

**English Policy**

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| ***Safeguarding Statement****West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. Please also refer to the* *No Platform, Visiting Speaker Policy.* |

 ***Owner – CSTL***

 ***Date for review – September 2021***

 ***Governor’s signature -***

**English Policy**

All Teachers and Teaching Assistants at West Heath Primary School must comply with this policy.

**Aims**

Our aim in teaching English is that all children will:

* Develop positive attitudes towards books so that reading is a pleasurable activity.
* Use and apply phonological, contextual, grammatical and graphic knowledge in order to gain an increased level of fluency and understanding.
* Use reading as a means of gathering information to support their learning throughout the curriculum.
* Write in different contexts for different purposes and audiences, including themselves.
* Write with increasing awareness of the conventions of grammar, punctuation and spelling.
* Form letters correctly, leading to a fluent and legible handwriting style.
* Develop listening and comprehension skills through a variety of means, including reciprocal and non-reciprocal situations.
* Express opinions, articulate feelings and formulate appropriate response to increasingly complex questions and instructions.

**Procedure**

The structure of English teaching is based upon the English National Curriculum guidelines and covers all of the recommended objectives.

To ensure that there is adequate time for developing Literacy skills;

* EYFS classes have a daily phonics lesson, with a duration of approximately 30 minutes. In addition, guided reading and guided writing take place throughout each week.
* KS1 classes have a dedicated Literacy lesson each day, with a duration of approximately 45 minutes. In addition, in year 1, a daily phonics session takes place for 30 minutes each day.
* KS2 classes have a dedicated Literacy lesson each day with a duration of approximately 60 minutes. In addition, guided reading takes place 5 x each week for half hour each session.
* Years 1-6 have a weekly 30-40 minute spelling lesson, where they are taught and tested on the spelling rules appropriate to their year group. The Spelling Shed scheme is followed.

**Planning**

English is planned around the teaching of discreet skills and the planning ensures coverage of the National Curriculum 2015. A layered approach will enable children to develop drama and discussion techniques, build comprehension and writing skills and learn appropriate grammar in context. Work is differentiated to meet the needs of all pupils and to ensure progression within each year group.

In Year 2 to Year 6, it is expected that children will also have 10 minutes at the end of every day dedicated to reading a class novel. It is expected that a range of questions will be asked during these sessions to build proficiency in comprehension, word and grammar skills as well as identify and address misconceptions.

**Differentiation**

We ensure equality of opportunity by recognising that some children may need specific help with Literacy skills; e.g. if they are dyslexic or sight impaired. Work is appropriately adapted so that it is accessible for all pupils. We do this by:

* Giving extra support to children who need opportunities for reinforcement, either through the use of adults, or additional resources.
* Ensuring that pupils, with particular ability and flair for English, are extended through the use of additional, more demanding open-ended tasks.
* Ensuring that children in receipt of pupil premium funding are given opportunities *(where necessary)* to work with additional support to close the achievement gap.
* Making sure that depth of learning is a priority for all pupils regardless of the milestone they are working at.
* Ensuring that EAL children receive additional, specific teaching as well as full exposure to speaking and listening activities.
* Adapting resources so that they are accessible to children with specific educational needs.

**Speaking and Listening**

Oral language is recognised as the primary mode of language and this is reflectedin its focus in all areas of the curriculum.

Pupils are encouraged to listen attentively, and to speak clearly, confidently, fluently and appropriately for a variety of different audiences and purposes. They are encouraged to listen to others and take turns.

Teachers facilitate speaking and listening by:

* Expecting children to speak in full sentences both when asking and answering questions.
* Giving children opportunities to talk about decisions they make and to ask and answer questions.
* Giving pupils opportunities to talk about their work and the work of others.
* Giving pupils opportunities to perform their own work.
* Giving pupils opportunities to participate in performances of poetry, presentations, class assemblies, Christmas plays and school productions.
* Promoting talk during shared and guided reading lessons.
* Ensuring that pupils are given the opportunity to express their views and respond to the views of others.
* Using drama techniques, such as hot seating and conscience alley, to develop reasoned speaking and listening.
* Setting up formal discussions and debates to talk about real or imaginary issues arising in a range of different contexts.

Speech and language support is offered to all pupils who have difficulty in this area. Speech and language interventions will be undertaken in addition to the Literacy lesson.

Children with English as an additional language (EAL) are given support through emersion of the spoken English language and through direct teaching of English language conventions.

**Phonics**

Phonics teaching aims to show pupils how to become natural and accurate spellers and fluent readers.

* Children will be taught to look for common letter strings, patterns in words and to apply spelling rules.
* Children will be expected to sound out words phonetically and in syllables.
* Words which pose a particular challenge will be taught by using mnemonics, multi- sensory re-enforcement and memorising critical features.
* Children will be taught how to use the quartiles of a dictionary and find words beyond the initial letter.
* Children will be encouraged to identify their own spelling errors and edit accordingly.
* Children in EYFS will take part in whole class phonics teaching daily.
* Children in year 1 will be taught phonics daily in groups. Currently, classes are split into two groups to enable more focussed teaching. Children are regularly tested to ensure that they are in the correct group. Children are moved to the next group as soon as they are ready.

**Spelling**

All teachers will be responsible for the planning and teaching of spelling in accordance with the National Curriculum. This will be done through SPAG work and discreet teaching, as outlined in the spelling overviews.

Pupils in years 1-6 are taught the spelling rules appropriate to their year group through a weekly spelling lesson, lasting at least 30 minutes. The spelling rules are taught using the Spelling Shed scheme. Pupils are tested on example words which follow the spelling rule. When testing pupils, teachers are expected to model using the words in sentences. Test results should be used to make provisions for pupils who have difficulty in spelling and to inform planning.

During every piece of work, errors in punctuation and spelling must be marked appropriate to the age and stage of the child. An emphasis will be placed on correcting age specific spellings taken from the National Curriculum, which form weekly focus words.

**Reading**

**Accelerated Reader and Bug Club**

We strive to teach all of our children to read with depth and to enjoy a variety of texts so that they will become independent readers. We aim to develop our pupils’ competence in reading words and comprehension through guided reading lessons.

Reading books are available in guided reading resources and are sent home as part of the school’s approach to homework. In addition, the school’s scheme for English is based around a class novel.

* Comprehension skills are developed during daily RWI sessions at KS1 and Guided Reading sessions at KS2 using the Bug Club scheme.
* Children are taught the skills needed to answer comprehension questions, make predictions and summarise.
* Children are encouraged to activate prior learning in order to develop comprehension skills.
* Strategies such as hot seating and conscience alley are used to aid comprehension.
* All children experience modelled, shared, guided and independent reading in line with medium term planning.
* The Oxford reading scheme is used in KS1 to allow for reading standardisation.
* The Accelerated Reader scheme is used in KS2 to allow for reading standardisation.
* Children come into school at 8.30am each morning to read quietly. Teachers are expected to promote good reading habits during these sessions.
* At least 10 minutes at the end of each school day is dedicated to reading a class novel.
* Regular book fairs are held to promote reading enjoyment and to contribute to literacy resources.

**Writing**

Children write to express their emotions, convey their thoughts and opinions and to present evidence of research. By developing these skills, we aim to equip our children to write fluently across a range of curricular activities.

* Children are encouraged to write independently, gradually developing the range and extent of their writing. Word banks, dictionaries and thesauri are available for children in all key stages.
* Children are encouraged to orally rehearse before planning, drafting and revising texts.
* Modelled, shared, guided and independent writing sessions take place across all age groups every week.
* Children are given opportunities to and are encouraged to write in different genres for different purposes and audiences.
* Teachers model good handwriting, accurate spelling, grammar and punctuation at all times.
* Children are shown how to edit their own work in order to improve their writing, extend their ideas and correct spellings, punctuation and grammar.
* They are given regular opportunities to redraft their edited work into a final piece which is assessed and celebrated.
* Children are taught to frequently read back over their writing in order to make sure that it makes sense.
* Children are expected to speak and write in full sentences both when asking and answering questions.
* Worksheets are rarely used and only with the permission of the English coordinator.
* Writing frames will be used to scaffold children’s work but unless a specific skill is being taught *(i.e. note taking, spelling rules)* children will be expected to write in full sentences.

**Handwriting**

* By the end of EYFS correct pincer grip is expected.
* By the end of Y4, cursive handwriting is expected.
* The Nelson handwriting scheme is taught and Nelson font is available on all desk tops in school.
* Teachers and teaching assistants model cursive writing in marking from Y2 onwards.
* Blue handwriting pens are awarded for accurate cursive handwriting which includes accurate letter size, appropriate spacing and accurate use of ascenders and descenders.
* During handwriting lessons children are expected sit at a table, with their chair tucked in and their feet on the floor. Their non-writing hand should be placed on the page to keep it in place.
* White boards must only be used for quick recall **not** for handwriting practice.
* Sharp pencils should be used for all writing and colouring activities.
* Children must be taught how to colour neatly using appropriate strokes.

**Presentation**

* All pages in work books are expected to have a margin.
* The full date must be written on the top line. The date is expected to be spelled correctly and conform to the handwriting expectations.
* It is expected that a line will be missed between the date and the learning objective. The learning objective must be correctly spelled and underlined, with a ruler and in pencil.
* In KS1, it is acceptable to glue the date and learning objective into the children’s books to avoid wasting time at the start of lessons. (*Printed stickers can be used at EYFS and KS1 but* ***not*** *at KS2)*
* When labelling diagrams, lines to the label must be drawn in pencil with a ruler.
* The front cover of every child’s book must have a West Heath coloured label attached to it. This will display the child’s full name, the child’s class and the subject - English. A red circle should be placed in the top right-hand corner of the cover to identify that the child is entitled to pupil premium funding. A green circle should be placed in the top right-hand corner to identify that the child is on the SEN register. A number should be placed in the top-right hand corner corresponding to the child’s place in the register for monitoring purposes.

Children must finish their work with a handwriting pattern (*which should have been pre-taught.*) In all cases, handwriting patterns must be completed using a coloured pencil.

It is widely recognised that colouring encourages good handwriting. When appropriate, children must colour pictures in their English book using coloured pencils NOT writing pencils. Children should be encouraged to colour between the lines of the picture; to colour using strokes in one direction and to fill the gaps in colouring. Felt tip pens must **not** be used in children’s work books.

**Homework**

All pupils in Y1-Y6 are expected to learn their spellings ready for their weekly spelling test. Children must take their spellings home and revise them by writing them out 5 times and using them in sentences in their homework book. It is expected that homework will be returned to school on a Tuesday ready for marking. New spellings will be sent on Thursday.

If homework is not completed, a strike must be issued in the homework section of the child’s Passport.

It is expected that all pupils EYFS – Y6 read every night and that their Passports are signed by an adult indicating that they have read (Children who do not read at home will be given a strike in their passport (*see Passport to Success policy.*)

**Planning expectations**

Long term planning is taken from the National Curriculum 2015. The school’s English Curriculum Map outlines which novels are used to support teaching and which objectives should be covered each half term.

Teachers are required to produce weekly planning sheets, using the ‘Head, Heart and Hands’ agreed format, these should be emailed to the phase leader the week before teaching. This plan will outline lesson outcomes, success criteria, focus values, a brief teaching outline and differentiation.

Teachers must seek advice from the English co-ordinator if lessons are not maintaining appropriate pace or pupil progress is not evident. Although it is required that all planning must be followed, it is recognised that teachers must use their professional judgement and add to planning (where appropriate) to encourage at least expected progress for all pupils.

In all cases, where a worksheet is to be used in KS2, the resource must be agreed by the English Coordinator. Worksheets at KS1 should only be used where the task warrants it, they must be appropriate and not limit children’s depth of learning.

**Marking**

As outlined in the Marking Policy, all English work will be marked. Marking must be completed in line with the Marking Policy which can be found in the Staff Handbook.

**Moderation**

Teachers are expected to take their English books to moderation meetings which will take place at least termly. During these meetings, English will be discussed and progress will also be moderated.

Moderation activities will be used to judge accuracy and consistency across the school. Work will also be moderated against national expectations.

**Assessment**

Assessment in English follows the guidelines as laid down in the Assessment Policy and Marking Policy.

Teachers are expected to formally assess an extended piece of writing termly using end of year expectations. The outcomes of these assessments should inform planning.

In October, March and June of each year, children will undertake PIRA standardised reading tests. Following these tests, standardised scores will be calculated. Interventions will then be put into place for all children not making at least expected progress. Gaps in learning will be identified and interventions will be planned in order to ensure progress for all children. Effective use of pupil premium funding will be evaluated following each round of assessment. Provision for SEN pupils, LAC and those with EAL, will be evaluated termly.

**National Assessment Expectation**

* Every year the EYFS profile will be sent to the LA. This will include the assessment of each child’s reading, writing and communication at either emerging, expected or exceeding standard. Parents will be informed of their child’s profile at the end of the academic year.
* In June, Y1 will undertake Phonics Screening checks, as directed by the DfE (Department for Education.) The results of the phonics checks will be reported to parents, the LA and the DfE. We will use these results to identify children who need extra intervention in order to meet national expectation.
* In line with the DfE directive, Y2 will undertake SATs each year; these are internally marked. The assessments will be used to inform teacher judgement about whether a child is working above, below or at national expectation. The assessment results will be reported to the child’s parents; DfE and the Local Authority (LA). The school will use these results to identify children who need extra intervention in order for them to meet national expectation.
* Y6 will take part in SATs each year. These generally take place in May. Y6 SATs are externally marked. Judgements will be made about whether a child is working below, at or above national expectation. The results of the test, along with teacher assessment, will be reported to the child’s parents, the DfE, the LA and the secondary school to which the child will be attending in Y7.
* The results of the SATs will be scrutinised and adjustments will be made to the English curriculum so that the school ensures that it is fit for purpose.
* The results will be used to benchmark the schools’ performance against other schools locally and nationally.

**Monitoring of English**

Through lesson observations, work scrutiny, pupil voice and learning walks; compliance with this policy will be monitored.