

1 December 2014

English Policy



BALLADEN CPS

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English Policy

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Aims and Objectives.

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the 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 and media texts. Children gain an understanding of 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.

Our objectives in the teaching of 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 the enjoyment of writing and recognition of its value.
- To encourage accurate and meaningful writing, be it narrative or non-fiction.
- To improve the planning, drafting and editing of their written work.

Teaching and Learning Style.

At Balladen School, 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 a daily lesson in which children experience a whole class reading or writing activity, a whole class focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning. Whilst there is a high proportion of whole class and group teaching, the independent activity gives an opportunity to talk and collaborate and so embed and enhance their learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and phonic based resources. Children use ICT in English lessons where it enhances their learning as in drafting their work and in using multimedia to study how words and images are combined to convey meaning.

Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

In all classes, children have a wide range of abilities and 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 children to work from the same starting point before moving on to develop their own ideas. Classroom assistants support some children to enable work to be matched to the needs of the individuals.

English curriculum planning

English is a core subject in the national curriculum. We carry out the curriculum planning in English in three phases- Long, medium and short terms. Our medium term plans give details of the main teaching objectives for each term. Class teachers complete a weekly plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson and gives detail of how lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans and the class teacher and subject leader/head of department often discuss them on an informal basis. We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding we also plan progression into the scheme of work so that there is an increasing challenge for the children as they move up through the school.

The Foundation Stage

As the reception class is part of the foundation stage of the national curriculum, we relate the English aspects of the children's work to the learning objectives set out in the early learning goals which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practice and extend their 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. See EYFS policy.

Contributions 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 at school.

Maths.

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 one meet stories and rhyme that involve counting and sequencing as well as being encouraged to read and interpret mathematical problems. Children in key stage two are encouraged to read and interpret problems in order to identify the maths involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

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 changes and meet and talk with visitors who work within the school community. Planned activities within the class room 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 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 a chance to discuss their ideas and results.

See PSHE policy.

English and ICT.

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 within conventional methods. ICT is used at whole class group and independent level.

See ICT policy.

English and Inclusion.

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 need of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language.

See separate policies.

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 and intervention. 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 Action will lead to the creation of an IEP which may include appropriate specific targets relating to English. We enable all pupils to have access to a full range of activities involved in learning English. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils e.g. trip to the pantomime.

Teaching assistants work as part of a team by

- Using and adapting texts that children can more easily read and understand.
- Teaching, reviewing and monitoring intervention groups.
- Visual and written materials in different formats.
- ICT and other technological aids.
- 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 assessment 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. Older children are encouraged to make judgements about how they can improve their own work. Teachers use medium term assessments to measure progress against the key objectives and to help them plan for the next unit of work. 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 in cooperation with the child's teacher uses these assessments as the planning basis for the next school year. These long term assessments are based on end of term tests and teacher assessments. Children undertake the national tests at the end of year two and at year six and the optional national tests at the end of years three four and five. Every child has a writing portfolio with examples of their writing throughout the year. This evidence is passed on to the receiving teacher.

Monitoring and review

The coordination and planning of the English curriculum are the responsibility of the subject leaders who also,

- Support colleagues in their teaching by keeping informed about current developments in English and by providing a strategic lead and development in this subject.
- Uses specifically allocated management time to review evidence of the children's work and to observe English lessons across the school.
- A named member of the school's governing body is briefed to oversee the teaching of literacy.
- The policy will be reviewed at least every two years.
- The policy should be read in conjunction with the learning and teaching policy, the assessment for learning policy and the marking policy.

English Writing Success.

Updated November 2014.

- Our children need a secure structure/consistency.

Ros Wilson has been embedded throughout the school, R-Y6.

- Ros Wilson and VCOP displays- constantly referred to.
- Big Write sessions on a regular basis. Lots of modelling.
- Target setting based on Ros Wilson Criteria.
- Children have a firm understanding of achievements and their levels.
- Assessment in place. Writing is assessed every half term and is moderated across Key Stages.
- Children have ownership of their levels. They understand their next steps. They are aware of where their targets come from.
- Targets are changed every term.
- Good tracking has been put in place. Tracking meetings take place between staff. Across Key Stages, Head and Teacher, Teacher and Teaching Assistants, SMT. The SENCO is involved at every level along with the Heads of Departments.
- Children understand the purpose for writing – “The whole picture,”
- Staff are aware of boys’ writing and interests – cross curricular e.g. WW2.
- New reading books have been purchased and added to the library. Boy/Girl box.
- Children in Y5 and Y6 are very competitive and keen to beat their own levels - “Healthy Competition.”
- Bubble and Block marking.
- Year 5 and Year 6 teacher swop – consistency.
- SAT’s week – lots of support. Element of Fun.
- Boosters in place PP/ AGT.
- Class readers purchased for each term.
- Guided Reading incorporated into English lessons – Big Book work/ Daily Readers/ Class Reader.
- Reading Club – Y5/Y6. New Reading material purchased- links to New Curriculum-Old English Shakespeare.
- Professional Dev organised- assessing writing in Y6, SPAG.
- Focus in KS2 Spring Term – Cross curricular writing. Lower KS2 Egyptians. Upper KS2 Romans.

Reading Audit

Updated November 2014

The teaching of reading skills and the encouragement of a love of reading is a high priority at Balladen School.

The updated audit carried out in November shows present practice throughout the school.

Reception Class

- Reading process is discussed with parents at the initial meeting in school and on home visits prior to the children starting school.
- Book Bag is provided free of charge with a reading diary, 45 High Frequency Word card and the first 7 words. These words are made up from the letters taught in phase 2 of letters and sounds.
- Progress is individual with children being given the next set of words by any adult working in the classroom or request by parent.
- It is the aim of the reception class to listen to each child read every day. This is dependent on the number of adults -paid and voluntary working in the classroom.
- Reading is taught through big books, guided reading, letters and sounds programme, classroom walls and individual support.
- A reading environment is encouraged in the classroom –baskets of books, reading area with bean bags, deckchairs etc. The children enter the classroom in the morning and sit on the carpet for 15 mins enjoying books chosen by themselves and shared with friends or an adult.
- If a child is not reading regularly at home, because parents come into the classroom morning and evening it is easy to approach parents and enquire as to why it isn't happening.
- Reading has been taken outdoors into the outside classroom.

This practice of teaching reading is continued and extended throughout Key Stage 1 and Key Stage 2.

From Year 1 onwards all teachers are provided with a Daily Reading List of children who are not reading at home or are progressing at a slower rate than their peers.

Year 1

- Phonic sessions Monday – Thursday.
- Reading Books are changed whenever the book is finished.
- Specific guided reading sessions during literacy lessons.
- All children are listened to in class at least twice a week.
- SAT's Level 2 reading comprehension assessment is given to the higher ability children in the Summer Term.
- Reading Comprehension tasks are given to the HA in the Summer Term.

- WordShark/ Literacy Box and Phonics Play are the main ICT programmes used.
- A reading area with cushions, books etc.
- Basket of Books on the carpet 8.45-9.00.
- If children are not reading at home, parents are approached which is then followed up by a letter from the Head Teacher.

We realise as a school that there will always be a small minority of children who do not regularly read at home. These children are catered for in school.

Year 2

- Book worms are displayed on the window for children who have read at least 4 times in one week.
- Specific children are targeted to read to volunteers who come into the classroom in an afternoon.
- During assembly, reading comprehension is taught on a rolling programme to ensure it is not the same children who miss the assembly.
- Daily discrete phonics lessons.
- Repetition during literacy lessons of HF words, word families, sentence structure etc.
- Children who have been identified by Salford Reading Test and School Tracking systems as falling behind are taught skills through the Toe by Toe programme. School has invested money in a T A to carry out this programme.
- T A in Year 2 has specific duties – IEP work with PP / LA SEN children
- H A Termly assessments through SAT's.
- Grammar skills are taught with HA children in the Autumn Term which will progress to all ability groups throughout the year.

All Key Stage 2 classes have class readers – one book per term.

The catch up programme toe by toe is run for children in every KS2 class.

In class, weekly records are made of children who have read 4 times or more and the % read out in assembly. In all KS2 classes, golden time is the reward for reading.

Year 3

- Daily word work sessions for all class –differentiated.
- Individual children listened to read during assembly by teacher and TA's.
- Extra reading for targeted children by TA's/ volunteers in the afternoon.
- Comprehension skills taught as a discrete lesson every Thursday.
- Silent reading/Phonics for everyone -10 mins at the end of the day.
- A reading area in class.

Year 4

- A daily session 20- 30 mins which normally takes place after lunch. The children are in reading groups (mixed ability up to Level 3.) Level 3 writers are grouped together.

Every reading session the children either do

ICT, Free Reading, Creative Area, Silent Reading, Class Diary (only Level 3 AGT)

During this session the class teacher listens to children read and the T A listens to children read from the daily reading list. All comments are recorded in a reading file.

- When children are benchmarked, it is Mrs Pickup's job to move children up to a different level.
- A TA has been employed to teach daily discrete phonic lessons - Phase 3 onwards, taking children from Year 3 and 4.
- Phonic displays are up and used in both classrooms.
- "Early Work" – High Frequency Words are written and read.
- Discrete comprehension lesson taught every Friday.
- Nurture Time has been introduced to engage able but reluctant readers.

Year 5 and 6

The practice in the lower classes is mirrored in Years 5 and 6.

- An Individual Reading Support Programme is administered by a teacher to children who are not reaching their full potential.
- Children are very much involved in decision making as there is a lot of emphasis on children enjoying reading –e g a shelf of boy friendly books has been created after listening to the boys.
- Reading games, boggle, scrabble etc. are encouraged.

Assessment

Books have been banded throughout school. Each colour has an assessment sheet. A best fit approach is adopted and as children move through the levels appropriate assessments are made. These assessments are recorded on the "colour" sheets and are passed onto the receiving class teacher.

Half termly assessments are made for children in the school who are reading books levelled by colours. These are recorded in the tracking file.

SAT assessments are carried out at the end of every term in KS2. The Salford Reading Test is administered twice a year. PIP's are administered in the Reception Class on entry and at the end.

Next Steps

Diane and Lynsey to meet regularly to decide where we go next.

- Develop a Reading Action Plan with all staff to have an impact on comprehension.

- Contact library for every class to visit in Spring Term.
- Judith to purchase magazines and comics for Sensory Room.
- Contact an author to visit in Spring Term.
- Audit Junior Library – involve children.
- Reading Club aimed at children who just want to read!

Writing Assessments KS1 and KS2

Name:

Writing Assessment

	w/t	w/t+	1c	1b	1a	2c	2b	2a	3c	3b	3a
<u>Year 1</u>											
Aut 1											
Aut 2											
Spr 1											
Spr 2											
Sum 1											
Sum 2											
<u>Year 2</u>											
Aut 1											
Aut 2											
Spr 1											
Spr 2											
Sum 1											
Sum 2											
<u>Year 3</u>											
Aut 1											
Aut 2											
Spr 1											
Spr 2											
Sum 1											
Sum 2											