

MANEY HILL PRIMARY SCHOOL



ENGLISH POLICY

Reviewed by Staff:	January 2025
Governor Ratification Date:	January 2025
Next Review Date:	February 2025

This policy document outlines the aims, principles and strategies for the teaching and learning of English at Maney Hill Primary School.

Rationale

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

(The National Curriculum in England – July 2014)

Aims

We aim to encourage pupils' ambition through promoting high standards of language and literacy. We do this by equipping pupils with a strong command of the written word, encouraging resilience in their learning. We aim to develop a sound understanding of the spoken word to use when communicating, in order to work cooperatively as a team. We aim to develop their love of reading through rich and widespread literature.

Our teaching of English means pupils at Maney Hill Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding
- with a love of reading and a desire to read texts for pleasure, enjoyment and information
- with enjoyment of exploring new words and their meanings; developing an ever growing vocabulary
- able to use their understanding to adapt their writing to a range of texts and genres for different purposes, consistently using their imagination, enthusiasm and creativity
- able to use a technical vocabulary to apply their English knowledge in different contexts
- able to express their thoughts, ideas and understanding respectfully in discussions, presentations and debates
- able to use thinking skills to take responsibility to be reflective and independent learners

Curriculum Framework

Early Years Foundation Stage

Teachers in the Early Years Foundation Stage (EYFS) follow the requirements set out in the EYFS Statutory Framework (2014). Children learn literacy skills through the 'Communication & Language' and 'Literacy' areas of learning.

Throughout the EYFS, children work towards achieving five separate early learning goals within these two areas of learning. They are in the following areas*.

- Communication and language
 - o listening and attention
 - o understanding
 - o speaking
- Literacy
 - o reading
 - o writing

Key Stage One & Key Stage Two

The National Curriculum for England sets out the statutory English programmes of study for children in key stages one and two. This is broken down into the following key areas*:

- Spoken language
- Reading
 - o word reading
 - o comprehension
- Writing
 - o transcription (including handwriting and spelling)
 - o composition (articulating ideas and structuring them in speech and writing)
 - o vocabulary, grammar & punctuation

**Yearly overviews for each class, detailing specific skills taught at each stage, can be found on our school website.*

Teaching and Organisation

We use a range of teaching methods in order to raise pupil achievement. These methods include:

- o interactive whole-class teaching, to encourage whole-class participation in a friendly environment and increase confidence and self-esteem
- o discussions and group interaction (talk partners, teaching assistant led groups and child led discussion groups)
- o open ended and closed questioning
- o clearly structured lessons using flows – this allows pupils to identify new skills and knowledge covered during lessons and build on them as the flow progresses
- o real-life situations – setting work that allows pupils to become involved with real contexts outside of the classroom

- use of IT – using the interactive whiteboard, iPads, laptops and other computing equipment to demonstrate the widespread use of English is not just limited to books and paper

We pay particular attention to:

- differentiation – providing a suitably-pitched learning experience for all pupils so that they can make the best possible progress within a challenging learning environment
- continuity and progression – providing links between lessons, year groups and key stages and referring to prior learning
- early years provision – reception class pupils follow the Early Learning Goals for Literacy which match the key objectives set out in the Primary Framework
- home/school links – encouraging parents'/carers' understanding of our English curriculum, so that the child's learning (including homework provision) can be supported at home
- cross-curricular links – developing and strengthening links with other curriculum areas

At Maney Hill Primary School, English is taught discretely every day, with a longer 'Extended Writing' session at the end of each flow for Years 1 – 6, although skills in literacy are taught within and underpin all other areas of the curriculum. In the EYFS, children take part in daily Literacy teaching and weekly focussed activities with a Reading and a Writing focus.

Our early teaching of reading is through the phonics programme, 'Read, Write, Inc.' Children are taught phonics daily in ability groups, until they can confidently decode words to become fluent readers. Year 2 children who have completed the phonics programme take part in Guided Reading sessions to continue building on fluency and comprehension skills.

For children in Key Stages One & Two, spellings are given out alongside weekly homework on the online platform, 'Spelling Shed'. The spelling rules for each word list are discretely taught in a half hour session each week, focussing on morphology and etymology. Children then complete games to practise their spellings and complete an online spelling test by the Friday of the following week. Children's progress will be tracked through the weekly spelling results, alongside their independent writing and teacher judgements. Common Exception words are also monitored with reading and writing checklists.

Skills in grammar, punctuation and handwriting will be taught within the daily English teaching session, with extra discrete sessions taught when deemed necessary by the class teacher. Cursive handwriting is taught following the Nelson Handwriting Scheme in years 1-6. Each daily English lesson begins with five minutes of handwriting practise, in handwriting or English books where appropriate, to support children in developing a cursive, fluent writing style.

Children in all Key Stages take part in weekly B.E.A.R. (Be Excited About Reading) sessions. This time is for all children to engage in reading for pleasure using books from the school library and provide children with the opportunity to demonstrate their continually growing reading skills. During these sessions, each child's reading will be listened to by the class teacher over a three week period to monitor their progress.

Planning

Long-term planning for each year group includes a curriculum map based on the yearly programmes of study set out in the National Curriculum. In the EYFS, the early learning goals are broken down in the Development Matters document, providing long-term planning for teachers.

Flow slide decks are designed to be clear and detailed and provide short-term planning for teaching staff. Each flow follows a specific layout with the following slides:

- calm down/focus activity
- handwriting
- specific learning objectives
- recap of prior learning that has taken place
- key questions and success criteria
- main teaching activities
- interactive and independent differentiated activities (including SEND and staff support), presented as 'I do', 'We do', 'You do' slides
- plenaries and challenges, including self and peer-assessment

Monitoring

Planning is monitored by the Head Teacher, Key Stage Leaders and Subject Leaders where necessary. Standards are monitored through book trawls by the English Leader on a termly basis to check coverage of objectives, content, quality of teaching and to maintain high standards. Feedback may be given as a whole staff or individually, depending on the need, as part of the monitoring process.

Lesson drop-ins are carried out as part of the yearly monitoring cycle to observe standards of teaching and learning. English and Maths Leaders meet to moderate assessments and performance on a termly basis.

Assessment and Target setting

Assessment is an integral part of the teaching and learning of English in our school. Our assessments are purposeful as they inform teachers and support staff of what children have learnt and indicate next steps. Feedback is shared with children in class through verbal 'live' marking, so that any misconceptions can be addressed in real time, and extra challenge can be given if understanding is secure. Information will also be shared with parents in a number of ways, including Parents' Evenings, One Page Profile review meetings for children on our SEND register and annual end-of-year reports to parents.

Assessment can take the following forms:

- discussion with pupils
- marking of work against learning objectives and success criteria
- assessment tasks on a particular unit of work
- standardised/statutory assessments
- informal observations
- monitoring of pupil attainment using the whole-school tracking system
- peer and self –assessment

Statutory Assessment tasks and tests.

Year 6 pupils are involved in statutory SATs assessments for their end of key-stage results. In Year 6, SATs will comprise of a reading comprehension test and a spelling, grammar and punctuation test. Writing (including spelling and handwriting) will be assessed by the teacher.

Year 1 children complete a Phonics Screening test in the summer term, assessing children's ability to use their phonics to decode words. Children who receive a 'fail' will re-take the phonics test the following year.

At the end of the Reception year, children are assessed against the seventeen early learning goals.

Results of statutory assessment inform our forecasting and target setting practices for individual pupils and for whole school monitoring of standards.

Non – statutory assessments and tests

All year groups will carry out regular 'Extended Writes', which are assessed by the class teacher against the Maney Hill Teacher Assessment Frameworks. These assessments are used to inform class teachers of any strengths or weaknesses for future planning.

Each term, children will complete a spelling, punctuation and grammar assessment alongside a comprehension assessment.

EYFS

Reception children are assessed throughout the year. The main form of assessment is through daily observations and interactions with the children. Children complete a baseline assessment on entry to Reception Class, and more-structured assessments take place termly to monitor progress within different early-learning goals. At the end of the year, children are assessed against the seventeen early-learning goals and assessments indicate whether they are at the 'expected' level and have met each of their goals, or whether they are 'emerging' and are still working towards them.

Role of Parents

Children are expected to read daily at home. All Reception and KS1 children have the opportunity to change their home-reading book (aligned to their phonics learning, and fully decodable by the child) weekly at school. KS2 children can change their reading books as appropriate. Reading records are sent home for all children, and parents are encouraged to write comments about their child's reading using the support inserts at the front. In KS2 children also use reading records to include their own comments alongside parents' comments.

Reception children take home phonics practise sheets as new set 1 sounds are introduced in class during the autumn term. Parents are encouraged to support reading and writing new sounds as they are introduced.

Equal Opportunities

All individuals within the school are valued and given the opportunity to develop their full potential within a context of mutual respect and support, irrespective of race, gender, religion or disability.