

MARKET HARBOROUGH C OF E ACADEMY



This policy replaces	Previous English Policy
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Reviewer	Staff in school led by Emma Tayler and Nick Lee

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The Contribution of English to the School's Curriculum

At Market Harborough C of E Academy we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are given a high priority in our school and where possible the creative curriculum and ICT will be used as tools.

Our overarching aim for English 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.

We aim for our pupils to:

- 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.

At MHCoE Academy we encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).

Curriculum Delivery

In reception through to Year 6, children are taught English within their classes. All children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of the English lessons.

A strong stimulus to engage the children, a clear lesson objective, talk partners, modelling from the teacher and regular peer and self assessment are key features of all English lessons. Working walls support learning in the classrooms. Assessment in the form of a COLD WRITE at the beginning of a unit of work informs planning and a final, independent piece of writing, or 'HOT WRITE' is used to assess progress against year group expectations. We also look for opportunities to publish the children's writing in a number of ways to make it as meaningful as possible. The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate.

We provide a rich and varied experience for pupils to draw on in their writing and reading which should include the whole curriculum.

Approaches to speaking and listening

The four stands of speaking and listening: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards.

Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

Approaches to phonics

The teaching of phonic skills is embedded within English teaching in each class in KS1. Additional provision is made each day in discrete Read, Write Inc sessions in KS1 and where needed in lower KS2. These comprise of learning different graphemes, focusing on oral and aural phonological skills and sight vocabulary. During these sessions, children are explicitly shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs and are in phase appropriate groups.

Approaches to Reading

The school aims to promote and foster a positive reading ethos from entry to Year 6 and beyond. Pupils have opportunities to undertake whole class and independent reading throughout the school. Reading sessions include teaching the children to become fluent, competent and expressive readers. Each session has a focus on a particular reading domain to improve comprehension skills. A diverse range of reading books and a staged reading scheme are available. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of high quality reading books and experiences from different genres and subject matter, therefore we operate using 'book bands' complemented by thematic and high quality texts. Electronic texts are also available for reading interventions where appropriate.

When it is felt appropriate for individual children, they may become 'free readers' and choose from the class and school library. Reading comprehension tests are undertaken throughout the year to identify gaps in learning. Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension. Reading is an integral part of a child's development so home reading is encouraged with a recommendation of minimum of 5 x 10 mins a week. In order to have strong communication between teachers and parents/carers, each child has a school reading diary where both the staff and parents can write comments about how the child is progressing with his/her reading. Teachers will monitor how regular home reading takes place and the school will endeavor to support improvements if it is not happening.

Visits to the library and an annual library reading challenge are promoted in school. We openly celebrate and embrace World Book Day to further promote reading.

Approaches to Writing

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use small steps in lessons to model writing skills, teaching children how to compose, amend and revise their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable children to become confident and competent spellers.

The school follows Rob Smith's 'Literacy Shed Spelling' programme which enables the children to recap on the previous year's spelling patterns and then introduces new patterns and sight words. This program is supported with the implementation of 'Word Study' .

Handwriting approaches

Handwriting begins in the E.Y.F.S with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention.

Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place at least two times a week in EYFS and Year 1, and where required in Y2/3. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using the 'Letter-Join program'. The importance of developing fluent and cursive handwriting is a key skill developed through every lesson in the early years and Key Stage 1.

The national expectation at the end of year 6 is that children will join their handwriting. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent hand-writing.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z
The quick brown fox jumps
over the lazy dog.

Cross-Curricular Links and ICT

Cross-curricular Links

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Assessment and Target Setting

Work is assessed in line with the Assessment Policy.

- Teachers use regular lesson-by-lesson assessment to inform planning, and day to day teaching which in in-line with the school assessment policy
- Summative assessment is used in the form of HOT WRITES at the end of each taught English Unit
- Writing targets will be generated based on ongoing 'COLD WRITES' written at the beginning of each unit of writing.
- Summative assessment is used three times a year through the administration of PUMA, PIRA and GAPs tests, in order to assess the children's reading and Spelling, Punctuation & Grammar, in-line with the school assessment policy.
- Year 2 & 6 pupils undertake SATs in the summer term.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment – including higher-achievers. We have adopted a mastery approach to teaching at CofE in the belief that all children can succeed.

- Children with identified SEND in English receive tailored support from SEND LSA – where appropriate.
- Children who are identified as having additional needs with reading, receive extra support from LSAs.
- Children working at 'Greater Depth' in English are given every opportunity to reach their potential in lessons and have access to quality first teaching and small steps progress trackers to support this.

Challenges for these 'Greater Depth' pupils are provided within English lessons or in addition through a range of wider opportunities e.g. More Able Writers Workshops held twice a week in the mornings in Year 6.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of Subject Leader

The English Leader and the Reading Team are responsible for improving the standards of teaching and learning in English through the monitoring and evaluation of the subject. This will involve:

- monitoring of pupil progress
- conference with pupils regarding all areas of English
- analysing data
- monitoring the provision of English in line with the subject monitoring policy
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- analysis of SATs results to identify areas for development
- checking that assessment for English is carried out in line with the school's assessment policy

Parental Involvement

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using school reading records and regular weekly homework. Parents also support the school by coming in to hear readers during the school day. Parents provide support for handwriting, spellings and various genres of writing that may be set for homework. They are strongly encouraged to read with their children at home.

Conclusion

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Feedback Policy
- SEND Policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy

This policy will be reviewed by staff and presented to governors for approval every three years.