

Marsh Green Primary School



Achieve Believe Celebrate

English Policy

Our Vision

Intent

In delivering the English curriculum we aim to remove any barriers to learning so that all children are able to make progress in every aspect of their English learning including; reading, phonics, writing, spelling, punctuation, grammar and handwriting. At Marsh Green we aim to enable children to become Literacy rich so that they can enjoy the wealth of experiences that comes through literacy at their age and future ages. We intend to enhance their learning through opportunities to read and write through other curriculum areas, visits, visitors and trips.

Implementation

All children engage in a planned English curriculum that builds on prior learning, teaches age expectations and challenges them for each aspect of English. Outcomes are designed to meet the requirements of the National Curriculum, but also to have opportunities to apply and develop their learning on Friday topic days through a cross-curricular approach. Visitors, visits, trips and the use of the Immersion room gives children experiences beyond the classroom to hook all children into learning.

Impact

The impact of the English curriculum is measured both academically and personally. At Marsh Green a strong emphasis is put onto the children's nurturing experience, personal development, engagement and learning behaviour to set strong foundations for life-long learning. Academic progress and attainment is monitored daily to inform children's next steps of learning and is fed back to the children through discussions and marking. Formal termly assessments are discussed with Senior Leaders to track and challenge all children's progress and attainment. Reports of such are shared with parents at parents' meetings and regularly with school Governors.

SEN (Special Educational Needs) & Inclusion

All pupils regardless of their stage and background should have equal opportunities to achieve or exceed the age expectations of the National Curriculum as well as have a breadth of learning experiences. All pupils have a right to make expected progress throughout their journey at Marsh Green. All children should access quality first teaching and those who are vulnerable, working below age expectations, have short term or diagnosed difficulties should be supported appropriately. Staff work closely with the SENCO (Special Educational Needs Coordinator) and outside agencies to provide the relevant additional support including intervention programmes to help remove barriers to children's success. Monitoring the impact of support measures is the responsibility of all staff working with the children, the English team and SENCO.

Planning English EYFS

Our aim in the EYFS is to ignite and nurture a love of books, reading and a want to write from an early age. As Children enter our two year old provision they are immersed into a print and language rich environment which continues throughout the phase. Expectations are shared with parents and home learning activities are sent home to support this.

As Communication and Language underpins Literacy, planning for both is intertwined. We ensure Communication and Language skills are tracked and assessed regularly as soon as they start their learning journey with us. This assessment then informs our Literacy planning. Throughout the phase we use our 'Favourite 5' stories to engage children and immerse them in storytelling, rich vocabulary and comprehension skills. We all use the 'blank level' questions to develop children's understanding of literature, whilst scaffolding and progressing their ability to answer higher level questions. These learning opportunities provide the basis for our Young Explorers and Nursery class planning.

Throughout the phase we take a loose thematic approach that is flexible and fluid to allow for children's own interests. We use 'in the moment' planning and story scribing to support Literacy when working with the children in

continuous provision. We aim to ensure learning opportunities are meaningful and objective led, providing a wide range of physical development activities to develop both fine and gross motor skills to aid their ability to 'write'. We ensure in the Reception classes that our writing opportunities are purposeful and that children are given a reason and a want to write. Activities and opportunities are planned to engage reluctant writers and in particular boys in order to raise engagement levels and accelerate progress. All staff know who these children are. Phonics sessions are taught discreetly throughout the Nursery and Reception classes, but continuous provision challenges, resources and activities are also planned to allow children the opportunity to apply taught skills independently. This is the same for all reading and writing occurrences in the provision.

Library books are taken home on an ongoing basis across both Young Explorers and Nursery. Reception staff carefully plan phonic ability matched books to be sent home weekly.

Planning English KS1

The Learning Objectives to be covered in each term are given to each class teacher. Long term overviews identify the breadth of texts that children will study in each class with a list of writing genres for the texts to ignite. Children will collect new, ambitious and exciting vocabulary from the text and add it to their class word bank, creating a rich vocabulary resource. The journey will continue through to comprehension activities to embed children's understanding of what they have read and analyse the key features of text types. Skills lessons on SPAG (Spelling, Punctuation and Grammar) within the context of the text prepare children for their writing outcomes. Speaking and listening strategies of 'Talk for Writing' and drama challenge children's writing ideas and organise their content for writing. Staff guide children in using all the mentioned parts of their journey through the text to create writing pieces for different purposes. Self and peer assessment is progressively developed to help children edit and improve their work in age and stage appropriate ways. Effective lessons should ensure that all children have equal opportunities to achieve age expectations through appropriate degrees of adult support, resources, and strategies as advised by the SENCO as well as high expectations. Effective lessons should also build on and make links with previous learning and give children opportunity to work both independently and at other times collaboratively.

Although English is given specific time to be taught, it is also interwoven throughout the curriculum, in both other subjects and our relationships. Opportunities to apply skills, knowledge and understanding occur on Friday topic days and in all our interactions.

Planning English KS2

Although our aim is to have a consistent approach to the planning and delivery of English across all year groups, inevitably there are subtle differences between key stages. This is in order to take into account fully all national objectives for English, age specific expectations in year groups, barriers to learning and assessment requirements, leading ultimately to the SATs at the end of year 6.

We plan units of work around texts or other stimulus - for example pictures or imagery, use of film via Literacy Shed, Music via BBC Radio programmes and real-life experiences from trips and visitors into school. This includes visiting poets, authors and theatre companies. We make links to history and geography topics where possible to promote further engagement into texts and writing tasks.

Planning for each unit of work involves analysing the text, development of comprehension skills, grammar features and then writing opportunities. We use many creative devices including role-play, hot seating, conscience alleys etc. in order to give children the stimulus and tools to write.

This means that there would usually be at least one non-writing session a week. This structure builds up to a longer piece of writing at the end of a unit.

We currently run a 2 year rolling program for LKS2 and UKS2 to promote inter class discussion, excitement, and link with topics, as well as opportunities for planning and sharing of ideas between colleagues.

We plan for other areas of English across the week in separate sessions or as interventions when needed for handwriting, spelling, punctuation and grammar.

The Role of the English Lead and English Team

At Marsh Green the English Lead is responsible for: sharing correspondence between phase leads, whom lead English in their phases; collating an overview of standards and attainment from phase leads; budget management; reporting

transparent information to SLT, Governors, families and other interested parties. The English Team are responsible for the development and monitoring of English in their phase. Alongside the English Lead they are responsible for updating the school's policy and action plan. They also ensure that all children are making suitable progress, support staff in implementing necessary interventions and aid staff development. They are responsible for monitoring standards of teaching and learning through book scrutinies, lesson observations, learning walks, pupil and staff interviews for their phase.

Marking

Where possible, marking should take place 'in the moment' to allow for timely and meaningful feedback. The school marking policy should be followed. It should also allow time for children to make corrections, revisions and additions to improve their work.

EYFS Assessments

Ongoing assessments are made by adults as they work with the children in the provision and within adult led activities. Observations are made, these observations then inform the teachers targeted interactions, key children and focus groups. When a concern is raised the key workers and teachers will discuss strategies to support the child, in which it may be deemed necessary for more intervention or equally more challenge.

These observations are continually made, adults use their knowledge of the children and gather evidence to track their progress across the ages and stages in development. These assessments and judgements are moderated each term throughout the phase and with the Local Authority.

In the summer term these assessments are discussed and moderated with the year one teachers, KS1 lead and at local authority events.

KS1 & KS2 Assessments

Ongoing assessments of writing pieces, comprehension tasks, SPAG and speaking and listening are tracked by the teaching staff and recorded on a termly assessment record in each child's English book. These are also used to record whether children are working at, above or below age related expectations. In addition each child has a book to record sample assessed writing pieces, this then follows the child throughout school, as a visual journey of their writing development at Marsh Green. Year 6 children have to complete additional writing portfolios.

Termly summative assessments through writing pieces, comprehension tests and SPAG tests combined with teacher judgements, monitor the school's overall English standards. Pupil progress meetings are held with Phase leaders to discuss attainment and progress of whole classes, groups and individuals. Phase Leaders hold moderation of teacher assessment within their phase meetings to ensure consistency of judgements. In addition some year groups have National tests in the summer term and the results of those are reported to the Local Authority. The tests are the Phonics Screening Test for Year 1 and SATS tests for Year 2 and Year 6 children. Data from these tests provides value added information, trends in attainment and comparisons at both national and local level.

Phonics in EYFS

The children's phonics journey begins as they enter our Young Explorers where they are immersed in sounds, language, music, song, rhythm and rhyme throughout their session in provision. This is also then done discreetly during story time 'Favourite 5', 'Fun Box Jo signing with music' and small group keyworker sessions when and if appropriate. Songs, stories, Letters and Sounds, Toddler Talk or communication activities are shared with parents and resources sent home to support children's development.

All the good practise built in Young Explores continues on into Nursery, ensuring a wide range of opportunities to independently develop phonics skills and knowledge in their provision. Staff ensure well planned resources and activities are available. In Nursery Letters and Sounds is taught daily in discreet group time sessions. These sessions are carefully planned using 'Early Impact Phonics' based on Letters and Sounds. These activities are then slowly moved and added into provision for children to master.

As children move into Reception, the teachers use the assessments and knowledge of the children from the Nursery staff to continue where necessary with Letters and Sounds but at a quicker pace. Reception teachers ensure all

stories studied in the Autumn term allow for a strong emphasis on rhyme and alliteration. From the first term children are provided with songs, rhymes and games to continue to pick up sounds and letter discrimination. From the October half term children start our school's phonics programme based on the RWI scheme. This is taught in discreet daily phonics lessons. The teacher initially leads these sessions until ability groups are then clear. Then children are split into ability groups and follow a structured plan. Children who need additional help to keep up or catch up if they have been away from school, receive an extra booster session in the afternoons.

With all this in place there are still some children who have SEN and are working below expectation for their age. For these children they continue to access short bursts of 'Early Impact Phonics' ensuring sessions are engaging and stimulating with a range of resources. They also are made aware of letter graphemes and initial sounds using songs like Jolly Phonics and writing interventions such as 'Squiggle Whilst You Wiggle'. If little progress is made we then refer to our school SENCO for more support and other services/resources.

Children's progress and attainment is monitored weekly by their phonics teacher and discussed in a phonics 'master class' every Monday with the phase team and English phase lead. The English phase lead monitors standards of phonics sessions through learning walks. Half termly informative assessments coupled with termly summative assessments provide an overview of standards that informs any necessary interventions for children. Whilst phonics has timetabled sessions it is also part of the fabric of other lessons and school life. Phonics skills are applied and modelled throughout the day.

Phonics in KS1

Phonics is an important part of early Literacy. It is essential to successful reading and writing skills. At Marsh Green we follow a structured phonics programme based on RWI. When children reach KS1 they continue the school's phonics programme from where they were at the end of Reception. Children are grouped across year groups to have discreet daily phonics sessions. Staff identify where children are at on our school's phonics expectations map of a child achieving expected phonic levels at the end of year 1. Year 2 children continue to have phonic lessons in the same manner. Children who need additional help to achieve these outcomes have extra phonics sessions. Children's progress and attainment is monitored weekly by their phonics teacher and discussed in a phonics 'master class' every Monday with the phase team and English Lead. The English Lead monitors standards of phonics sessions through learning walks. Half termly informative assessments coupled with termly summative assessments provide an overview of standards that informs any necessary interventions for children. Whilst phonics has timetabled sessions it is also part of the fabric of other lessons and school life. Phonics skills are applied and modelled throughout the day.

Phonics in KS2

At Marsh Green School, we believe that the use and knowledge of phonics should be visible throughout all year groups including KS2.

In KS2 phonics are referred to and used throughout lessons at the discretion of the class teacher based on their assessment of the individuals in their class. Class teachers display phonic charts if required and small charts are provided for individuals or groups at tables. These charts are also available in reading folders.

Phonic interventions take place in each year group throughout the week and are based on the KS1 phonics programme. Some children access the Nesy spelling programme as well.

The children have weekly spellings tests based on the key words for their year groups and each class has access to the RWI spelling programme.

Reading in KS1

Whole class texts are studied in English lessons through shared reading and comprehension activities, this includes texts by the same author. At the end of the day children relax to class story time sessions, children choosing and voting for their favourite text in year 1 and then longer texts by authors such as Roald Dahl are read in year 2.

Children also enjoy daily DEAR (Drop, Everything And Read) time where they choose their own books from the reading den, or a reading game to promote a love of reading. Weekly parent reading sessions occur, whereby parents join in DEAR time and listen to their child read their home reading book.

Teacher led guided reading groups are continued from the Reception class. Books are phonetically matched to the phonic sound they are working on to embed and apply that sound. Once children are fluent in the phonetic code they move onto the school book band system. Guided reading involves the stages of word level study, practising reading for fluency and then onto comprehension tasks. Children have the opportunity to over read their books by taking them home for further home reading practise. Reading Record booklets are used for communication between home and school about children's reading. Class reading files, record children's progress through the reading stages (phonetic books and age book bands) along with assessment information from listening to children read individually. Information includes how many words per minute children can read, what sounds they are fluent on and which high frequency words they can securely read. Children working below age expectations have additional 1:1 reading time over the week to close the gap.

Year 2 children and LAC (Looked After Children) children have an additional reading challenge. They have the opportunity to collect their own library of books to keep at home. They choose their first book and once they have read this, they can choose a further book (from a range of non-fiction and fiction) until they build their own library of ten books.

Reading in KS2

In KS2, children continue to use the school reading scheme, and then move on to free choice.

The children are heard read in school regularly by the class teacher. Children who need extra support will be identified and given more frequent 1:1 reading opportunities. The reading diaries provide a home-school link. There are also opportunities for parents to engage in their child's learning on a Wednesday morning.

The children also choose an additional reading for pleasure book from the class or school library.

Weekly guided reading sessions use Project X and other texts as appropriate, for example, science texts during Science Week.

The teachers carefully select class texts in order to offer a wide range and we carefully monitor these across the key stage to ensure progression throughout year groups, coverage of a wide range of authors and a variety of texts from different periods, including classic texts.

As well as developing comprehension skills in English lessons and across the curriculum, discrete comprehension lessons are planned into the week.

We use Reading Plus in Y5 and 6. This a highly effective reading programme that is carefully structured to each individual child - it focuses on reading stamina, fluency and comprehension.

The SEN children access the Nesy reading programme.

Interventions are planned for all year groups at the discretion of each class teacher based on their assessments and these are fluid throughout the year.

Resources and Accommodation

We have a welcoming library decorated by the children's choice of their favourite book characters. It stores a range of categories of books, accessible to all and is used for phonic teaching, after school clubs and meetings between home and school. In addition we have links with the local community library whereby each class visits every half term and collects books related to their topic work to use in class. A mini library of books is situated in the KS2 corridor and each class has a welcoming reading den resourcing age appropriate books and reading games. Reading books are stored along the central corridor and organised according to phonic sounds and book bands.

Kindles are stored in Year 6 and provide additional copies of the class novels. In addition we have the service of Beanstalk Reading Charity where a regular volunteer consistently listens to identified children read who would benefit from extra support. We have a Phonics Hub room that centrally resources additional phonics materials than those in classrooms and it also provides as an additional learning area for small groups.

July 2020 English Lead - K Blair (KS1)

English Team - L Davies (EYFS) J Whittle (KS2)

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