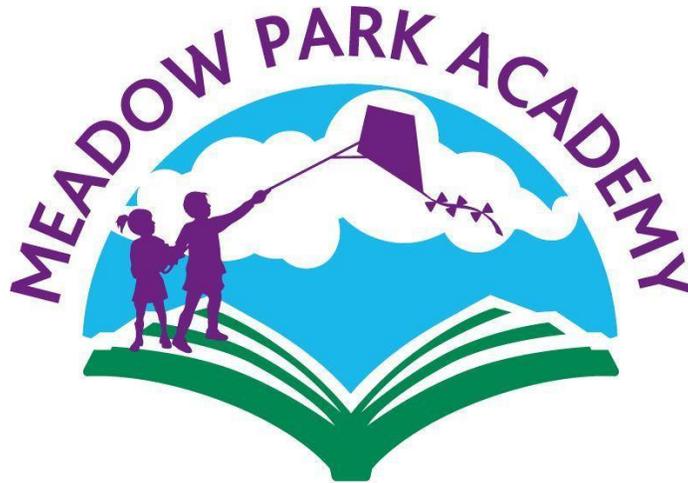


# English Policy



*Where learning takes root and  
imagination takes flight*

**Meadow Park Academy**

**Norcot Road, Tilehurst,  
Reading, RG30 6BS**

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**Subject Coordinator: Lisa Coughlin**

## **Introduction:**

At Meadow Park Academy we aim to deliver a high quality English curriculum that gives 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 that 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 that all children, including those for whom English is an additional language, 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 inspirational ideas to engage children in work providing memorable experiences, and to bring topics to life through real, purposeful contexts.

## **National Curriculum 2014**

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most important role of a Primary School.

The new English programme of study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The primary National Curriculum is divided into three stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). 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 at each Key Stage under the following headings;

- Spoken language
- Reading – word reading and comprehension
- Writing – transcription, spelling, handwriting/presentation, composition, grammar and punctuation.

## **Overview**

This policy consists of key paragraphs that explain how English is taught and sections that give further guidance about:

- Reading
- Speaking and listening
- Spellings and phonics

## **Time allocation**

Meadow Park Academy aims for 5 – 7.5 hours of discrete English teaching per week, including Guided Reading and spelling.

Across all year groups there are five hour-long English lessons a week. As a school, we agree that a minimum of three written pieces of work should be evidenced in English books per week (raised to four pieces in year 6). This allows for two lessons each week to be used to develop and embed the spoken language elements of the curriculum through our use of the 'Talk for Writing' scheme. Within this time, it is also expected that the teachers are embedding key grammar skills through the use of starter activities and grammar specific learning objectives/success criteria in written work.

20 – 30 minutes of guided reading should take place a minimum of four times per week. As a school we do not specify how this will be taught, this should be decided by the class teacher based on the needs of their class.

It is an expectation that each teacher is following the 'No Nonsense Spelling' scheme to teach spelling rules and patterns in line with the curriculum expectations. Teaching through this scheme requires 10-15 minutes, three times per week.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum which ensures that writing opportunities are planned in regularly across Combined Studies, Science and Religious Education.

Finally, children will benefit from a daily class-reading session to promote a love of reading. This also provides an excellent opportunity for teacher modelling of reading skills such as using expression.

## **English Teaching in EYFS**

Children in the Early Years will experience communication and language as part of the prime areas for learning as laid out in the EYFS profile.

Speaking and listening skills are vitally important as they underpin all learning at this stage. Development of these skills is encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking within play etc.

Knowledge of books is developed through activities such as retelling a story in their own words, reading a big book with their teacher, re-reading favourite stories and listening to recorded stories etc.

When a child is ready to begin more formal reading activities, s/he will embark upon the school's reading system of coloured banded books. Emergent writing is encouraged through role-play and children are encouraged to write in role. The local environment provides purpose for writing e.g. shopping lists, signs etc. when children become more aware of phonics and letter formations, they are encouraged to attempt a more focused form of writing using the initial, end and medial sounds in words.

### **Reading**

MPA aims to:

- Promote a love of reading so that it is a pleasurable and meaningful activity.
- Use reading skills as an integral part of learning throughout the curriculum.
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- Develop different strategies for approaching reading and be able to orchestrate the full range of strategies.

### **Entitlement**

Pupils have access to a wide range of reading opportunities that include:

- Guided reading
- Shared reading
- Regular independent reading
- Home/school reading
- Hearing books read aloud on a daily basis
- Selecting own choice of texts
- Reading in other subjects

Much of the programme of study will be taught through discrete reading lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other topic areas/subjects.

### **Teaching and learning**

A wide range of books within the school are coloured-coded according to difficulty level. Children are assessed at the beginning of each year and encouraged to choose a book from their assigned band to read every day. These books should be challenging and develop the child's fluency and comprehension. As well as this, children also have access to a range of books both in their classroom and the school library. These books can be shared with adults or simply read for pleasure to develop a passion for and enjoyment of reading.

Each child will be provided with a reading record. Home/school reading is to be monitored by the class teacher or TA and progress discussed on a regular basis. Where pupils are working below age appropriate objectives, they will also have the opportunity to read 1:1 in school. Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and to respond to their child's reading through the home/school reading records.

### **Guided Reading**

20 – 30 minutes of guided reading should take place a minimum of four times per week in each class. As a school we do not specify how this will be taught, this should be decided by the class teacher based on the needs of their class.

Texts used within guided reading sessions are rich and challenging, beyond the current reading ability of the majority of the class. Where carousel is the preferred method, texts are chosen to match the ability of the group but still provide an element of challenge. Where whole class reading is preferred, the teacher will make opportunities to ensure that s/he hears each child read regularly.

Teachers plan for a range of comprehension strategies that allow pupils to engage with texts in a variety of ways to suit different learning styles.

### **Promoting a Love of Reading**

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote books and authors.

As a part of promoting reading for pleasure, teachers share a story with their class at the end of each day. This provides the opportunity to read and enjoy a story together whilst modelling 'the reading process'.

At Meadow Park we place a high emphasis on promoting a school-wide love of reading and as such, plan whole-school events such as 'character days' and book fairs to allow the children the opportunity to discuss and share the books/genres they enjoy. As often as possible we also provide regular opportunities for pupils to participate in and watch professional performances and plays based on popular books/stories.

## **Phonics/Spellings**

**EYFS** – Children are taught phonics through the Letters and Sounds scheme of work. During these sessions the children are grouped according to ability and each group is led by either the class teacher or learning assistant. Phonics is also practised during reading sessions.

**KS1** – Key Stage 1 are taught daily whole-class phonics lessons following the Letters and Sounds Scheme, the children are then grouped according to ability and set differentiated tasks linking to the whole-class input. All groups are supported by either the class teacher or learning assistant. All children are expected to complete spelling homework weekly which could be based on phonics or high frequency/topic words.

In addition to this, a phonics assessment is completed half-termly to assess progress and identify gaps in children's learning – this continues in to KS2 for those children working significantly below ARE.

**KS2** – There are no discreet phonics lessons taught at key stage 2 as it is expected that the majority of children will have moved on to learning spelling rules and patterns through the Non Nonsense Scheme. Individual work will be put in place for those children working below Age Related Expectations. Spelling lessons take place a minimum of three times per week and words are taught through 'spelling rules' which are practised and discussed in lessons. Additionally, all children are expected to complete spelling homework weekly which links with the pattern being taught in lessons. These words are tested once per week and monitored within children's work.

## **Writing**

MPA aims to –

- Give children the opportunity to write in different contexts and for different purposes and audiences.

- Make children increasingly aware of the conventions of writing, including grammar, punctuation and spelling.
- Teach children to plan, draft and edit their own writing to suit the purpose.
- Use ICT within literacy lessons to enhance learning.
- Model and teach a fluent, joined and legible handwriting style, giving increasing regard to presentation.

## **Entitlement**

Pupils have access to a wide range of writing opportunities that include:

- Shared writing
- Guided writing
- Hot and Cold Tasks
- Independent writing
- Writing different text types and narrative styles
- Writing in different curriculum areas
- Handwriting practice
- Collaborative writing
- Writing related to own experiences and enjoyment
- Writing from a variety of stimuli
- Planning, drafting, editing and presenting work
- Using ICT

## **Teaching and Learning**

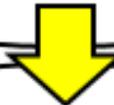
Teachers promote writing and looks for ways to inspire and motivate pupils so that they see themselves as writers. Teachers establish the purpose and audience for writing, provide quality models and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for writing will used as a framework (based on Pie Corbett's 'Talk for Writing'):

### **Preparation**

Cold Task – teacher to use this as an assessment tool to identify areas for development in this unit.

Teacher selects, adapts or creates a high-quality model text which incorporates target areas.

Teacher plans activities to introduce key language features.



### **Imitation**

The children are immersed within the text type and exposed to lots of different examples.

Daily word, sentence and vocabulary activities will be taught.

Reading as a reader and a writer will be explored.

Children will learn and 'box-up' the text.



### **Innovation**

Children will use the learned text to begin innovating their own version.

Whole-class shared writing will take place.

Guided writing in small groups will be apparent in some lessons.

Opportunities for independent writing.



### **Invention**

Children will use the skills they have learnt, to write independently.

Hot task – to be completed a week after the unit is finished and used as an assessment piece

The writing process breaks down into a number of steps that will need to be taught and practiced regularly:

1. Planning
2. Drafting and writing
3. Evaluating and editing
4. Proof-reading
5. Reading aloud and sharing

Where possible, teachers will use subject-specific texts that link to work being undertaken in other areas of the curriculum to support cross-curricular learning. In some cases, these will need to be created or adapted by the class teacher to ensure that key focus areas are being covered. In this case, model texts should be high quality (to encourage children to strive for excellence) and should be grammatically accurate. Throughout the process teachers will use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at words level, sentence level and text level. Activities throughout the units are differentiated through the use of writing frames, word banks, collaborative work and peer/adult support. Teachers encourage 'talk for writing' as an integral part of the process.

### **Handwriting**

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. Children are expected to produce consistently neat handwriting across all subject areas.

It is expected that all members of staff, class teachers and teaching assistants model the school handwriting style at all times i.e. when writing on the board or in the children's books.

By the end of KS2, all children should be displaying an efficient, quick, neat and legible handwriting style in all pieces of work.

### **Planning**

The National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies to suit the needs of their class.

Teachers use the National curriculum 2014 as a starting point for creating their ELPs. Planning should follow the structure outlined above and include the four key aspects of English teaching; preparation, imitation, innovation and invention. This is used as a basis for all planning and is adapted by each teacher to the needs of the children. The length of each unit may vary. Teachers share planning responsibility and plan closely with year group partners to ensure consistency of opportunity for all children.

Clear objectives are set for each session and shared with the pupils. Teachers differentiate according to the needs of the pupils and provide targeted support for those working below ARE. Success criteria for each lesson is planned by the teacher and shared with the class. In some cases, success criteria can be generated as part of a class discussion, with the children, in this case the teacher will have still pre-planned this.

Literacy is encouraged and developed across our curriculum and links are made where appropriate. ICT is used where it enhances, extends and compliments literacy teaching and learning.

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals – depending on the needs of the class. Where necessary, learning support assistants are also used to deliver targeted interventions to pupils with specific learning needs; this includes precision writing, 1:1 reading and ABC to read.

## **Inclusion**

All children received quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes and monitor progress of these pupils together. Pupils that are more-able (AMAT) are also planned for and stretched within lessons in line with the AMAT policy.

## **Assessment, recording and reporting**

Assessments are made in line with the school assessment policy

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Where appropriate, children are informed of their targets for learning and all children are supported to make progress towards them.

Marking is in line with the school marking and feedback policy. In English it is expected that a minimum of three pieces of written work are recorded in books each week (raised to four in

year 6). Teachers should quality mark this work according to the marking policy using red and green pens. Children show responses in purple pen

## **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, through performance management and through induction programmes. The English coordinator will arrange for relevant advice and information such as feedback from courses to be shared with teaching staff. Where necessary, the English coordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

## **Resources**

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesauruses etc. and a class library.

Teacher resources are kept in classrooms or can be located on the teacher shared drive.

## **Monitoring and Evaluation**

The Head Teacher, Deputy Head Teacher and English Coordinator monitor English across the school. Having identified priorities, the SLT and English Coordinator construct an action plan which may form part of the School Improvement Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, book sampling etc.

## **Review**

This policy will be reviewed in Autumn 2019 or according to the School Development Plan.