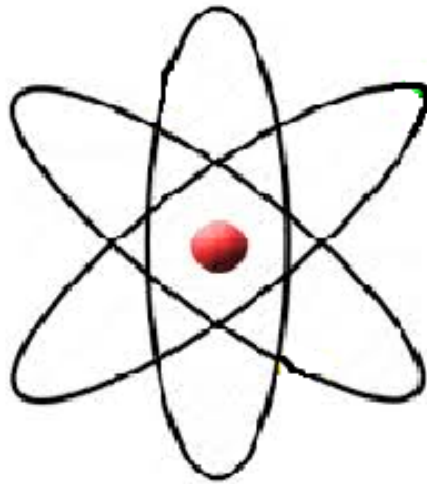


Maxwell School



English Policy

POLICY STATEMENT

- This policy aims to outline our approach to the teaching and learning of English. It sets a framework within which teaching and non-teaching staff can operate and all children learn.
- The policy should be read in conjunction with the **Early Years Foundation Stage framework** and the **2014 National Curriculum**. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group.

AIMS FOR ENGLISH

We aim to deliver a high quality English curriculum that gives all children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature.

- We believe the development of Literacy skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts.
- We strive to ensure all children can communicate clearly in spoken and written form and become masters of language. Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school.
- Teachers use their ideas to engage children in work providing memorable experiences, bringing topics to life through real life contexts.
- Curriculum coverage is carefully monitored to ensure all staff are delivering a high quality English curriculum which is in line with our aims.

NATIONAL CURRICULUM 2014

- The National Curriculum (2014) clearly states that teaching the English language is an essential, *if not* the most essential role of a Primary School.
- The English programme of study is based on four areas;
- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The National Curriculum is divided into Key stages. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The National Curriculum 2014, gives detailed guidance of what should be taught during each of the Key stages under the following headings:

- Spoken Language
- Reading – Word reading
- Reading – Comprehension
- Writing – Transcription
- Writing – Spelling
- Writing – Handwriting and presentation
- Writing – composition
- Writing – Grammar and punctuation

SPOKEN LANGUAGE – Speaking and Listening

- Developing strong speaking and listening skills is fundamental to the teaching of English at Maxwell School. All staff place a very high emphasis on spoken language and plan for the discrete teaching of skills as well as incidental learning opportunities (which may occur in all areas of school life).
- Our approach is firmly based on teaching how language changes in different contexts. We believe children need to develop strong oracy skills to enable them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences. To do this teachers provide authentic contexts, giving children opportunities to use a range of spoken language.
- Staff provide a very diverse range of purposeful opportunities through role play, drama, discussions and debates. All staff model the use of Standard English, increasing children's repertoire of vocabulary and sophistication of spoken English.
- The National Curriculum states that pupils should be "taught to speak clearly and convey ideas confidently in Standard English"

Children should become increasingly able to and demonstrate that they can:

- Justify ideas with reasons

- Ask questions to check understanding
- Develop and use a wider range of vocabulary
- Negotiate
- Evaluate and build upon the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Use spoken language to organise their ideas prior to writing

WRITING

The 2014 National Curriculum states that children should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct

- Maxwell School aims to develop children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical details, punctuation and spelling.

- Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions.

- The school has a separate Handwriting policy which should be read in conjunction with this policy.

- Guided writing sessions are used to target specific needs of both groups and individuals, which children have opportunities to write at length in extended independent writing sessions regularly for a range of purposes across the curriculum.

- The children are given frequent opportunities in school to write in different contexts using quality texts as a model. There are many opportunities for children to improve their writing. They may be asked to produce their writing on their own or as part of a group.

- Writing is likely to follow a sequence of:

Immersion and Orientation – this is the stage where children are immersed in the text type. Children will become familiar with the language rhythms and patterns that are involved within the text. It is impossible to write a sentence pattern without being able to say it. This helps children internalise the patterns of language. Key vocabulary is identified and displayed to be referred to throughout, it is vital that children understand what words mean.

Exploring and zooming in – looking closely at the text, analysing language patterns and playing with language. This is where further exploration into grammatical features and deeper meanings are undertaken. Children may explore other similar texts and draw upon the structures and language features of the original model to create their own version.

Imitating and inventing – using techniques and structures children now start to imitate and invent a new idea, this may be a character, story line, text etc. At this stage children will move to becoming more independent writers. Children will be encouraged to write within the same text type but may choose different topics that interest and intrigue them.

*Modelled, shared, guided and independent writing will be evident throughout this sequence and will support both independent and groups of children. Assessments will inform shared writing and will inform the groups that are formed for guided writing. Stages **do not** have a time frame, teachers plan around the needs of the children in their class and the process is cyclical.*

SPELLING

It is our intention that all of our pupils become fluent and effective writers and we believe accurate spelling is a means to that end. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

A balanced spelling programme includes five main components:

- Understanding the principles underpinning word construction (phonemic, morphemic and etymological)
- Recognising how these principles apply to each word in order to learn to spell words
- Practising and assessing spelling
- Applying spelling strategies and proof reading
- Building pupils' self-images and confidence as spellers
- It builds pupils' spelling vocabulary by introducing patterns or conventions and continually practising those already introduced. Research has determined that short, lively, focused sessions are more enjoyable and effective than occasional skills session.
- Spelling strategies are taught explicitly and applied to high-frequency words, crosscurricular words and individual pupils' words. Proofreading skills are encouraged during shared and guided writing sessions and links are made to the teaching of handwriting.

Maxwell School makes use of *Read Write Inc* spelling to help with the teaching of Spelling.

READING

- Reading is one of the most important ways in which children develop and absorb a wide range of language skills. To help with this when choosing texts, we look for a balance of fiction, nonfiction and poetry.
- A balance of shared, guided and independent reading is undertaken on a weekly basis and is evidenced in planning.
- To promote a lifetime love of reading we:
- Read aloud to all children of all ages and aim to introduce them to new authors and styles of writing
- Encourage and model reading for pleasure
- Ensure that there is a varied range of texts in the classroom
- Develop use of colour banded school library which children are able to enjoy
- Use is made of Reading Records to monitor a child's reading. Reading progress is assessed using a range of formative and summative methods appropriate to a child's needs.

PUNCTUATION AND GRAMMAR

Maxwell School recognises that the teaching of both grammar and punctuation is an integral part of a child's English learning.

- It is most effective when taught in the context of reading and writing, either in the context of the linguistic demands of a particular genre or the writing needs of a child.
- Teaching sessions which have as their main learning objective a grammar or punctuation focus may also include activities such as; playing with words, rhymes, punctuation or investigations all of which enrich and inform grammatical knowledge and understanding.
- At appropriate times children will take SPAG tests based upon those in use in the UK.

PHONICS

- Maxwell School has whole school approach to the teaching of phonics with a focus on achieving or exceeding age expectations for all.
- Systematic structured phonics instruction ensures all children receive phonic/Word level lessons frequently in line with recommendations of "*letters and sounds*" and the pace of their learning is appropriately challenging .
- Read Write Inc is the school's chosen synthetic phonics scheme

- Close monitoring and assessment will inform interventions, highlighting gaps early on ensuring children make expected or accelerated progress

LEARNING ENVIRONMENT

Our classrooms and displays are used as learning tools. We have literacy rich classrooms which have evidence of:

- Differentiation offering all children the opportunity to make progress in Literacy learning.
- Vocabulary words on interactive displays and/or accesible on tables to support children.
- Phonic displays
- Easily accessible material such as spelling dictionaries, word banks etc
- Working walls

EXPECTATIONS OF ALL TEACHERS

- Planning covers all English objectives throughout the year and this will be tracked using a yearly overview.
- A high level of presentation is expected across all subjects.
- Topics and other curriculum subjects offer the children the opportunity to contextualise and apply discrete literacy learning for a wide range of purposes.
- Children are aware of Learning Objectives and Success Criteria in all lessons
- Marking is directly linked to the Learning Objective and follows the format of the School's Marking and Effective Feedback policy
- Weekly plans are based on a mix of medium term planning and most recent assessments. Evidence of children's differing needs should be clear.
- Weekly Literacy plans are submitted each week to Literacy coordinator.

EQUAL OPPORTUNITIES

- Equal opportunities need to be provided for boys and girls, and for children of all ability. Children perceived to have special needs (SEN/more able/EFL) will be assigned tasks within the Programme of Study appropriate to their abilities. These can be delivered both inside and outside of the classroom.

ASSESSMENT AND RECORDING

- Children's progress in Primary English is recorded and monitored using Target Tracker Steps band sheets. These are completed by teachers using both *formative* and *summative* methods. The school expects children to make, at the least, one band of progress each year.

- Children in Years 2 and 6 take end of KS tests in Reading, Writing and Spelling, Punctuation and Grammar. These are modeled on those being sat in the UK.

Children in KS3 follow the International Middle Years Curriculum and their assessment tracking sheets are used.

- Children in Year 1 take English phonics screening check.
- Children in other year groups use published summative assessments as appropriate.
- Teacher assessment is ongoing throughout the school year and forwarded to the next class teacher. Pupil progress is also regularly discussed at staff meetings.
- Pupil Targets are also ongoing throughout the school year – these are shared with pupils

Policy date Dec 2016

Reviewed Oct 2018 Next review due date April 2019 to include IGCSE English