. The expectation of high quality English skills are embedded across the whole school curriculum.

5.2 Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Early Years Foundation Stage develop their understanding of number pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on 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.

5.2 Information and Communication Technology (ICT/Computing)

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Children use the Internet when searching for information about a different part of the world, or a publishing package to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. We have purchased a wide range of high quality software which supports the curriculum – this includes the Espresso system and google classroom. Interactive whiteboards and IPADS are effectively used to support and enhance the learning experience. We encourage all children to use ICT as a resource for learning, and staff to also use it as a teaching tool, whenever it is appropriate. ICT is also used as part of revision in Year 6.

All children in the school have access to Google classroom. This resource allows children to access learning from home, reinforcing what has been taught in school and access a wide range of online resources such as online libraries and phonic activities.

5.3 Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of personal, social and health education and citizenship. The school follow Jigsaw. This scheme promotes the importance of talking and communicating with others. We encourage younger children to take part in class and group discussions on topical issues. In their science work, they talk about things that improve their health and about rules for keeping them safe around the school. Older children 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 encourage children to work together and respect each other's views.

5.5 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give 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 texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

5.6 Inclusion/Equality

The resources and subject matter for English will reinforce that we are a multi-faith and multi-cultural society that respects differences in appearance, gender, ability and belief. Our teaching will focus on issues relating to the local, national and international community. As we are an inclusive school we cater for all needs and ability. Our monitoring programme checks the progress of all different groups of children within each cohort.

6. Teaching English to children with special needs

At Coates Way School we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Pupil Passports (IEPs). Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and recorded materials;
- using alternative communication such as signs and symbols;
- working in small groups with SENCO's and Learning Assistants.
- Additional time with teachers for 1:1 or small group teaching.

7. Assessment and recording

At Coates Way, we recognise the importance of monitoring, assessing and recording as an effective means to understand children's learning and ensure every child makes good or better progress whilst in the school.

Short Term assessment

Short term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Short term assessment is an integral part of every lesson. Allowing teaching adjustments to be made through pupil feedback, observation and discussion.

Medium Term assessment

Medium-term assessments are used to measure progress against the key objectives, and to help plan for the next unit of work. Conferencing with pupils and ongoing assessments such as spellings allows teachers to embed skills, personalise learning and ensure key objectives are either met or exceeded.

Long Term assessment

Long-term assessments are made towards the end of the school year and are used to assess progress against school and national targets. With the help of these long-term assessments we use these as the basis for planning work for the next school year. These long-term assessments are made using end-of-year tests and teacher assessments made throughout the year (see Assessment Policy).

Children undertake the National tests at the end of Year 2 and Year 6. All year groups formally assess three times a year and record all data into SIMs. Teachers also make assessments of children's progress using the level descriptions of the National Curriculum and the Herts for Learning assessment materials.

Teachers meet regularly to review individual examples of work against the national exemplification materials and similar work in other schools. In EYFS, children's work is assessed against the Early Years Foundation Stage Profile (for Reception) and the developmental statements in the Early Years Foundation Framework (for Nursery).

8. Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries, and some have opportunity for role play alongside a speaking and listening area. All classrooms have a selection of high-quality fiction, and non-fiction texts available in their own class Library.

The school library is continuously updated with high quality fiction books from well known authors, alongside a comprehensive nonfiction library which follows the Dewy library system. Children have access to the Internet through classroom computers and laptops. Ipads and laptops enable access to a wide range of software. All classrooms have visual resources which children can access during every English lesson. Every classroom has a working wall which children are taught to use as an ongoing resource to support their learning.

9. Monitoring and Review

Monitoring of the standards of the children's work and the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in

the subject, and providing a strategic lead and direction for the subject in the school. The leader has regular management time in order to review samples of children's work and undertake lesson observations of English teaching across the school. The Improvement Committee have a responsibility to ensure that the English curriculum meets the need so the school.

WRITING

Aims

- ~ to foster enjoyment in writing
- ~ to help children to appreciate the need for writing in a widening variety of forms for different purposes
- ~ to teach the processes involved in writing, developing ideas and communicating meaning to an audience using a wide ranging vocabulary and an effective style of organising writing
- ~ to encourage self-expression
- ~ to encourage the child to take increasing responsibility for the writing process
- ~ to demonstrate the value and place of drafting and to encourage involvement in the editing process, sometimes using computers
- ~ to foster pride in written work by publishing children's work in classroom and beyond
- ~ to encourage good presentation skills, accurate punctuation, correct spelling and legible handwriting

Approaches to learning and classroom management

- ~ teachers will encourage children's pre-writing skills and emergent writing
- ~ teachers will model the value of writing whenever possible, and demonstrate the need for drafting and re-drafting
- ~ teach letter formation alongside composition and use child's own work as a focus for discussing use of punctuation and grammar
- ~ the creation of realistic writing opportunities
- ~ all attempts by the children to be valued and when appropriate, shared with a wider audience
- ~ the use of word books, spelling logs, journals, dictionaries, letter books etc.
- ~ children are encouraged to develop self-help strategies to become as independent as possible as early as possible
- ~ stimulus to be provided for a range of feelings, emotions, sensations e.g. pictures, music etc.
- ~ children should not be discouraged in their attempts at spelling – teacher corrections should be conducted in a sensitive and positive manner to support the child
- ~ children to be encouraged to develop joined-up writing in Year 1, once correct letter formation is fully established.
- ~ children to use word processing and appropriate software throughout the school, and whiteboards
- ~ children to work collaboratively on writing activities

Opportunities for writing

Children should be writing with a real sense of purpose and writing should be linked to:

- ~ learning in any curriculum area
 - ~ developing the ability to use language effectively
 - ~ writing for pleasure and for their own purposes
- Every classroom wherever possible, should have a writing area, which should include
- ~ a variety of writing tools

- ~ a variety of paper and books
- ~ word banks
- ~ story beginnings
- ~ dictionaries and thesauri
- ~ computers
- ~ writing table
- ~ displays of a variety of format
- ~ invitation to respond to a piece of writing
- ~ examples of writing by pupils and adults.

Assessment

Assessment will take note of compositional skills, choices, intentions, presentational skills, range of writing, awareness of audience. Writing will be assessed according to National Curriculum objectives and Herts for Learning assessment materials.

Marking

Responses to children's writing should indicate success and give targets towards further improvements. Children must be encouraged to evaluate their own work. Teachers' criteria for making judgements should be made clear to the children (see Marking Policy)

Spelling

At Coates Way school, all teachers understand the importance of vocabulary. In KS1, alongside spelling weekly vocabulary is introduced, taught and applied within the classroom. Every classroom has class vocabulary, which is taught and embedded into the English curriculum.

- ~ an acquired sight vocabulary
- ~ phonological knowledge
- ~ the ability to segment words into phonemes
- ~ the ability to blend words
- ~ to recognise words within words
- ~ a knowledge of spelling rules
- ~ a knowledge of word families, and roots of words
- ~ knowledge of prefixes and suffixes

Letters and Sounds documentation are used to teach phonics to the Early Years Foundation Stage and KS1. KS1 teachers follow LCP planning to ensure full coverage. Teachers are encouraged to use a range of phonic resources and strategies to meet individual children's needs. Phonics strategies are also throughout KS2, where necessary.

Good attempts at spelling and the use of strategies for spelling will be praised.

Assessment/Recording

Spelling errors should be used to monitor progress. Children should be helped to correct words they have misspelt, for example, keeping spelling logs in which the children record words they find difficult. Teachers should endeavour to achieve a balance between correcting words the children should reasonably be expected to spell correctly, and over-correcting.

Handwriting

We recognise the link between good handwriting and good spelling. Teachers have Nelson handwriting resources alongside twinkl handwriting resources on teacher shared drive.

Objectives, teaching methods and learning strategies

- ~ to increase awareness of what can be achieved in presenting aesthetically pleasing written work

- ~ to develop fine, co-ordinated and manipulative skills to achieve this
- ~ cursive writing is taught throughout the school
- ~ the formation of letters is taught in conjunction with spelling
- ~ children are encouraged to select appropriate fonts for headings and display purposes when using the word processor
- ~ teachers should label clearly in both printed and joined-up styles.

READING

We want children to be readers for life. This means they must enjoy and understand what they read. The school offers a wide range of graded reading materials to cater for all needs and tastes. The children are taught to use a variety of skills and strategies. All recent research has shown that children who regularly read with parents and whose parents read to them, have a great advantage. All children are encouraged to take books home to share with their parents. Children read every day at school. A variety of texts e.g. Big Books are provided for shared reading, and sets of reading books for group work. Also there is a variety of books for teachers to read to their classes. Children and parents can attend a library session after school every week.

Aims

- ~ To treat each child as an individual building upon pre-school language experience.
- ~ To provide an atmosphere for reading which is free from anxiety, stress and competition.
- ~ To involve parents in a partnership between home and school encouraging parents to share in their child's reading development.
- ~ To provide a wide range of stimulating reading material which promotes equality and inclusion
- ~ To value children's own writing as a source of reading material
- ~ To teach children the alphabet and give them the ability to apply this to use of dictionaries and other reference books
- ~ To encourage children to read fluently, accurately, and for meaning.
- ~ To enable the children to access online or multi-media material which has a non-linear structure.
- ~ To give children the ability to extract information including use of skills of skimming and scanning.
- ~ To enable the children to understand and use the Library system.
- ~ To foster and develop the reading habit so that it becomes a pleasurable activity and a resource for life.

Reading Opportunities

Children may:

- ~ hear their class teacher reading aloud to them a range of fiction, poetry, and non-fiction books.
- ~ read to their class teacher, learning assistant, parent helpers and other children
- ~ read individually, in pairs, in groups, as a class
- ~ listen to story tapes
- ~ have opportunities to discuss their reading

Reading strategies taught to children include:

- ~ decoding (segmenting and blending)
- ~ the use of picture cues
- ~ context cues
- ~ graphic cues
- ~ phonological cues

- ~ knowledge of story

Letter names and sounds will be taught, using the 'Letters and Sounds' phonics programme.

To develop higher order reading skills, children will be encouraged to:

- ~ discuss characters, setting, plot, predictions
- ~ talk about their preferences, and support their opinions
- ~ relate texts to one another
- ~ read beyond the literal
- ~ develop the ability to recognise style, identify differences between fact and opinion

Reading Resources

The school has a library containing non-fiction books and group reading books for infants and juniors. All children have the opportunity to borrow books from the library weekly. The borrowed books are recorded by each child's names, to ensure books are returned.

Reading Schemes books are largely held in classrooms, where they are graded and labelled according to difficulty. Some are kept in the Library and some in the SEN room.

Fiction books are kept in each classroom. These, and non-fiction books should be in a reading area where they are attractively displayed and accessible, so encouraging children to read.

Recording/Assessment

Reading records are kept of the children's reading, reading strategies, attitude, levels of comprehension and phonic checklists.

Reading diaries are kept up to date and should contain a daily record of a child's reading.

Children should read with their parents a minimum of once a week. Teachers encourage children to read as often as possible. Children reading more than twice a week are recognised and praised. Years 5 and 6 should be encouraged to keep their own records.

In KS1 and KS2 SATs test results are used to assess reading for the academic year 2014-2015. After this all year groups will be assessed by the new Hfl Hertfordshire reading assessment.

Teacher assessment is also carried out termly. Optional National tests are used in Years 3, 4, 5 at the end of each year. Children's knowledge of high/medium frequency lists of sight vocabulary from the Primary Framework for Literacy is also recorded. In Reception, children's reading is assessed each term according to Early Years Foundation Stage profile, and in Nursery at the beginning and end of the year.

GRAMMAR

Teachers are aware of the importance of grammar. All teachers follow the Hertfordshire Hfl grammar framework. Teachers ensure grammar is embedded within the whole school curriculum, reinforcing its importance and maintaining a high standard of understanding in preparation for the SpaG test in year 6.

SPEAKING AND LISTENING

Speaking and listening is recognised as a means of learning in all areas of the curriculum. Most children will need to re-shape new knowledge and ideas in language familiar to them. Speaking

and listening is used to clarify thinking and stimulate intellectual growth. Speaking is a most important social skill and crucial to the capacity for making relationships. Teachers will encourage clear diction and audibility at all times as required by the National Curriculum, but will treat children's speech with sensitivity respecting regional accents and dialects and acknowledging children's home language.

Aims

- ~ to encourage children to express themselves competently and with confidence to other children and adults
- ~ to foster children's ability to listen attentively and with understanding.
- ~ to encourage children to respect the contribution of others.
- ~ to encourage the use of a greater range of language which will then be used in written work
- ~ to foster pupils' understanding of further aspects of oral communication e.g. expression, inflection, gesture
- ~ to encourage children to become more aware of audience when speaking
- ~ to develop children's confidence and self-esteem
- ~ to enable children to derive pleasure from listening to language

Role-play/drama

Drama is a key way to understand "self" and others and is crucial to the development of communication skills. It is a way to encourage imagination and enables pupils to visualise stories and ideas. It helps to develop articulate speech, poise, confidence, and is a cross-curricular tool. Opportunities will be provided for children to perform to the school and in public.

Assessment

Opportunities for Drama/Speaking and Listening are noted on plans, and observations of these will take place across various areas of the curriculum e.g. "Hot-seating" in R.E. and role-play in History, P.S.H.E. etc. Assessment takes place within each class according to age related expectations.

This policy will be reviewed bi-annually.

Date of next review: Autumn 2020