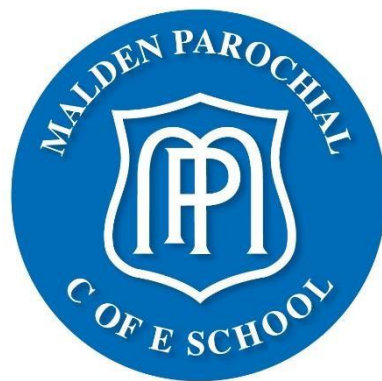


The Royal Borough of Kingston upon Thames

**Malden Parochial C of E
Primary School**



English Policy

Agreed: Summer Term 2020
Review: Summer Term 2022
[or as required]

English Policy

Vision Statement

Through careful observation and dedicated dialogue with children, we will notice that children know reading and writing are vital tools for how they comprehend and navigate the world.

We want children to express themselves clearly, in writing, all the time, and we want children to understand others' expressions clearly, when reading, all the time.

Children will learn to deliberately control their reading, speaking and writing, guided by carefully selected purposes and audiences.

They will know that reading is often the only way to discover new information required, and a deep knowledge of its mechanisms will give them speed and accuracy when doing so. They will understand that writing is an instrument used to communicate transparently with others, but also explore their own thoughts more deeply.

In all English sessions, children will examine expressions of others in various forms. Every child will study: picture books, short and longer novels, reports, poetry, photographs, illustrations, soundscapes and videos to inspire and inform their reading and writing choices. As they look at these expressions in more and more detail their retrieval, inference and opinion skills will be challenged.

Intent

In English, pupils will explore a range of writing genres through engaging and interesting stimuli. Each year group will use: picture stories, novels, reports, poetry, photographs, illustrations, soundscapes and videos to inspire and inform their writing, and challenge their key reading skills.

Children at Malden Parochial will be provided with relevant and challenging inference opportunities. They will use their developing writing skills to enhance their articulation and expression across the wider curriculum. Learning to become intrinsically critical in ways that develop them as writers which allow them to become experimental in their writing styles, taking cues from real text types. They will explore many genres and sub-genres of text to build a powerful writing repertoire and develop conscious control of how to use reading comprehension skills when writing. Always knowing the purpose and audience of their writing will dictate their vocabulary, punctuation and grammatical structures. Finally, and perhaps most importantly, we want them to find pleasure and meaning in reading and writing.

Internal Sources and References

Appendix A – EYFS Learning and Development

Appendix B – KS1 and KS2 Curriculum Mapping

Appendix C – KS1 and KS2 Curriculum Skills Development

Appendix D – KS1 and KS2 Suggested Teaching Orders

Appendix E – KS1 and KS2 Schemes of Work

Appendix F – KS1 and KS2 Key Performance Indicators

Appendix G – Malden Parochial Writing KPI Implementation Document

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

The Scholastic Handbook for Primary Teachers and 'The Key' Website were consulted in reference to curriculum implementation.

Implementation

English will be taught as an inevitable fusion of writing and reading which draw on inspiring and engaging 'hooks' for each topic. Writing and reading intertwined in this fashion, create and hone essential skills as a firm foundation for every other aspect of academic and working life. Strong knowledge of reading and writing technicalities enable children in the curriculum and achieve genuine fluidity across all their learning material. We have an obligation as teachers to ensure reading, writing, and speaking & listening skills do not fall far behind Age Related Expectations and allow gaps to widen.

Roles and Responsibilities

The Subject Leader for English is responsible for:

- action planning
- termly updates for staff
- organising/running CPD
- monitoring standards
- supporting book weeks
- reporting to the governors' Curriculum Committee
- if requested, auditing and ordering new resources
- leading assessment and analysing data
- attending CPD
- professional reading

The Headteacher and Governing Body are responsible for:

- Ensuring teachers can deliver the new curriculum by having access to the appropriate training and resources necessary;
- Providing opportunities for the English Subject Leader to work with staff to plan and deliver lessons for the Computing curriculum;
- Reviewing policies relating to English.

The Class Teacher is responsible for:

- Following the guidelines set out in the English policy;
- Planning effective English lessons using the objectives from the long-term plan outlined in this policy;
- Ensuring all objectives for their year group are planned for either through discrete or cross-curricular lessons;
- Providing many opportunities for English to be applied by pupils in a variety of ways, using a wide range of purposes and audiences;

- Planning lessons which will support and/or challenge pupils as appropriate;
- Ensuring they have access to a range of necessary resources to be able to deliver the curriculum effectively. This includes liaising with the English Lead that resources are available, ensuring equipment is ready to be used, and returning equipment for others to use;
- Supporting the English Lead in monitoring and assessment by completing the relevant planning and assessment grids at the end of each term;
- Ensuring support staff have access to planning and have the knowledge and skills to be able to support and challenge them in completing tasks.

The Support Staff are responsible for:

- Ensuring they have the relevant planning necessary to support and challenge pupils;
- Asking for support from the class teacher and/or English Lead to ensure their training requirements are met.

Equal Opportunities

At Malden Parochial, we ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to English and all staff members follow the equal opportunities policy. Resources for SEN children and Gifted & Talented will be made available to support and challenge appropriately.

- We value the individuality of all our children. We are committed to giving our children every opportunity to achieve at the highest of standards.
- We offer a broad and balanced curriculum, and have high expectations of all children.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- The achievements, attitudes and well-being of all our children matter.

Health and Safety

The Subject Leader for English will ensure that all material used to inspire is appropriate and fulfils the requirements of the school's R.E. values as well as the nationwide British Values. Teachers are free to use books, videos, songs, artwork etc. that they want to as hooks, bearing in mind potential negative impacts on children's mental health. That being stated, stimuli that elicit negative emotion are not always a bad idea: it all depends on the vision for writing output.

Planning

Weekly plans outline what each hourly session will contain and are 'planned backwards' from the teacher's vision of writing output on a Thursday's independent write. English Writing provision follows the school's curriculum mapping (see website) planned around specific genre studies. Inspiration for topics is taken from various places: The Literacy Tree, The Literacy Shed and the Power of Reading. These are combined with each year group's

Key Performance Indicators that act as assessment objectives for the children's writing (see 'organisation' for more detail).

Each English lesson – like every other subject in the school – begins with a Learning Objective reached through three coloured Success Criteria (red, orange and green). These are the children's 'steps to success' and are always reflected on before, throughout and at the end of each session. Units are studied over different time frames: between one and three weeks. Independent writing opportunities are undertaken by the children at least once a week where skills worked on throughout the unit manifest.

Guided reading provision follows The Literacy Shed's VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise (KS2) and Sequence (KS1)) skills framework derived from National Curriculum reading strands. Every week, each child will carry out a block for each reading skill. One activity block is comprised of an allocated slot for a Guided Reading group to read with the class teacher, discussing and exploring books around the reading KPIs for each year group.

Each reading skill will be laid out using a Guided Reading Learning Objective (GRLO) in books, but unlike Writing, no Success Criteria are used. Guided Reading tasks are generally based around each year groups' Class Reader – a book for each term, but there are exceptions: some weeks, a video or picture or other book may be used as stimulus.

Running alongside Guided Reading, children will read one-to-one with an adult at least once a week.

Teaching

Specific English teacher delivery, particularly writing, will be delivered in a style comfortable to individual teachers. The most important mantra to Malden Parochial however, is that the children's needs prioritise a teacher's preference. In other words, regardless of how much a teacher enjoys teaching in one way, if it does not work for their current cohort, practice must change. Teachers follow the template for Writing teaching each week, modified to be inclusive of their year group.

Children will be constantly made aware of their teacher's expectations of them in their writing physically, with handwriting and form, and mentally, with creativity and content. Lessons are pitched in a way that keeps them inclusive and tasks are differentiated through teacher questioning and extension rather than varied tasks with different expected outcomes.

By the end of Key Stage 1, children should be taught to use (see Appendix G for more detail):

- full stops consistently
- capital letters consistently
- singular possessive apostrophes
- contractive apostrophes
- all coordinating conjunctions
- expanded noun phrases
- 'a' or 'an' based on the vowel sound of the noun
- commands, statements and questions
- sequencing ideas
- spaces between words
- planning to inform writing

By the end of Key Stage 2, children should be taught to use (see Appendix G for more detail):

- commas for clarity
- speech punctuation
- plural possessive apostrophes
- parenthesis punctuation (brackets, commas, dashes)
- hyphens
- bullet points
- semi colons and colons
- prepositional phrases
- adverbials of time, place, manner, frequency and possibility
- modal verbs
- control the narrator and characters' speech
- relative clauses
- all tense types
- pronouns
- passive voice
- paragraphs
- other organisation devices
- self and peer assessment techniques

Teachers at Malden Parochial will formally assess the progress of each pupil every Thursday when the children undertake independent writing. Informal assessment will take place in every lesson and summative KPI evidence will be picked up each half term from a portfolio of independent writing pieces.

Organisation

At Malden Parochial, the overarching curriculum map (Appendix B) gives teachers a view of writing outcomes needed in each half term. KPI objectives (Appendix F) are consulted and taught in an order that reflects the Suggested Teaching Orders (Appendix D) put forward by the Subject Leader for English. This ensures that skills requiring more time to master are taught at a time in which the children are developmentally able to bear the load of the challenge. In addition, the Malden Parochial Writing KPI Implementation document (Appendix G) outlines by what year we believe Malden Parochial children should have mastered each KPI. It also allows teachers the chance to implement new technical skills early to year groups that can handle them.

Here is the structure that most teaching weeks follow. Each year group follows this structure:

Monday	<i>(First day of cycle) – Stimulus introduction</i> Introduce <u>purpose</u> and <u>audience</u> of writing that week Introduce genre and perspective.
Tuesday	Comprehension/Inference focus Look more comprehensively at characters, settings, atmosphere and themes that will teach children about engaging the audience and fulfilling the purpose of the writing.
Wednesday (i)	Contextualised grammar/punctuation coaching

	Working through curriculum and KPI specific foci – using grammatical and vocabulary skills that are appropriate to the purpose and audience.
Wednesday (ii)	Planning using models Form and content planning led by teacher. What will the writing look like? What will it sound like?
Thursday	Independent Write Using all the practise and coaching from the previous 3 days, children complete their genre specific writing.
Friday	Editing and Re-writing Using NS marking from Independent Write, children make amendments, improvements and new drafts.

Ultimately, the role of this template is to allow each child, in each year group, in each week the opportunity to write independently, building the evidence bank of independent pieces week on week. Independent writing takes place every Thursday barring any urgent changes to curriculum time.

The independent writing forms the basis for Assessment in English Writing. The school follows Key Performance Indicators (KPIs) for each subject that act as assessment objectives taken from the National Curriculum Programmes of Study for each phase. Over the course of the year, evidence will be dated against these criteria to give staff a formative document to inform future planning and, at the end of the year, a summative outline of a child's progress. Every half term, each class will undergo a week's writing assessment build-up. The independent writing is planned around three specific KPIs. Over the course of the year, each class has dedicated time to prepare learning against 18 KPIs to give a focussed measure of progress outside of the usual independent writing. Two weeks after each writing assessment, internal-school moderation takes place in the same way a formal Key Stage One or Two LA moderation might occur. Each year group has a chance to look for evidence in other group's writing and these writing pieces are used as models to inform progress measures for successive years.

In Year 5 and Year 6, children are 'streamed' into extension and support groups to maximise progress and engagement. In these groups, the vision is that children will be 'pulled up' by high achieving children rather than 'pushed up' by teachers. This learning scaffolding is the best way of keeping learning inclusive.

Homework

Every week, children are set homework that adheres to the school's Homework Policy (see school website). The main task varies from subject to subject, but one of the three staples, is writing and reading. Writing comes in the form of spelling practise for in-school application, and reading in the form of independent or parent/guardian-led reading.

Equipment and Resources

Our children will have access to a wide range of physical and digital resources they need to inspire and develop their knowledge and skills of English.

Malden Parochial acknowledges the need to continuously update and reflect upon current resources to maximise their effectiveness and suitability as well as the need to fund high quality teaching and learning equipment.

Each strand of the reading and writing KPIs has a recommended book to engage and stimulate learning. These books are kept in school with the English Lead and can be accessed by a Class Teacher who desires their use.

Each class has a fully equipped book corner with texts suitable for the current cohort of children. In these book corners there are a range of text types: newspapers, fictional writings, non-fiction encyclopaedia, reference books (dictionaries, thesauruses – suitable for each year group – translators, maths dictionaries and grammar dictionaries), poetry compilations, annuals, graphic novels, and books in sequence.

Book corners also compensate for one fifth of each child's learning time in Guided Reading in any given week. In addition, each class possesses an 'overflow' box full of texts designed to further challenge children who have reached Greater Depth for our reading scheme. This is designed to expand reading skill outwards rather than allow the children to climb freely upwards through reading bands and make progress harder to measure in subsequent year groups.

Impact

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

Assessment is carried out through:

- Questioning
- Marking
- Mini-plenaries
- TA feedback
- Self-assessment
- Various forms of formative assessment for learning
- More summative writing 'assessments'
- Ongoing ipsative comparisons

Children in Years 1 to 6 will sit termly test papers to assess their learning and progress. These will provide the class teacher with a gaps analysis to inform their future planning.

The school's Assessment and Marking Policies give high quality feedback and pupils' responses in English. This includes next step marking.

All children are given a writing and reading target from their class teacher; the targets are measurable and are reassessed every half term. The targets are shared with parents and kept in their English and Independent Writing books (and Learning Logs in spring term).

Monitoring and Evaluation

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

Review

The Subject Leader and Headteacher will review this policy and amend as appropriate.

In conclusion

Consultation

At the end of each academic year, the Subject Leader, Headteacher and staff, review and evaluate the Writing and Reading taught. Evaluation should take into account:

- Implementation of the National Curriculum. This will include discussion of the lesson structure, mental and written strategies, progress of the children in line with key objectives, planning issues and staff needs as regards training and support;
- Pupil achievement, both in tests and by teacher assessment;
- Coverage of curriculum;
- Analysis of children's books;
- Staff development;
- Any issues arising from teaching, regards common problems or difficulties;
- Children who have not reached the age related expectations;
- Pupils who need to be added to an Additional Needs Register (ANR) or Most Able Register (MAR).

Links to other policies and documents

- Assessment policy
- Marking policy
- Homework policy
- SEND policy
- Inclusion policy
- Online Safety policy
- Acceptable Use policy

Acronyms

EYFS – Early Years Foundation Stage

KS – Key Stage

KPIs – Key Performance Indicators

NS – Next Step

VIPERS - Vocabulary, Infer, Predict, Explain, Retrieve and Summarise / Sequence

CPD – Continuing Professional Development

TA – Teaching Assistant

R.E. – Religious Education

SEN – Special Educational Needs

ANR - Additional Needs Register

MAR - Most Able Register

SEND – Special Educational Needs and Disabilities

Appendix

Appendix A – EYFS Learning and Development

Appendix B – KS1 and KS2 Curriculum Mapping

Appendix C – KS1 and KS2 Curriculum Skills Development

Appendix D – KS1 and KS2 Suggested Teaching Orders

Appendix E – KS1 and KS2 Schemes of Work

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