



**The  
Boleyn  
Trust**



**Monega**  
PRIMARY SCHOOL

# English Policy

Policy Creation and Review	
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## Monega Primary School English Policy

Considering Monega's core values, we aim for excellence in English achievement throughout the school. The staff at Monega Primary School have reviewed and adapted the English curriculum in light of the new curriculum which was implemented in 2014.

The main changes to English include:

- There is now a handwriting scheme in place which is practised each English lesson;
- The prevalence of grammar and punctuation in context remains high;
- There is a greater focus on Reading for Pleasure as a result of the document 'How to be an Outstanding Reading School';
- We shall continue to embed the importance on target setting and reward children who are meeting these targets.

### Language and our School Community

We aim to develop an enthusiasm for English in all its forms and give pupils the confidence to express themselves both orally and through written word.

By developing a comprehensive range of reading skills we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum.

Monega has a growing number of pupils who speak English as an Additional Language (EAL). Currently, our school serves a community where many of the children use English as an Additional Language. Being literate in one's first language enables and supports the development of English. When children arrive at Monega with limited English, they will be encouraged and supported in order to develop their skills in all languages to which they have access. Becoming literate in more than one language is seen as having positive cognitive benefits. It enables higher-order thinking skills and must be regarded as having status.

### Planning

In Key Stage 1 and Key Stage 2, teachers plan together using a curriculum overview - which was re-written in July 2019. All aspects of English are covered in the lessons including reading, writing, poetry, speaking and listening, drama, role play and a love of reading is promoted through the use of 'Reading for Pleasure'. All teachers plan on a half termly basis and use medium planning to devise variations in plans.

### Speaking and Listening

Throughout the school we aim:

- To provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening;
- To develop children's awareness that different situations require different forms of oral expression;
- To develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity, pace of speech;
- To recite and perform a range of age appropriate poetry;
- To learn nursery rhymes;
- To sing songs.

Communication takes many forms: body language, gesture and verbal communication which all enable the child to develop individually, socially and academically. The development of thought processes is

dependent on language competence. Oracy is fundamental in this process and consequently is the foundation upon which English is built.

Valuing all children's language skills and building upon their existing linguistic knowledge is essential to high achievement alongside the need for carefully planned learning opportunities designed to cover the full range of speaking and English skills.

Furthermore, there is now the introduction of 'Express Yourself' - a scheme of work that provides children with a set of high-order and wide-ranging vocabulary that enables them to challenge, agree and discuss with their peers effectively.

It is expected that, by the end of Year 6, children will:

- Be confident speakers and listeners;
- Are able to engage in articulate discussion;
- Can thoughtfully question their peers' points of view.

### **Reading**

Across the school, Reading for Pleasure has been introduced as an initiative to promote a love of reading in children. Some activities include reading journals and reviews of poems and books by children. In addition to this, children read with the teacher during carefully structured Guided Reading sessions - on a carousel basis, (KS1). KS2 take part in Shared Reading of a class novel.

It is expected that, by the end of Year 6, children will:

- Read, understand and respond to complex texts of different genre;
- Read aloud clearly and expressively;
- Be reading a wide selection of literature at home and at school for pleasure;
- Read books completely before moving on, and give considered opinion concerning texts read, based upon evidence where applicable;
- Show a reasoned and justified understanding (comprehension) of what they have read.

### **Writing**

It is expected that, by the end of Year 6, children will:

- Be able to use joined legible handwriting;
- Spell words of three or more syllables;
- Use capital letters, full stops and commas;
- Express writing properly in sentences;
- Use a wider range of punctuation like paragraphs and speech marks accurately;
- Be able to spell key and polysyllabic words accurately and use in own writing;
- Plan and sequence creative and descriptive writing and formal letters, and
- Use adjectives, adverbs and figurative language.

## **Handwriting**

Children receive clear modelling on letter formation (ascender and descender) and use English lessons to practise their letter formation. A scheme has been developed by another local school and all staff had CPD on a first-day INSET in September 2018, with an in-house refresher session in September 2019. Children can receive their pen licences in Year Three or Four once a confident writing style has been developed.

## **Grammar and Spelling**

The teaching of Spelling and Grammar is in line with the requirements of The National Curriculum (2014). In KS1, specific sessions each week are dedicated to the teaching of grammar. Of course, grammar skills are also embedded within English lessons where appropriate, and this is referenced on the English planning document.

Grammar is timetabled to be taught discreetly for at least one hour a week in KS2, with a key focus on a single element of grammar. In Reception and KS1, daily phonics is the key to the children's learning of spelling. Children are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonically regular (common exception words).

### **All primary pupils should aim to attain and develop the following skills:**

- Express themselves with confidence and clarity;
- Develop a range of purposes to talk, including evaluation and exploration of ideas;
- Identify the key points of an account or discussion and evaluate what they hear;
- Read and write with confidence, fluency and understanding;
- Be able to draw upon a whole range of reading cues (contextual, graphic, phonic and syntactic) to monitor their reading and correct their own errors;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have an interest in words and their meanings when developing a growing vocabulary;
- Know, understand and be able to write in a variety of fictional and poetic genres;
- Develop familiarity with some ways in which narrative is structured through basic literacy ideas of character, setting and plot;
- Understand, use and be able to read and write a range of non-fiction texts;
- Plan, draft, revise and edit their own writing;
- Have suitable technical vocabulary through which to understand and discuss their reading and writing;
- Be interested in a wide range of texts to read with enjoyment and evaluate and justify preferences, and
- Through reading and writing, develop powers of imagination, inventiveness and critical awareness.

## **English and Special Educational Needs (SEND)**

The school's Resourced Provision has issued its own guidance with regard to planning to include children upon the Autistic Spectrum both linked to mainstream teaching objectives and objectives specific to individual IEP targets.

## **English as an Additional Language (EAL)**

Everyday classroom practice at Monega is tailored to account for the needs of pupils for whom English is an Additional Language. All staff members are aware of the need to use a range of strategies on a regular basis that are identified as increasing curricular access for EAL pupils (see Appendix A).

## Wave 1 - Quality First Teaching

Monega has embraced a progressive teaching sequence drawn from systems such as 'Reading in to Writing'. Consequently, units of work, outlined through school-developed overviews, begin with pupils being immersed in a particular text type / genre. Future lessons, as well as covering appropriate word and sentence level objectives, (through cross-reference to Spelling Bank, Grammar for Writing and Developing Early Writing) move the children through teacher-modelled writing and shared writing prior to children being required to write independently in a given genre.

With learning being facilitated by the use of ActivInspire flipcharts, weekly analysis of these flipcharts allows feedback in time for the subsequent week's planning session and expectations are that any areas of weakness will be addressed in succeeding flipcharts / resources. This is undertaken by the English Co-ordinators and Deputy Head Teachers.

It is expected that teachers will regularly listen to children read through objective-led Guided / Shared Reading sessions. These objectives are a progressive development through the necessary reading levels and are found in the teacher's Class Reading Records. These levels will form the basis of the teacher's Teacher Assessment which are recorded on SIMS. These assessments facilitate the development of Individual Pupil Targets that are issued to both children and parents.

Moderation of Teacher Assessment is scheduled across the academic year to ensure consistency in approach and expectation. Additionally, opportunities to moderate across the Trust are being developed.

Monitoring of teaching within Monega is in accordance with the school's Monitoring Timetable. Both of the school's English Co-ordinators are involved in this process in collaboration with the school's Senior Management Team.

### Phonics

The school has implemented a comprehensive phonics programme using the Jolly Phonics scheme. As part of the school's participation in a Learning Network training and the preparation of resources will occur to ensure that phonics teaching within KS1 and EYFS is both consistent and effective. A National Screening Check is carried out where children are expected to decode and blend real words and pseudo-words (nonsense words).

### Resources

Within the classroom, children presently have access to a range of fiction texts including poetry. In addition, the children have free access to dictionaries and thesauri. All books must be well maintained by the children, and can be taken home. Children are expected to keep a log of the book they are reading in their Reading Record. Each class visits the school library and may also borrow books from there. Furthermore, the English Co-ordinators have made links with the local, council library to offer all pupils the opportunity to visit with their class, and sign up for membership.

The school is developing its resource bank within the English Stockroom. Here, class texts and Guided / Shared Reading texts are stored along with a selection of big books, story tapes and word games. The school is also developing its provision of the Oxford Reading Tree scheme to assist early readers. There are additional plans to free up this space to include an intervention area within this room.

## Target Setting

Children's performance is tracked by both the English Co-ordinators and the school's Assessment Co-ordinator. Collected data is then used to identify pupils who are making progress below that expected as well as provided the basis for the development of whole-school performance targets. Stickers will be given out to children who are aware of their individual targets and can show that they are embedding these in their reading and writing. Intervention is put in place for children who struggle to make sufficient progress.

### Individual

### Targets

Pupils' individual targets are updated every month and are in line with the key national objectives. Recently, the English Co-ordinators are considering there to be a shift towards children in KS2 assessing their individual targets when reflecting upon their writing.

### Benchmarks

Monega Primary School has developed its own benchmarks against which children are tracked in accordance to the guidance above. These benchmarks are used to set targets and against which to hold teachers accountable.

### Analysis of data

Data is analysed regularly by the Assessment Co-ordinator and English Co-ordinators. From this, areas for further development are identified and addressed through the use of whole-school, group and individual targets.

### The Learning Environment

Monega Primary School has created its own classroom environment checklist to ensure consistency and quality across both Key Stages and within all areas of the curriculum.

## Wave 2 Intervention

Using the school's provision for tracking pupil achievement, the assessment co-ordinator, EMA co-ordinator, SENCO and class teachers are able to identify pupils who are not making the expected progress. Such pupils will then be identified for further support through the delivery of DfES Intervention Programmes:

- Early Literacy Support delivered by a phonics-trained TA in Year 1;
- Additional Literacy Support delivered by the school's phonics-trained TA or class teacher in Years 3 & 4, and;
- Further Literacy Support delivered by a trainee teacher in Year 5.

## Wave 3 Intervention

Wave 3 is a literacy recovery programme aimed primarily at Years 2 and 3.

Through work with children who were underachieving a number of common problems were experienced and it is specifically aimed at children who;

- Have poor listening, attention and concentration skills.
- Other aural skills, such as discrimination, sequencing and memory.
- Visual discrimination, sequencing and memory despite having good eyesight.
- Have weak phonological skills, which are fundamental to acquiring phonic skills.

- Have motor skills difficulties, often hampering pupils in their ability to physically write down their work.
- Have a wide range of language delay/difficulties, some due to English as a second language but many because of a lack of a suitable language experiences.

All these difficulties will be addressed in the Wave 3 programme.

In order for the programme to be successful it must be delivered daily for a minimum of 30 minutes. The children will work in groups of 4 and the children will be decided upon after an initial assessment.

### **Children with Autistic Spectrum Disorders**

Monega is a resourced school for children with autism. Autism is a disorder that affects communication, social skills, flexibility in thinking and imagination. In each year group there are children who need specific support and a range of strategies to fully access the English curriculum.

In English lessons, pupils with Autism should have:

- Visual prompts to engage and increase attention;
- Real objects to explore and manipulate;
- Symbols for key vocabulary;
- Opportunities for repetition, to consolidate and reassure, and
- Opportunities to use children's special interests where appropriate.

### **Co-ordinator Role**

- To monitor, review and order resources;
- To plan and organise staff development in line with key priorities and with liaison with the school's CPD Co-ordinator;
- To review the school policy regularly;
- To encourage an English display in classrooms and around the school by providing a good role model;
- To monitor the delivery and assessment of English across the school in consultation with the Leadership Team, Senior Management Team and the school's Assessment Co-ordinator;
- To monitor pupil progress, identify whole-school/ layered/ individual targets in liaison with the school's Assessment Co-ordinator;
- To manage access and entitlement to English in school through consultation with the school's Assessment Co-ordinator, Ethnic Minority Achievement Co-ordinator, SENCO and Inclusion Manager;
- To involve LEA support services within the school and liaise with English Consultants;
- To maintain and identify priorities for the school;
- To ensure that Literacy recommendations set within the SIP are met, and
- To provide parents with updated information on Literacy initiatives and the target setting process.

## Appendix A

### Suggestions for Teaching and Learning Strategies in English

#### Whole Class Section

##### **Speaking and listening opportunities:**

- Talk partners;
- Role play;
- Hot seating;
- Drama.
- Whiteboards
- Text marking
- Reading strategies
- Writing strategies
- Singing

##### **A variety of stimuli:**

- Video;
- Pictures;
- Text;
- Drama.

##### **Interactive strategies:**

- Demonstration;
- 'show me';
- Drama.

##### **Guided / Group Work/ Independent work:**

- Writing frames;
- Speaking frames;
- Word banks/ vocabulary;
- Drama/ games;
- Mixed ability pairs;
- Reading aloud/ reading independently;
- DART activities.

##### **Use of TA (as classroom support):**

- Scribing;
- Modelling or remodelling;
- Drama;
- Games.

##### **Plenary:**

- Help address lesson's key objectives;
- Should best fit lesson purpose;
- Provide opportunities review and clarify their learning;
- Encourage reflection on **what has been learnt** and **how**;
- Use a range of strategies;
- Use extended questions to probe children's feedback;
- Extend thinking further;
- Develop strategies to remember what they have learnt;
- Build-up a 'meta-language' to help them talk about what they've learnt;
- Secure the place of the plenary -try to give it its allocated time.



### **Inclusion Strategies:**

- High quality, culturally relevant materials;
- Peer support through mixed ability grouping;
- Collaborative learning in pairs/ groups, e.g. talk partners, investigative tasks;
- Speaking and listening integral to activity;
- Vocabulary/ word/ phrase banks developed with pupils;
- Teacher/ peer modelling of task and outcome;
- Repetitive process and/ or language;
- Opportunities to use 1st language/ home language;
- Visual support;
- Real objects/ props/ puppets;
- Graphic organisers, e.g. tables and bar charts;
- Scaffolding for reading tasks;
- Scaffolds for writing tasks, e.g. writing frames;
- Drama and role play;
- Interactive and multilingual displays;
- Clearly identified roles for adults;
- Opportunity for pupils to have a voice;
- Opportunity for pupils to show understanding and learning;
- Parental involvement, and
- Homework which is supportive of classroom curriculum.