

SHIPBOURNE PRIMARY SCHOOL



POLICY FOR ENGLISH

Date: November 2022
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Seen by Governors:

Why do we teach English?

At Shipbourne School, we believe that language and literacy is fundamental for children to fulfil their potential. Through exposure to high-quality literature, effective teaching and learning and opportunities to write for a range of purposes, our children make sufficient progress and develop key skills which they transfer fluently across the whole school curriculum. The English teaching we provide should allow all children to fulfil their potential whilst giving them the skills to understand and use language in all its aspects. We aim to engage all children in high quality learning experiences in order to foster passions for life long reading; whilst providing the confidence to communicate effectively in both speaking and writing. Believing literacy has the power to enrich lives, we will strive to ensure every child develops the confidence and competence to embrace literature in its many forms.

Aims and Purpose

Through quality teaching and learning in Phonics, Reading, Writing, Spoken Language and Listening, our children (by the end of Year 6) should:

- Leave our setting with a suitable level of literacy for later life.
- Read fluently with a clear understanding on how to decode unfamiliar words.
- Have developed a love of reading, enhancing their imagination and creativity skills.
- Ask purposeful questions to deepen their understanding and build upon knowledge.
- Acquire a rich and varied repertoire of vocabulary which enables responses to be articulated clearly and accurately.
- Express their opinions coherently and confidently.
- Independently plan, write and edit for a range of purposes and text-types, knowing how to self-edit and enhance the quality of work.
- Present learning confidently, through handwriting, computing skills and oral presentations.

Teachers will endeavor to:

- Create an atmosphere of enjoyment and pleasure in which all children feel confident to express themselves in both spoken and written language.
- Meet the requirements of the National Curriculum and the EYFS Curriculum Guidance.
- Appropriately integrate the use of ICT to enhance teaching and learning.
- Monitor and evaluate the quality of teaching and learning through regular assessment.

Planning and Curriculum Content

Shipbourne uses the Early Years Foundation Stage Curriculum Guidance and the 2014 English Programmes of Study for Key Stages 1 and 2. English is taught daily using an integrated text-based approach supported by CLPE Power of Reading planning and pedagogy and The Literacy Shed film resources. This incorporates the teaching of all areas of English: reading, writing and communication, alongside a daily class/shared reading session which is delivered as appropriate for the individual needs of the pupils in a class. Children from Nursery to Year 2 receive a focused phonics lesson daily using the Success For All Phonics programme created by FFT (Fisher Family Trust).

All Short Term lesson resources and assessment outcomes are available for scrutiny on the 'Staff Share' drive and/or Teams.

Medium Term plans endeavour to facilitate the development of English skills through cross-curricular links (where appropriate) in the foundation subjects, including the use of ICT and technology to enhance the skills of the pupils. A cross-curricular piece of writing is planned for regularly within each theme, allowing children to transfer and apply their writing skills.

Teachers also plan for the use of literature linked with other areas to give pupils a rounded and developed way of learning within all areas of the curriculum where appropriate.

Short Term Planning Guide

Planning (on a timetable format – see teaching and learning policy) and resources include:

- Class Read/Phonics
- Learning Objectives
- Success Criteria
- Key Questions
- Scaffolded learning
- Differentiation
- Plenary
- At the end of each lesson, teachers will plan for any further intervention required including the name of the member of staff delivering the session.
- Regular cross-curricular writing opportunities are planned within other areas.

When planning lessons, teachers use our progression documents for English to inform sufficient coverage across mixed-age classes and make it clear which skills each year group will be working towards. Long Term and Medium Term plans are carefully created to provide sufficient coverage.

School and Class Organisation

English Lessons are taught as a 'whole class', using differentiated activities every day. This session is usually preceded by a Guided Reading or Phonics session where the needs of the individual pupils are focused upon as evaluated by the class teacher. Targeted under attaining pupils receive additional support from trained staff through intervention groups. These groups change throughout the year depending upon the progress and needs of different cohorts.

Throughout EY and KS1 the children receive daily sessions of focused phonic work five times a week following the Success For All Phonics programme of study. In Year 2, once phase 5 and 6 has been achieved, children continue with shared and guided reading sessions to develop their comprehension work. KS2 children who are working below national expectations in phonics will receive additional phonics intervention.

Each classroom has:

- An English working wall displaying key features and good examples of the current text being taught, alongside elements of VCAP
- Grammar and spelling information
- An inviting, calming book corner for children to choose from a range of genres.
- Published pieces of high-quality writing produced by the children.

Marking, Feedback and Assessment

Marking should be in the moment (where possible), providing children with current and purposeful verbal feedback to enhance their understanding and address misconceptions within the same lesson. Teachers are adaptable and flexible with their planning, assessing daily and adapting lesson sequences to provide opportunities to move learning forward, or consolidate learning where misconceptions arise. Whole class feedback, as well as independent targets for each child are prioritised; children have a clear understanding of what their strengths are, as well as their targets for improvement. Planning is adapted and modified to meet every child's needs.

Teachers follow the marking policy, as well as using the Marking Code (Appendix 1) and ensure children are aware of each colour and symbol. To assess writing, teachers use the objectives and criteria set out in the Twinkl documents or end of key stage documents

provided by the DfE (which are found in the front of children's target write books). All teachers take a role in the whole school internal writing moderation, attend moderation opportunities within the Bourne Partnership federation, as well as collaboration meetings with local schools in the area to compare writing, receive feedback for improvement and decipher targets. Reading and GPS progress is assessed through formative assessment half-termly and summative assessments (NFER papers) termly.

Handwriting

See Handwriting Policy.

Home Reading

Home reading is an integral part of the teaching of reading at Shipbourne. In line with Success For All phonics programme, books are chosen for the children in accordance with their current phonological learning by a member of staff and are revised frequently. We also encourage children to take home another book from our reading corner as a book to share with their parents and siblings. In Key Stage 2, children are encouraged to develop their own awareness of preferred genres and level of challenge by choosing their own reading material. 'Lightening Squad' (Success For All FFT) is utilised during interventions to support comprehension development.

Differentiation including SEN and Equal Opportunities

At Shipbourne, we are committed to ensuring all children are able to access the English curriculum, regardless of race, gender, ability or disability, religion, social background and culture. All children receive quality first teaching. Different stages in English are addressed during whole class teaching through strategies such as, planning various levels of input, differentiated questioning and expectations, the use of teaching assistants to support EAL or children experiencing difficulties, visual teaching aids such as story props and word cards.

The Additional Educational Needs (AEN) teacher or Teaching Assistant supports children for whom English is an additional language. They support the literacy teaching by partnership-teaching and providing additional resources to help these children access the class lesson.

English Management and Monitoring

All elements of English will be monitored regularly through learning walks, book looks, pupil voice and lesson observations. The English Lead will monitor standards across the whole school and assist in identifying progress within the cohort and vulnerable groups, and those groups in need of support or intervention. The Governors responsible for English monitoring will meet to discuss Action Plans and Data throughout the year.

Appendix 1: Marking Code

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| Highlight/ pen | Achieved Learning Objective/ Personal Target |
| Highlight / pen | Revisit Learning |
| Purple Pen | Pupil editing |
| Highlighted Success Criteria | You have achieved the specific success criteria |
| CT/TA | Class Teacher/ Teaching Assistant supported. |
| sp | Spelling correction Copy the word three times at the bottom of the page - (no more than 3 for Foundation/KS1; no more than 5 for KS2). KS2 - may be asked to use a dictionary to find and write the spelling in a sentence. |
|  | Circle - capital letter missing or used incorrectly. Missing punctuation Missing Word Word/Phrase/Sentence does not make sense. |
| // | New paragraph required |