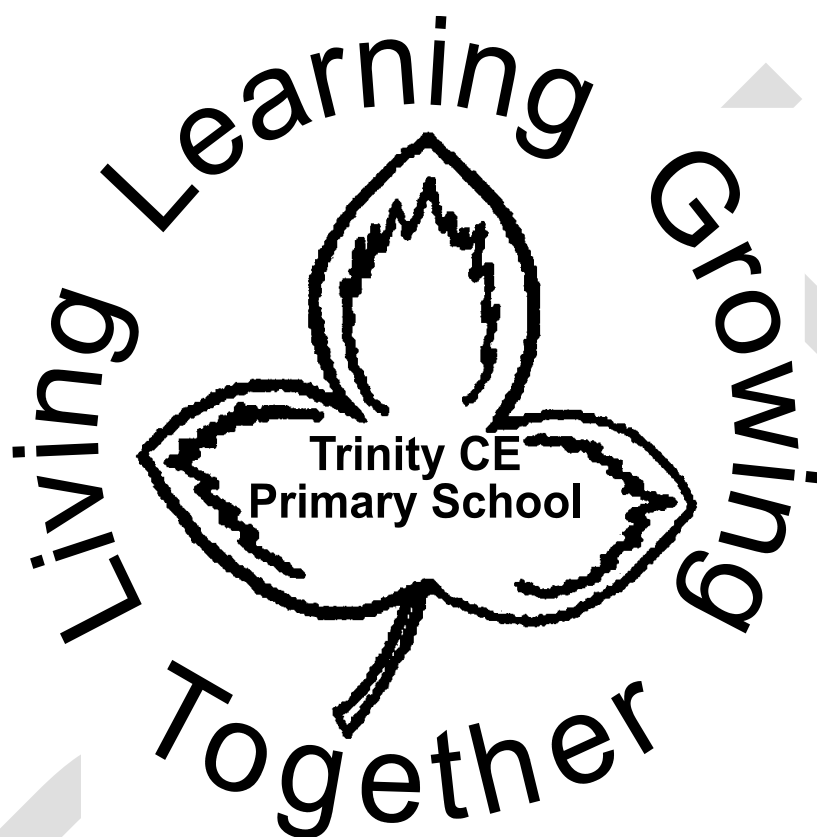


Trinity CE Primary School



English Policy

Author: *JP*
Document status: *DRAFT*
Version: *1*
Date Written: *October 2016*
Category: *Non-statutory*
Effective Date: *October 2016*
Review Cycle: *4 years*
Reviewing Authority: *Staffing & Curriculum Committee*
Next Review Date *October 2020*

Signed: _____ **Date:** _____
Chairperson of the Full Governing Body

Trinity CE Primary School

English Policy
Living, Learning, Growing Together

This policy reflects the school's ethos and vision statements.

Ethos Statement

Trinity CE Primary School gives a high priority to the spiritual development of all in the school community and places collective worship at the centre of its daily life. Christian values are vital elements to the ethos and teaching within Trinity, however the school exerts no pressure to believe. We aim to develop independent and responsible children who have a balanced, tolerant and informed view of the world and the different beliefs and cultures in it.

Aims and objectives

We aim to fit our pupils for life. We place an emphasis on providing high-quality teaching and learning opportunities using standards set out in the new 2014 Primary Curriculum. Literacy skills are taught across the curriculum because we believe it offers children experience of real-life contexts in which to apply their speaking, listening, reading and writing skills.

The aims of English within the curriculum are enable children to:

- read confidently, fluently and with good understanding
- develop the habit of reading widely and frequently, 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
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching and learning

We use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, understanding and enthusiasm for the subject. We do this through daily lessons as part of a unit of work and across other curriculum areas. Each unit of work contains whole-class and group teaching. Children will experience whole-class shared and modelled reading and writing activities, whole-class focused word or sentence activities, guided group or independent activities to review progress and learning. They have the opportunity to experience a wide range of texts and use a variety of resources to support their work, including multimedia programmes where it enhances their learning.

English Curriculum Planning

Writing

We currently use the learning objectives from the new 2014 Primary Curriculum as the basis for implementing the English curriculum across a range of genres, appropriate to each age group. All long term planning is kept centrally, and the English subject leaders are responsible for reviewing these plans regularly.

Unit plans will include the following:

- Learning outcome for the week placed clearly in the context of their learning journey.
- A daily learning objective (WALT)
- Key questions
- Spelling and grammar opportunities
- Main teaching activities and focus, including evidence of speaking and listening, shared reading and writing
- Carefully differentiated activities which challenge the children
- Guided writing activities with a specific learning focus linked to assessment
- Reviews referring to the key questions

Reading

All children have an individual reading book. Whilst children are learning to read they will have a reading book, matched to their level, from one of the reading schemes. When children become confident, independent and fluent 'free readers' they will select a text from the range available in the classrooms.

Guided Reading

We use Guided Reading as one of our primary teaching and assessment approaches at Trinity. We believe that working as a group supports learners, by offering opportunities to collaborate in the acquisition of new skills. Guided Reading is highly beneficial for promoting discussion and reflection—leading to better reading comprehension.

From Year 1 onwards, all pupils participate in weekly guided reading sessions and follow up tasks to reinforce learning related to the objectives. The children are grouped according to reading ability. This is judged on the basis of reading assessments, and this is re-assessed termly.

There is an agreed planning format for Guided Reading which is annotated by the class teacher and TAs, with observations of the children's responses and understanding during the sessions.

Phonics and English Grammar, Spelling and Punctuation (known as 'SPAG')

We are committed to high-quality phonics and SPAG teaching at Trinity, and believe that setting pupils in a smaller groups for these components of the English curriculum, according to their skills, is the most effective method for developing confident reading and spelling.

Trinity CE Primary School- English Policy

Spelling and Grammar

In Reception and Key Stage 1 we are using the 'Letters and Sounds' scheme of work alongside the new 2014 Primary Curriculum.

From Reception to Year 2, all pupils receive discrete phonics/spelling daily lessons lasting 30 minutes.

In Key Stage 2 the children receive 3 spelling focused lessons, and 2 Grammar and Punctuation based lessons, each week. The 'No-nonsense Spelling' resource is used to deliver these sessions.

Our reading scheme contains phonically decodable books that match to the 'Phase' the pupils are working in.

The Foundation Stage

We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged 0 to 5. 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 practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations. Child initiated activities are at the core of this stage of development alongside a range of teacher directed activities especially on learning of phonics and key early writing skills, following Letters and Sounds linked to Jolly Phonics.

Assessment and Recording

Writing assessment

The assessments that teachers make as part of every lesson help them to adjust their daily, weekly and medium term plans. Teachers match these short-term assessments closely to the teaching objectives to help them plan for the next unit of work.

Pupil's individual progress in writing is assessed using the new writing assessment grids with objectives taken from the new 2014 Primary Curriculum.

Assessments are collected by the English subject leaders and Headteacher at the end of each term, and kept centrally. Children working below the expected levels for their age are identified and specific interventions or programmes are put in place to aid their progress. 'RAF' time will be used to aid this progress.

Next steps in writing are identified, and children are targeted in a series of Guided Writing sessions. The children are aware of their next steps and these are displayed where they can see them while working, sometimes on a Learning Wall.

At important points during the writing progress, pupils use self and peer assessment methods, so that they can assess the quality of their own and each other's writing against targets, or the success criteria of the task. The methods used for this are adapted to suit the age of the children.

Trinity CE Primary School- English Policy

Each classroom has an interactive 'English Learning Wall', where the processes of questioning, planning, writing and reviewing are explicitly displayed to help their understanding.

Formal assessments in the form of SATS, phonic screening, and grammar and spelling tests, are also used to inform staff on pupil progress.

The staff attend writing moderation meetings with other schools, where examples of writing are shared and assessed to ensure level agreements across year groups and staff. Moderation also takes place regularly as part of the staff meeting agenda.

Marking

We use marking as a key tool in assessment for learning (AFL). We have an agreed system of marking throughout the school, which provides a code for the children to understand when reviewing and amending their writing.

All staff use the 'pink for good' and 'orange for improvement' marking system. This is used to highlight areas of success and areas for improvement. Children respond to this by using the 'Purple Polishing Pens', making changes, and working with the teacher to identify their own targets and next steps.

Marking always relates back to the learning objective (WALT) and success criteria.

Reading assessment

1. Guided Reading

Reading is currently assessed using the assessment grids provided by South Gloucestershire. On-going assessments are made in the form of notes taken during guided reading sessions. These are then used to assess progress of guided reading groups on ARE grids.

An individual assessment of pupil progress is submitted termly to the Head Teacher.

This information is also reviewed yearly by the English Subject leader, so that overall success in reading throughout the school can be monitored.

2. Individual reading

All pupils read individually to an adult throughout EYFS and Key Stage 1. The frequency that pupils are heard individually is dependent on the year group they are in, and the stage they are at. This continues in Key Stage 2 until they have reached a high level of fluency and comprehension.

Children who are making progress below the expected level for their age continue to be heard regularly by teaching staff for as long as it is deemed necessary.

Reading intervention is provided for those children who need extra support with reading skills.

Trinity CE Primary School- English Policy

Reading Scheme

Our EYFS and Key Stage 1 Reading Scheme includes books from 'Pearson's Bug Club' and 'Oxford Reading Tree'. All books are colour banded and cross-referenced with non-scheme books to provide learners with a wide selection of reading matter as they progress up through the stages of the scheme.

Pupil's progress is recorded by staff on a record sheet until they move onto our 'free-reader' selection, when it is recorded in their 'Home-School Reading Record' only.

Parents and Carers are asked to record all reading done at home in KS1 and KS2 in their Home School Reading Record, detailing the date and the book that was read, including any useful further comments. Teaching staff also make comments in this book every time they hear a child read individually to share with the child and the parents. Observations from guided reading sessions can also be made here if necessary.

Parents are encouraged to hear their child read aloud, in order to check fluency and understanding, as well as to encourage discussion. They are also asked to record reading done by their child other than reading from books provided by school.

This gives the teacher a broader picture of the child's reading experience and preferences, as well as information on progress.

Each class is able to visit our school library regularly, where they can look at non-fiction books from our extensive range.

Resources

There is a range of resources to support the teaching of English across the school.

There is an excellent selection of high-quality literature throughout the school for the children to read and enjoy.

Each classroom is vibrant and engaging with equipment and useful learning resources clearly labelled. There are also inviting reading areas to promote reading for pleasure in class.

The classrooms have age-appropriate Dictionaries and Thesauruses for reference. Classes provide laminated 'phonics and spelling mats', with high frequency word lists for pupils to refer to when writing.

All classrooms have a selection of texts within their reading areas. Access to the Internet is also available in each classroom.

The library contains a range of books for reference to support children's learning.

Subject Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the Senior Leadership Team and the English Subject Team. The work of the Subject Leader also involves supporting colleagues in the teaching of English, by being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Trinity CE Primary School- English Policy

An action plan is drawn up yearly. It outlines areas of strength and those for development. This is then reviewed termly and discussed with the Head Teacher. Staff meeting times are allocated to develop points from the Action Plan.

The Subject Leader reviews progress with the Action Plan and evaluates the strengths and areas for development in the subject. The Subject Leader has allocated time in order to enable them to review planning, samples of the children's work, and undertake lesson observations of English teaching across the school.

The named governor responsible for English meets with the subject leaders in order to review progress.

DRAFT