

celtic cross education

MARHAMCHURCH

English Policy

January 2020

Signed (Chair)

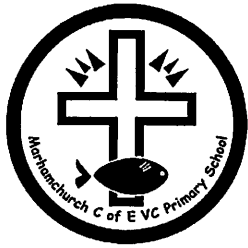
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Date

13/1/2020

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English Policy

Marhamchurch C of E Primary School

English Policy

Mission Statement: Together, we can achieve and succeed with God by our side.

Policy adopted by the FGB on: Monday 13th January 2020

Signed:
Chair of School Monitoring Councillors

Date:

Signed:
Head of School

Date:

To be reviewed: Spring Term 2022

Writing

Introduction

The governors and teaching staff of Marhamchurch C of E School want to encourage children to become confident and successful writers achieving the level of writing of which they are capable. Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate both their own and others writing, a knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and involves a competency in spelling and handwriting.

Purpose:

- It establishes an entitlement for all pupils.
- It establishes expectations for the standards to be achieved.
- It builds on what pupils have learned previously and promotes continuity and coherence across the school.
- It states the school's approaches to this subject in order to promote public and particularly parents' and carers' understanding of the curriculum.

Planning and Progression

The school uses curriculum guidance from the Early Years Foundation Stage Profile and the National Curriculum 2014. These provide guidance for teachers in understanding how to teach writing and how their children will progress through their years at the three stages of the primary curriculum (EYFS, KS1 and KS2).

- Teachers plan pupil's lessons using the Literacy Skills progression framework to determine starting points for each child in their class.
- Planning identifies links with other curriculum areas, computing opportunities and opportunities to teach spelling, punctuation and grammar (GPS) within the unit.
- Teachers and pupils regularly assess progress against early learning goals and nationally set age related expectations and pupil targets using a range of resources including at least termly AAD SPAG tests.
- Writing happens daily during English lessons with more sustained pieces of writing being expected as the children progress through the school.
- What A Good One Looks Like (WAGOLL) is used to teach children the correct style of writing so that they learn to use and apply the correct features of each genre of writing in arrange of contexts.

Big Write, Cold Task or Hot Task

Most work completed by the children is aided in some way by the teacher or teaching assistant. So that teachers can monitor progress of a child's independent abilities we have a fortnightly Big Write, cold task and/or hot task session. This is

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where the children plan, write and edit their own work without the support of an adult. They are still allowed to access the classroom resources (dictionaries, spell checkers, word mats). The theme is usually something that will inspire the children to write and wherever possible is based on a first-hand experience such as a trip or visitor.

Cross curricular links

Wherever possible, teachers plan English sessions which link to their current topic work. This makes the learning more meaningful and gives children a sense of purpose when they are writing. In other subjects, children are encouraged to apply their English skills and the same standard of writing is expected across the curriculum.

SPaG or GPS

Spelling, punctuation and grammar are taught within the English session both discretely and within other contexts as well as outside English sessions during phonics for those children who have achieved RWI phonics. Children have access to dictionaries and word mats and are encouraged to use these in their independent writing. Children also have access to thesauruses and are encouraged to use these.

Writing Sidekicks and spelling logs

From Y3 upwards, children have begun to develop their own 'Writing Sidekick' books. In the front, the children record spelling corrections which have been identified in their English and topic books (Y2 children just have a spelling log in which to record these spelling corrections). The rest of the 'Writing Sidekick' contains key SPAG or GPS definitions and examples. There are also sections for different text types, which the children add notes to (genre features, layout devices) in order to support them with their future work. Children are encouraged to use their 'Writing Sidekicks' in daily English lessons as well as in other subjects.

Handwriting

At Marhamchurch C of E VC Primary School we use the Penpals scheme for handwriting. The children are taught letter formation (graphemes) alongside their phonics. Special books are used for practise sessions to guide the size and proportionality of the letters. When children are able to form letters correctly they are then taught how to join letters using diagonal and horizontal strokes although children are encouraged to use initial cursive flicks from towards the end of EYFS onwards. When children have achieved a good standard of handwriting they are awarded a Pen Licence which means they can use a handwriting pen in their books.

Intervention

For children who are not making the expected progress, a range of classroom intervention in and out of lessons is used to ensure pupils writing and SPAG 'catch-up' with their peers.

SEN

Children with Special Educational Needs may have targets on their individual provision maps, or ECHP plan, reflecting their need for improving their writing skills. These children work individually with the SENDCO Teacher or Learning Support Assistant to help close the gap.

Pupil Premium

We allocate funding for children from disadvantaged families to provide them with additional provision to ensure any gaps between disadvantaged children and their peers are closed. Teachers check progress at least termly and classroom intervention for additional support is given to Pupil Premium.

Reading

Introduction

The governors and teaching staff of Marhamchurch C of E School want to encourage children to become enthusiastic, autonomous and thoughtful readers who not only decode the text but understand and engage with what they are reading. Quality first teaching is central to this. Whilst learning discrete reading skills is vital, recent research into reading shows that developing positive attitudes to reading can also play a key role in children's development:

'Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age.'
(Children's and Young People's Today National Literacy Trust, 2012)

As reading is at the core of accessing all areas of the curriculum, it is essential that at Marhamchurch C of E Primary, there is focused and dedicated time given to the teaching of the mechanics of reading.

Aims

The school aims to develop literate pupils who:

- Read for pleasure
- Read fluently with confidence
- Make close links between reading and writing
- Read a wide range of quality texts
- Read to develop vocabulary
- Select own choice of texts
- Read to acquire knowledge
- Read in all subjects
- Identify a favourite book and author

Core Teaching Methods

Marhamchurch C of E Primary School teaches reading through a combination of approaches:

- Whole class shared reading
- Modelling reading [reading aloud]
- Daily read by the teacher
- Weekly Guided reading
- Paired reading
- Performance reading
- Reading comprehension with verbal and written answers
- Opportunities for written response to reading

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- High Quality Phonics teaching through Read Write Inc [RWI]
- Independent reading at home and school
- Covering the '5 Reading Plagues' to ensure children experience different text types (Archaic Language, Non-Linear Time Sequences, Narratively Complex, Figurative/Symbolic Text, Resistant Texts)
- Opportunities to develop comprehension and reasoning about texts through 'Let's Think in English' sessions

Progression

The school uses curriculum guidance from the Early Years Foundation Stage Profile and the National Curriculum 2014 as well as a skills progression framework. These provide guidance for teachers in understanding how to teach reading and how their children will progress through their years at the three stages of the primary curriculum (EYFS, KS1, and KS2).

- Teachers assess pupils against these frameworks to determine starting points for each ability group in their class.
- Teachers and pupils regularly assess progress against early learning goals and nationally set age related expectations and pupil targets. AAD tests are used at least every term to moderate, quality assure and inform teacher judgements.

Intervention

For children who are not making the expected progress, a range of classroom intervention in and out of lessons is used to ensure pupils reading 'catch-up' with their peers.

SEN

Children with Special Educational Needs may have targets on their individual provision maps, or ECH Plan, reflecting their need for improving their reading skills. These children will be heard to read individually by the class teacher at least once a week or as required. In addition to this, Teaching Assistants/Volunteers will also hear them read to achieve their reading target. Parents will also be expected to hear their children read regularly, according to their individual needs.

Gifted and Talented

Children who are more able readers will be given texts appropriate to their level of reading and will be extended in guided reading groups by questioning about the text and independent projects.

Pupil Premium

We allocate funding for children from disadvantaged families to provide them with additional provision to ensure any gaps between disadvantaged children and their peers are closed. Teaching Assistants/Volunteers listen to those children, who have little or no reading support at home, read daily on a 1 to 1 basis, giving effective feedback and engaging in 'book talk'.

Assessment / Planning

- Teachers use information from half termly tests, Pupil Asset objectives as well as work in books to identify gaps and plan for coverage.

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- Teachers plan using a range of texts and genres, for whole class teaching, from the 2014 National Curriculum and linked to the '5 Reading Plagues' (Archaic Language, Non-Linear Time Sequences, Narratively Complex, Figurative/Symbolic Text, Resistant Texts).
- Objectives are taken from 2014 National Curriculum and the skills progression and used to form differentiated learning objectives.
- Planning identifies links with other curriculum areas.

Phonics Teaching

- Read Write Inc (RWI) is assessed half termly or every 6 weeks and children are grouped according to ability. Planning for groups completed with support from handbooks, identifies the sounds, ditties or storybooks and activities for the sessions targeted at the current attainment of children. Lessons follow set routines, ensuring consistency across groups. All support staff are responsible for planning for their Read Write Inc groups, with support from teachers and the Read Write Inc manager as required. RWI book bag books are sent home weekly to reinforce learning.

Guided Reading

- Teachers plan for guided reading using the objectives from the 2014 National Curriculum and The Skills Progression.
- Guided reading is assessed and monitored through group reading records which identify the Pupil Asset Objectives for the group.
- RWI covers guided reading in KS1. Pupils verbally answer sets of question at the end of a book. When children reach grey group, they start to write down their answers.

Individual Reading

Children need to be heard to read individually if they are not making expected progress or if the class teacher is aware they receive no reading support from home. Children's reading and phonic levels are matched to our book bands and children are given appropriate books for their level.

Karate Reading at home.

All children are encouraged to read for pleasure using books they have selected from the school library, the town library or from home. Children also have a school reading book which they are encouraged to read at home every day in order to earn a karate reading band.

At Marhamchurch Primary School, as part of our karate reading, we encourage a reading partnership where parents share books at home with their children. Parents are encouraged to make comments in reading records, regarding pupil's progress. Teachers welcome these views and will discuss them with parents and pupils. Comments in the children's reading record need to be informative, positive and identify next steps.

Every Summer Bude library comes to school to discuss the Summer Reading Challenge that all children are encouraged to participate in. The successes are shared during a whole school assembly.

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We set a 'look who's been caught reading' challenge, where children were asked to have a photo of them taken reading their favourite book in an unusual place. Staff completed this challenge too.

Let's Think in English (LTE)

LTE is a teaching programme which helps primary pupils develop the higher-order skills needed for success in English. The lessons systematically develop pupils' skills of inference, deduction and analysis, increasing their confidence, resilience, understanding and ability to express their ideas. They provide experience of 'verbal drafting' which develops pupils' ability to draft analysis, answers in exams such as SATS. These sessions are being developed across the school – beginning in C5.

Marhamchurch C of E Primary School English Essentials



Plan daily RWI phonics or GPS activities from 9:05am to 9:45am.

Group class into 4 ability reading groups and plan a weekly guided read for each group led by an adult from 9:05am to 09:45am. Use Pupil Asset guided reading sheets and keep notes.

Promote, monitor and reward karate reading scheme at least once weekly. Provide weekly reading opportunities for reluctant home readers to read to an adult in school.

Plan at least 3 opportunities per week for extended writing within not only the daily English lesson, but afternoon lessons too (e.g. Science, History, Geography and RE), which will include fortnightly big writes, cold tasks and hot tasks. Wherever possible, use a WAGOLL to model correct style and features.

At least administer age appropriate Termly Twinkl style reading and GPS tests under test conditions. Also, Year 2 (termly) and 6 (half-termly) administer end of KS2 Mock Reading and GPS SATs. After, teach the children to unpick questions and develop the skills needed to understand and answer each question to the best of their ability.

Regular (preferably weekly) use of library to promote reading for pleasure and allow children to change individual reading books as and when required.

Class author focus or book which adult reads to class (display in class to indicate author or book).

At least weekly evidence children reflecting on their learning. For example, explain how they would teach it to someone else.

Use Pupil Asset achievement summary gaps and 2014 National Curriculum age-appropriate genres to inform MTPs, making links with topic work themes.

Update PA assessments weekly and adapt weekly planning accordingly to improve suitability of time needed on each objective, improve differentiation and to improve children's engagement. Only green PA assessments if you have evidence of children applying their learning during extended writing - preferably in a range of genres.

Set weekly spellings homework in all classes and encourage all children to complete it. In C4 and C5, set weekly SPAG (preferably SPAG.com) and reading comprehension.

Evidence English cross-curricular links on curriculum map/long term planning.

Interactive working wall for English, to include GPS, VCOP and current writing focus.

Use marking policy to mark English work (e.g. CTG, NS, PL, PS, marking ladders, toolkits, self-assessment, peer-assessment).

Use and review monthly additional reading and writing/GPS intervention planning sheet for children with slowed progress and ensure that vulnerable interventions (within lessons) are shown on planning.

Review targets half-termly or when the target has been achieved.

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Presentation essentials



English Books - expectations for presentation

WALT sticker, top right-hand corner.

Next full line under sticker - long date (C2 short date), underlined using a ruler on left-hand side of page.

Miss a line after date.

3 key spellings to be written underneath the date or be listed on the WALT sticker C2, C3, C4 and C5.

Writing should be neat, clear and on the line.

Ensure writing starts at the margin (if books have a margin) on each line and continues to the end of the line.

Clear and high expectations over quality and quantity of writing for each year group. Expectations for each child should be appropriate, and with a suitable level of challenge for that child's level of ability.

When note-taking or drafting, writing must be legible and following work (final drafts etc) should show higher standards of presentation.

If next day's work does not start a new page a line should be drawn with a ruler under the previous day's work (this should be done by the child after any CtG/NS have been completed).

All lines should be drawn neatly with a ruler.

Daily marking (this includes marking by teacher, TA, self and peer marking) following marking policy, including ability appropriate spellings - to be corrected by Teacher and set as PL for child to rehearse.

3x weekly opportunities for extended writing. There should be opportunities provided for writing across the curriculum and include extended writing within topic books.

FS2 – Differentiated Literacy activities (1 x T, 1x TA, 1 x ind).

One piece of writing each week in work books from adult-led activities.

Opportunities to apply learning within child-initiated environment evidenced through Tapestry – one literacy challenge to be evidenced each week.

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Presentation essentials



Topic Books - expectations for presentation

Science - WALT sticker, top right-hand corner.

Top of page - date, underlined using a ruler on left-hand side of page.

3 key words identified on WALT sticker.

All other books - WALT sticker, top right-hand corner.

Next full line under sticker - long date (short date C2), underlined using a ruler on left-hand side of page.

3 key words identified on WALT sticker.

High expectations of quality, quantity and handwriting etc to match standards in English and Maths books.

Books should show application of learning in Maths and English, e.g. measuring in Science books, extended writing linked to topic.

Daily marking (this includes marking by teacher, TAs, self and peer marking) following marking policy, spelling corrections to focus on subject/topic specific language.