



A Policy for the Teaching and Learning of English in Mount Hawke Academy

Overall Aims

- To raise attainment by assisting each pupil to reach his or her potential
- To enable pupils to live and work effectively in a literate society
- To give pupils a love of language in all forms

This policy document sets out the academy's aims, principles and strategies for the delivery of English.

(See also our separate Phonics Policy)

Purpose of study – National Curriculum 2014

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.

Aims - National Curriculum 2014

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Aims of our Writing Policy

The school aims to develop literate pupils who:

- Write with confidence and fluency, organising the content and style of what is written to suit the purpose and readership
- Use spelling, punctuation and syntax appropriately and with confidence
- Have an interest in words and their meaning
- Understand a range of text types and genres
- Develop a legible, cursive handwriting style and to be able to use word processing skills

We teach writing through a combination of approaches:

- Whole class shared writing
- Guided writing in groups with the teacher
- Supported writing in groups with TAs
- Working with response partners
- Independent at school and at home
- Introducing well known writers as role models

Planning

Long Term

A cross-curricular approach to planning has been adopted and teachers will ensure that pupils will have a balance of fiction, poetry and non-fiction. This may be through topic based work or through discrete English lessons.

Medium Term

- Planning identifies key writing objectives as learning intentions linked to the ability of the children
- Links reading, writing and speaking and listening objectives
- Identifies links with other curriculum areas
- Provides a termly assessment focus
- Identifies opportunities for extended writing

Short Term

- Identifies word, sentence and text level objectives, including grammar and punctuation
- Identifies opportunities for whole class teaching of writing through shared writing
- Identifies opportunities for whole class teaching of word and sentence level
- Plans for teacher guided and independent activities that link to the whole class teaching
- Includes a space for brief notes for future planning
- Plans use of additional adults

Teaching methods and organisation

Early Years Foundation Stage

Throughout the day/session practitioners:

- Value talk and alternative forms of communication such as sign language, gesture, etc
- Observe children and plan for the context in which they best develop their speaking and listening and their understanding of reading and writing
- Help children to develop language for communication through interaction and communication
- Model the use of language as a tool for thinking
- Demonstrate the use of language for writing

Teaching writing Key Stage 1/2

Beyond the English lesson children are expected to apply their writing skills in other curriculum areas.

Shared writing

- Shared reading texts are used as a model for shared writing
- Shared writing is used to model the writing objective
- Teachers aim for a balance of shared reading and writing sessions across a week, or a fortnight.

Guided writing

- Pupils are grouped according to their writing ability
- Teachers expect to work with guided groups both in and out of the English hour
- Teachers focus sessions on specific objectives and assess progress

Supported writing

- Teaching assistants provide additional support to ability groups or individuals to reinforce teacher input from sessions

Independent writing

- Pupils reinforce and develop their knowledge and understanding of the purposes and text types of writing
- Pupils develop and reinforce their skills through 'having a go'

Drama and writing

Drama techniques will be used as a stimulus for writing. These will include role – play, improvisation and group performance to enable pupils to create and develop their own writing through:

- Exploring familiar themes and characters
- Responding in role to create stories
- Empathising with characters and situations
- Considering alternative courses of action
- Adapting writing for different purposes and audiences
- Using performance to reinforce understanding of the structure of text types

Teaching writing to children with special needs

- Performance of specific groups is monitored.
- Whole class planning addresses specific needs e.g.:
 - ❖ non-fiction writing that will interest boys,
 - ❖ use of questioning to improve reluctant girls,
 - ❖ differentiated questioning to challenge gifted and talented,
 - ❖ opportunities to use first language,
 - ❖ draws upon different cultural experiences.
- Targeted support is provided for specific underachieving groups.

Texts are chosen to:

- ❖ engage reluctant readers,
- ❖ reflect multi-cultural society,
- ❖ demonstrate dual language texts,
- ❖ provide positive role models.

Assessment and recording

Foundation

- Ongoing assessments of writing behaviours during the session or day
- Ongoing assessments using Early Learning Goals
- Termly assessment of independent writing from a sample of children across the ability range and termly assessment of all children
- End of Early Years Foundation Stage assessment
- Use of Tapestry to assess and share work with parents

Key Stage One

- Ongoing assessments during guided writing sessions using writing targets linked to stage descriptors
- Regular targets are set for writing
- Regular assessment of independent writing using Criterion Scale, Classroom Monitor & Rising Stars Progress Tests
- End of KS1 assessments, of which SATs are a part

Key Stage Two

- Ongoing assessments during guided writing sessions using writing targets linked to stage descriptors
- Regular targets are set for writing
- Regular assessment of independent writing using Criterion Scale, Classroom Monitor & Rising Stars Progress Tests
- End of KS2 assessments, of which SATs are a part

Aims of our Reading Policy – see also our separate Phonics Policy

- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self monitor and correct
- Understand the sound and spelling system and use this to read accurately
- Have an interest in a wide range of texts and read for enjoyment and information
- Have an interest in words and their meaning
- Understand a range of text types and genres
- Evaluate and justify their preferences
- Develop powers of imagination, inventiveness and critical awareness

The school teaches reading through a combination of approaches:

- Whole class shared reading
- Listening to books together
- Guided reading in groups with the teacher
- Supported reading in groups with TAs
- Paired reading by pupils
- Independent at school and at home
- Introducing the work of different authors as role models

Planning

Long Term

A cross-curricular approach to planning has been adopted and teachers will ensure that pupils will have a balance of fiction, poetry and non-fiction. This may be through topic based work or through discrete English lessons.

Medium Term

- Whole class teaching
- Identifies key reading objectives as learning intentions linked to the ability of the children
- Links reading, writing and speaking and listening objectives
- Identifies assessment opportunities as success criteria
- Links ICT opportunities
- Identifies links with other curriculum areas
- Identifies opportunities to apply word and sentence knowledge to a variety of texts
- Identifies opportunities for accessing complete texts

Guided reading

- Applies the principles above when planning for each ability group

Independent reading

- Encouraging pupils to read from a broad range of authors and texts
- Expect pupils to make use of reading diaries to record their reading

Short Term

- Identifies word, sentence and text level objectives from medium term plan as learning intentions
- Identifies whole class teaching of reading through shared reading
- Identifies whole class teaching of word and sentence level
- Identifies success criteria in terms of what children will be able to do as a result of the teaching
- Plans for teacher guided and independent activities that link to the whole class teaching
- Identifies effective use of the plenary for self-evaluation
- Includes a space for brief notes for future planning
- Plans use of additional adults

Teaching methods and organisation

The Early Years Foundation Stage

Throughout the day/session practitioners:

- Value talk and alternative forms of communication
- Observe children and plan for the context in which they best develop their speaking and listening and their understanding of reading and writing
- Help children to develop language for communication through interaction and communication
- Model the use of language as a tool for thinking
- Demonstrate the use of language for reading

Teaching reading KS1/2

Additional time, beyond the English hour, is used for daily reading times, listening to stories, applying reading skills in other curriculum areas

Shared reading

- Shared reading is used to model the reading objective
- Shared reading texts are then used as a model for shared writing
- Teachers aim for an equal balance of shared reading and writing sessions across a week, or a fortnight

Guided reading

- Pupils are grouped according to their ability
- Texts are chosen to match ability levels
- Teachers and other adults expect to work with guided groups in KS1 twice a week, both in and out of the English hour
- Teachers and other adults expect to work with guided groups in KS2 once week, either in or out of the English hour
- Teachers focus sessions on specific objectives and assess progress

Supported reading

- Teaching assistants and voluntary helpers, including parents, provide additional support to ability groups or individuals to reinforce teacher input from guided sessions

Independent

- Children are encouraged to choose an independent reading text and choices are monitored
- Children use reading logs alongside their independent reading

Drama and Reading

Drama techniques will be used to enhance the teaching of reading. These will include role-play, improvisation and group performance to:

- Explore familiar themes and characters
- Consider character, motive and story development
- Respond to issues and dilemmas
- Consider alternative courses of action
- Empathise with characters and situations
- Analyse, discuss and review a variety of texts

Teaching Reading to children with special educational needs

- Performance of specific reading groups is monitored
- Whole class planning addresses specific needs e.g.:
 - ❖ choice of texts to motivate boys,
 - ❖ use of questioning to improve reluctant girls,
 - ❖ differentiated questioning to challenge gifted and talented,
 - ❖ opportunities to use first language
 - ❖ draws upon different cultural experiences
- Targeted support is provided for specific underachieving.
- Texts are chosen to:
 - ❖ engage reluctant readers
 - ❖ reflect multi-cultural society
 - ❖ demonstrate dual language texts
 - ❖ provide positive role models
 - ❖ provide high interest but low impact level

Spelling

We acknowledge the importance of the gaining of spelling skills and strategies for all pupils. Skills and strategies in spelling are taught in line with the National Curriculum, 2014. Pupils receive structured daily lessons from Letters and Sounds (Foundation, KS 1 and Lower KS 2), and regular lessons based on No Nonsense Spelling.

Spelling is taught English lessons. Pupils are given opportunity to develop and practise their skills during the independent work session. Good spelling, at the level of the individual, is expected throughout all written work.

From Year 1 onwards, pupils are expected to learn spellings at home each week. These spellings may be based on the word lists included in the National Curriculum, on work undertaken in school during English or other lessons, on identified spelling

patterns according to our spelling planning, or on personal lists of words which cause the pupil difficulties.

Handwriting

Handwriting is taught in line with the National Curriculum 2014. In Foundation Stage and Key Stage 1, handwriting is taught both in English lessons, when pupils are undertaking phonic work and during three dedicated handwriting sessions, each of 10 minutes duration, during the week. Transcriptional skills are practised and 'over-learned' to a point where they become habitual and correct. In order to secure this, teaching is little and often - at least 10 minutes per day.

In Key Stage 2, handwriting is taught during two dedicated handwriting sessions, each of 10 minutes duration, during the week and practised every day.

This school uses the Cambridge Penpals Handwriting Scheme.

Pupils are taught to print with ligatures from Reception Year and are taught to join their writing as soon as they display the required control over their handwriting. This school introduces some basic joins that fit with the phonic teaching in Year One. Each lesson is treated as a new focus so that good joining on the target join is expected. In Year Two, it is expected that children start using the joins they have learned all the time – transferring them to new situations and words.

Pupils write in pencil until Year 3. They are encouraged to take responsibility for sharpening their pencil and are not expected to use rubbers. A pupil may be taught to use a Berol Handwriting pen if their handwriting is sufficiently developed.

All pupils are expected to produce neat, legible work at all times. Pupils are taught to distinguish between a rapid script and a more formal script and to recognise when the use of each is appropriate. In upper Key Stage 2, pupils are taught to use both print and cursive scripts and to decide when the use of each is appropriate.

Editing/Drafting Work

Editing and drafting of work is taught throughout the school. Pupils are expected to make their best effort to write well at all times. Drafting is then a process of one of the following:

- "If I was to do this piece again I would improve it by..." With this editing process additions and changes are made on the pupils' work. However, it is not expected that they will be incorporated into a new draft of the work. In order to facilitate this process, pupils can write on alternate lines of their books. Editing and drafting is focussed largely on the content and structure of work. However, the opportunity is taken to correct spelling, grammar and punctuation.
- "Publishing" the piece of work for a set purpose. Here the pupil makes additions and changes as above but then rewrites the piece with a view to "publication" in a class book, on the wall of the classroom, etc. The frequency of this publishing process depends on the age and ability of the pupil.

Where the work is word processed, the alterations are made, even in cases where the work is not to be published. In this case, the pupil is encouraged to be self-critical and make alterations as the work is in process. Pupils are given as much opportunity as possible to use information technology to write and edit work.

Contribution of English to teaching in other curriculum areas

There are many opportunities to reinforce reading, writing, speaking and listening skills throughout the curriculum and children should be reminded of this whether they are writing a report in Geography, maybe a story in RE or a recount in History.

Information and communication technology (ICT)

ICT is used across the curriculum to support and develop English:

- In KS1 a variety of phonic programs, CD Rom books, opportunities to make individual or class animated and vocal articles and books
- In KS2 programs such as Wordshark, phonic programs, activities to promote sentence structure and punctuation accuracy, newspaper format set-ups to enhance genre-specific activities, CD Roms, SATs revision programs
- Simulation/Adventure software
- Internet access – as appropriate to research topics in History, Science.
- The use of such technology for developing reading of a range of texts and the promotion of writing skills in a range of formats such as playscripts

Spiritual, moral, social and cultural development

The teaching of reading, writing and speaking and listening may provide opportunities to support the social development of our children if we expect them to work with each other in lessons. Through their collaborative and co-operative work across a range of activities and experiences in English, the children develop respect for the abilities of other children and a better understanding of themselves. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teach them to appreciate that all people are equally important and that needs of individuals are not the same as the needs of groups.

Leadership and management of the subject

Our English curriculum leader is Catherine Biddick. She will:

- Advise and support staff in the planning, delivery and assessment of English
- Manage and develop all resources for English
- Monitor and evaluate English throughout the school
- Keep up to date with current developments through attending courses and disseminate this information to staff through inset and informal conferencing

Monitoring and evaluation

The Head teacher, English Co-ordinator and class teachers will:

- Analyse end of key stage assessments, Foundation ELGs, KS1 assessments including SATs and KS2 SATs annually
- Review progress against writing targets termly by looking at pieces of the children's unaided writing
- Monitor planning for writing and suggest amendments according to identified areas
- Monitor progress in intervention programmes at specific weeks within the programme
- Link analysis of targeted support provided to specific groups to performance data e.g. EAL pupils, gender groups
- Monitor medium and short term planning

This policy will be reviewed annually.