



**Richard de Clare
Community Academy**

English Policy

Reviewed:	Summer 2020
Next review date:	Summer 2023

English Policy Summer 2020

At Richard de Clare, we strive to build foundations for the children to fulfil their potential and develop their skills in speaking and listening and reading and writing. Teaching and learning will enable the children to express themselves creatively, imaginatively, and furthermore communicate with others effectively and independently. English skills are integral to all cross-curricular work and, as such, are embedded throughout all learning. We aim to provide quality first teaching to ensure children access high quality learning experiences to promote and foster passions as life-long learners across the English curriculum.

‘Dream big, Work hard, Believe and Achieve’.

Statutory Requirements

It is a legal requirement for English to form part of the primary school curriculum as outlined in The National Curriculum and The EYFS Statutory framework. This policy statement outlines all that is important to our school in the teaching and learning of our English Curriculum. Our intent is to ensure that all staff teach English in the most effective way possible through the implementation of the English Programmes of Study in the National Curriculum 2014 focusing further on ‘The Essentials Curriculum’ to ensure that learning is at depth. In EYFS and KS1 children will follow a systematic synthetic phonics programme ‘Phonics International’ to allow all our children to develop confidence and competence of the letter/s-sound correspondences and how to put the letter/s-sound correspondences learnt to immediate use for developing reading, spelling and handwriting skills.

Equal Opportunities

Every child at Richard de Clare, is entitled to have access to the curriculum, irrespective of gender, ethnic background, age, starting point or disability. All children will have the opportunity to experience success and develop an appreciation of their own cultural origins and that of others. Teachers will set appropriate challenges for all pupils. Where attainment falls significantly below expected levels special provision will be made for additional support. One Plans for teaching and additional support will be drawn up as appropriate by teachers in conjunction with the SENCO.

Home Partnership

Home/School links Parents will be asked to support their children by encouraging them to;

- Read daily at home
- Learn spellings
- Complete English homework tasks
- Families Reading Together

English Intent

- To extend and develop the knowledge of language children bring from home by providing a wide range of linguistic experiences.
- To ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To ensure that all pupils appreciate our rich and varied literary heritage.
- To ensure that all pupils write clearly, accurately, and coherently, adapting their language and style for a range of contexts, purposes and audiences.

English Implementation

- To recognise the social and educational importance of Standard English but also respect the linguistic background of every child to ensure inclusion and diversity.
- To provide a wide range of learning opportunities to further the development of speaking and listening skills.
- To provide progressive cross curricular learning opportunities, both within and outside the English lesson, to further the development of reading and writing skills across the school.
- To include a full range of teaching styles and manage various groupings of children.
- To work in a positive, challenging environment where ideas are shared, and all contributions are valued and used as learning opportunities.
- For pupils to agree and review personal learning targets with their teacher weekly during Extended Write. Personal learning targets will be shared with parents termly to promote partnership and progress in attainment.
- To ensure a belief that all children can succeed.
- Learning is celebrated.

English Impact

Class Teacher will assess a child's learning and understanding by:

- pupils understand the "success criteria" – how they will know they have achieved the learning intention, or the steps towards achieving it.
- marking and feedback related to the learning intention and success criteria, indicating the child's successes, and helping them to know how to improve.
- improvement is made as a direct result of the feedback.
- children are actively involved in self- and peer-assessment.
- questioning techniques are used effectively to extend learning.

Reading

All children will have a daily opportunity to read silently and/or share books with the realisation that reading time is valuable and should occupy everyone's attention by giving a focus for reading. Children to acquire research skills necessary for the use of dictionaries, atlases and other information books and from ICT resources. All children to develop the ability to read aloud to others with appropriate intonation, expression and inflection. Children will have opportunities to discuss books they have read. Children will develop an increasingly enriched vocabulary from books that they have read and/or class text.

Reading Intent

- Explore a varied selection of texts and different genres to ensure an increased level of fluency, intonation, accuracy, independence and understanding.
- Develop different strategies for approaching reading, including a strong emphasis on phonics in the Foundation Stage and KS1, as well as for some pupils in KS2. Recognition of picture clues, sight words and context will be developed when appropriate.
- Explore reading as a means of information gathering and retrieval.
- To develop the ability to describe, predict, evaluate, deduce and infer, becoming more finely honed as children move through KS2 and authorial devices and choices of vocabulary need to be also considered
- Develop positive attitudes towards books so that reading is a pleasurable activity both in school and at home.
- Develop reading skills as an integral part of their learning throughout the entire curriculum and incorporate the library as a research area.

Reading Implementation

- EYFS and KS1 children to have explicit phonics sessions daily. KS2 children to have explicit age appropriate phonics/spelling sessions daily.
- To read aloud (fiction and non-fiction) regularly within literacy lessons and across the curriculum.
- Keep records of children's achievements through evidence collated in Guided Reading sessions, literacy lessons and through Accelerated Reader data.
- Children to participate in Guided Weekly session
- Value books and show an interest in them by setting a personal example – Reading for Pleasure activity 1x weekly.
- Class teacher to listen to every child read at least once each week. Additional opportunities to listen to children read may be given by the class LSA.
- Class teacher to read to the class daily.
- Actively and consistently encourage reading for pleasure, both in and out of school using class Reading chart.

Reading Impact

- Maintain reading as a valued, high profile activity which accesses the whole of the curriculum.

- Ensure books are maintained and supplemented appropriately in the library (using Accelerated Reader).
- Consider new and innovative resources available to support the teaching and learning of reading.
- Range of questioning techniques and discussions to extend a child's ability to respond in depth to comprehension questions in guided reading sessions and individual reading activities to ascertain reading skills and understanding.
- Weekly individual reading sessions with Class Teacher provide opportunities to assess for learning and to discuss personal targets.
- Formal and informal observation and close monitoring of children's developing use of strategies and responses to texts.

Writing

Children will have opportunities to write in different contexts, for different purposes and audiences, including themselves. All children will be taught to engage their minds and creativity through writing to broaden their imagination and cognitive thinking.

Writing Intent

- Teach handwriting on a regular basis from EYFS, demonstrating correct pencil grip and letter formation, linking with the reinforcement of spelling. Form letters correctly, leading to a fluent and legible handwriting style.
- Explore systematic phonics, spelling rules and spelling conventions.
- Explore enhancing the presentation of their writing using ICT.
- Provide a wide range of writing activities, writing genres and experiences.
- Develop consideration of the needs of a reading audience.
- Develop knowledge and experience of grammatical vocabulary.
- Experience examples of 'good' writing models.

Writing Implementation

- Discrete handwriting sessions in handwriting book at least 3x weekly in KS1 using Penpals. KS2 children practise handwriting (back of English book) 4/5 weekly before writing session begins. Becoming increasingly aware of spelling conventions through application of knowledge of systematic phonics and learned spelling rules.
- Daily phonics/spellings sessions x5.
- Use ICT to present writing activities and enhance writing genres.
- Explore a wide range of writing activities; include both narrative and non-fiction writing.
- Relate writing to their own experiences and environment initially before developing the skills to write empathically and research different contexts, themes and genres as appropriate.

- Writing based on text/film; across a series of weeks in order for the children to immerse themselves in the text/film and show progression in writing.
- Explore punctuation, spelling and the grammatical structures of 'Standard English'; both in the context of their own writing and through discrete GPS (Grammar, Punctuation and Spelling) activities x3 weekly.
- Model/provide good writing in various forms. Sharing and discussing the process as they write.
- Use writing criteria as they develop the skills to self-evaluate and assess, aiming for high quality writing consistently across the curriculum; Have experience of and become accustomed to drafting, redrafting and editing their work when appropriate using Extended Write x1 weekly to ascertain personal targets.

Extended Write

- Share an exciting and stimulating picture or short film clip with the children that leads naturally to 'what, why, where, who, how, when' questions with partners and whole class. These ideas can be recorded briefly as a point of reference.
- Watch again and begin to build on ideas together. There are no right or wrong answers – the children's own ideas are the key to success as they then have ownership of same which leads to engagement. It is perfectly acceptable to 'Magpie' (all the best authors have reportedly followed this method!). This is perfect for 'reluctant writers'.
- There can be a period of 'carousel moments' here to gather ideas i.e. large sheets of paper around the room with headings see, taste, touch, hear, smell – or any other categories of particular focus. Again, these should be displayed for the children to refer to throughout their writing time. This supports children that are less than confident and those that struggle to come up with their own ideas.
- Share and discuss the Success Criteria.
- The children will have previously self and peer marked their last piece of writing and can now recap on which elements of the Success Criteria they included in their writing and which they will focus on this time, including teacher feed-back.
- The children can then begin to write. Any genre. Any perspective. Their own focus.
- The children will refer to the gathered ideas, their own ideas, dictionaries, thesauruses, their personal collections of spellings/prompt sheets and information on display. They can discuss their work as they write.
- The adults will have sight of work as it progresses and provide scaffolding support where needed. Children are encouraged to share the elements they have included as they write which prompts others and gives appropriate examples to assist classmates; choosing best sentence to read aloud, opening, grammatical feature.
- At the end of the writing time the children assess and mark their work against the Success Criteria and/or peer assess in the same manner. They tick off what they believe they have included and can instantly see what they have omitted this time (this affords instant feedback on performance and next steps)
- They can then write a short comment about what they have achieved and how this can be improved next time.

- The teacher then marks the writing against the Success Criteria sheet and comments accordingly. It may be that the child has correctly identified next steps, or the teacher will do so.
- As soon as possible after this marking, the children respond to the teacher's marking and edit and improve accordingly – preferably during early morning work.
- At the commencement of the following 'Extended Write' lesson, the children should re-visit their own comments and the teacher's comments and remind themselves of their next steps/target.

Writing Impact

- Respond positively, with interest to all attempts at writing across the school.
- Use learning intention(s) as marking criteria, monitoring progress and providing individual/whole class feedback with targets or next steps for improvement where necessary.
- Allow children frequent opportunities to respond to purple pen marking.
- Writing environment, including experimental or emergent writing opportunities for EYFS and KS1.
- Weekly writing assessment - Extended Write; Individual, Collaborative, Teacher.
- Planning will be created by each individual teacher and will be personalised where necessary.
- Assessment to inform planning and diagnose strengths and weaknesses.
- Effective and positive marking and feedback, instructional and developmental.
- Feedback to children about their progress in English is through verbal comment, discussion and the marking of work.

Spoken Language

We recognise the importance of spoken language in a child's development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include class assemblies, talk partners, through drama and opportunities to perform.

Spoken Language Intent

- Justify ideas with reasons.
- Ask questions to check understanding.
- Develop vocabulary and build knowledge.
- Negotiate.
- Evaluate and build on the ideas of others.
- Select the appropriate register for effective communication.
- Give well-structured descriptions and explanations.
- Speculate, hypothesise and explore ideas.
- Organise their ideas prior to writing.

Spoken Language Implementation

- Provide opportunities to collaboratively discuss work, debates and question and answer sessions; including explain and justify.
- Use a range of questioning techniques to ascertain the child's understanding.
- Give opportunities to continually develop spoken language within the classroom. Provide an example of clear diction, Standard English, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers.
- Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end.

Spoken Language Impact

- Maintain the importance of spoken language skills as facilitators for the whole curriculum.
- Performance poetry.
- Actively encourage listening on a whole-school basis; assemblies and presentations to different audiences, PHSE lessons.
- Independent, Collaborative and Teacher Assessment.
- Observations using a variety of spoken language for different purposes.

Monitoring - English Leader/Team:

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and ensure teachers are implementing the requirements of the National Curriculum in English. through the progress and attainment documents. In addition, continuity and progression across the school is monitored and plans for progression of English teaching throughout the school is monitored by the English Team. The English Leader/Team will organise training of literacy themes within the school and will also attend relevant courses to keep up to date with current initiatives. Teachers will seek to take advantage of opportunities to make cross-curricular links.

English Leader/Team will monitor teaching and learning through:

- Classroom observations
- Book moderations
- Participation in monitoring of writing assessments
- Monitoring results of writing assessments
- Tracking of individual children using test data and teacher assessments.
- Performance management where appropriate
- Informal discussions with staff and children.

To be read alongside other policies including;

- Homework Policy

- Curriculum and Planning Policy
- Early Years Foundation Stage Policy
- Gifted and Talented Policy
- Special Needs Policy
- Assessment Policy
- Teaching and Learning Policy
- Feedback/Marking Policy
- Equal Opportunities Policy

Review

This policy will be reviewed in the Summer Term 2023