New City Primary School English Policy

Considering New City's core values, we aim for excellence in English achievement throughout the school. The staff at New City Primary School have reviewed and adapted the English curriculum in light of the new curriculum which was implemented in 2014.

The main changes to English include:
• Poetry is now a key requirement; with all year groups expected to recite poetry
• The prevalence of grammar and punctuation in context remains high
• There is a greater focus on Reading for Pleasure as a result of the document 'How to be an Outstanding Reading School'
• We shall continue to embed the importance of target setting

Language and our School Community

We aim to develop in the children we teach an enthusiasm for English in all its forms and the confidence to express themselves both orally and through the written word.

By developing a comprehensive range of reading skills we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum.

New City has a growing number of pupils who speak English as an Additional Language (EAL). Being literate in one's first language enables and supports the development of English. When children arrive at New City with limited English, they will be encouraged and supported in order to develop their skills in all languages to which they have access. Becoming literate in more than one language is seen as having positive cognitive benefits. It enables higher order thinking skills and must be regarded as having status.

Planning

In Key Stage 1 and Key Stage 2 teachers plan together using a curriculum overview. All aspects of English are covered in the lessons including reading, writing, poetry, speaking and listening, drama, role play and a love of reading is promoted through the use of 'Reading for Pleasure'. All teachers plan on a half termly basis and use medium planning to devise detailed and differentiated weekly plans. Plans are annotated to advise on how children succeeded in meeting the objectives.

Speaking and Listening

Speaking and Listening
Throughout the school we aim:
• To provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening
• To develop children's awareness that different situations require different forms of oral expression
• To develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity, pace of speech.
• To recite and perform a range of age appropriate poetry

• To learn nursery rhymes
• To sing songs

Communication takes many forms: body language, gesture and verbal communication which all enable the child to develop individually, socially and academically. The development of thought processes is dependent on language competence. Oracy is fundamental in this process and consequently is the foundation upon which English is built.

Valuing all children's language skills and building upon their existing linguistic knowledge is essential to high achievement alongside the need for carefully planned learning opportunities designed to cover the full range of speaking and English skills. It is expected that, by the end of Year 6, children will be confident speakers and listeners.

Reading

Across the school Reading for Pleasure has been introduced as an initiative to promote a love of reading in children. Some activities include reading journals and reviews of poems and books by children. In addition to this, children read with the teacher during carefully structured Guided Reading sessions – on a carousel basis. Children also have access to a well-stocked school library and online reading at home through 'Bug Club'.

It is expected that, by the end of Year 6, children will:

- read, understand and respond to complex texts of different genre;
- read aloud clearly and expressively
- be reading a wide selection of literature at home and at school for pleasure;
- read books completely before moving on, and
- give considered opinion concerning texts read, based upon evidence where applicable.

Writing

It is expected that, by the end of Year 6, children will:

- be able to use joined legible handwriting
- spell words of three or more syllables
- use capital letters, full stops and commas
- express writing properly in sentences
- use a wider range of punctuation like paragraphs and speech marks accurately
- be able to spell key and polysyllabic words accurately and use in own writing
- plan and sequence creative and descriptive writing and formal letters, and
- use adjectives, adverbs and figurative language

Handwriting

Children receive clear modelling on letter formation (ascender and descender) and use Guided Reading sessions to practise their letter formation. The Nelson's handwriting style is be used throughout both key stages. Children will receive their pen licences in Year Three or Four once a confident writing style has been developed.

Grammar and Spelling

The teaching of Spelling and Grammar is in line with the requirements of The National Curriculum (2014). Grammar is timetabled to be taught discreetly for at least one hour sessions a week in KS2. In KS1 specific sessions each week are dedicated to the teaching of grammar. Of course, grammar skills are also embedded within English lessons where appropriate.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. Children are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonically regular (common exception words).

All primary pupils should aim to attain and develop the following skills:

- Express themselves with confidence and clarity
- Develop a range of purposes to talk, including evaluation and exploration of ideas
- Identify the key points of an account or discussion and evaluate what they hear
- Read and write with confidence, fluency and understanding
- Be able to draw upon a whole range of reading cues (contextual, graphic, phonic and syntactic) to monitor their reading and correct their own errors
- Understand the sound and spelling system and use thus to read and spell accurately
- Have an interest in words and their meanings when developing a growing vocabulary
- Know, understand and be able to write in a variety of fictional and poetic genres;
- Develop familiarity with some ways in which narrative is structured through basic English ideas of character, setting and plot
- Understand, use and be able to read and write a range of non-fiction texts
- Plan, draft, revise and edit their own writing
- Have suitable technical vocabulary through which to understand and discuss their reading and writing
- Be interested in a wide range of texts to read with enjoyment and evaluate and justify preferences
- Through reading and writing, develop powers of imagination, inventiveness and critical awareness.

English and Special Educational Needs

The school plans link mainstream teaching objectives with objectives specific to individual IEP targets.

English and English as and Additional Language

Everyday classroom practice at New City is tailored to account for the needs of pupils for whom English is an Additional Language. All staff members are aware of the need to use a range of strategies on a regular basis that are identified as increasing curricular access for EAL pupils (see Appendix A).

Wave 1 - Quality First Teaching

Since adopting the English Hour as the means through which to deliver the statutory curriculum for English, New City has fully embraced the progressive teaching sequence of 'Reading in to Writing'. Consequently, units of work, outlined through school-developed overviews, begin with pupils being immersed in a particular text type/ genre. Future lessons, as well as covering appropriate word and sentence level objectives (through cross-reference to Spelling Bank, Grammar for Writing and

Developing Early Writing) move the children through teacher modelled writing and shared writing prior to children being required to write independently in a given genre.

English plans are collected on a weekly basis to ensure quality and consistency of approach across the school. This is undertaken by both English Co-ordinators, the Head Teacher and Deputy Head Teacher. Teaching staff are given weekly feedback in time for the week's planning session and expectations are that any areas of weakness will be addressed in subsequent plans.

Individual Pupil Targets are issued half-termly to both children and parents. Moderation of teacher assessment is scheduled across the academic year to ensure consistency in approach and expectation. Monitoring of teaching within New City is in accordance with the school's Monitoring Timetable. Both of the school's English Co-ordinators are involved in this process in collaboration with the school's Senior Management Team.

Phonics

The school has implemented a comprehensive phonics programme using both Progression in Phonics material and the Jolly Phonics scheme. As part of the school's participation in a Learning Network training and the preparation of resources will occur to ensure that phonics teaching within KS1 and FS is both consistent and effective. A National Screening Check is carried out where children are expected to decode and blend real words and pseudo words (nonsense words).

Resources

Within the classroom, children presently have access to a range of fiction texts including poetry. In addition, the children have free access to dictionaries and thesauri. All books must be well maintained by the children and can be taken home. The class teacher keeps a log of books going home with the children. Each class visits the school library and may also borrow books from there.

The school has developed a resource bank of guided reading texts as well as the provision of the Oxford Reading Tree scheme to assist early readers.

Computing

Computing is an important part of the literate environment. It can be used in a number of ways to assist the children with drafting work, enabling them to see the content of their writing clearly and allow them to pick up errors in spelling punctuation and expression. Many children who find writing physically challenging are often greatly encouraged by using the computer to present their work or communicate meaning. For some children communication devices and the ability for programs to 'talk back' are particularly helpful.

Target Setting

Children's performance is tracked by both the English Coordinators and the school's Assessment Co-ordinator. Collected data is then used to identify pupils who are making progress below that expected as well as provided the basis for the development of whole-school performance targets. Stickers will be given out to children who are aware of their individual targets and can show that they are embedding these in their reading and writing. Intervention is put in place for children who struggled to make sufficient progress.

Benchmarks

New City Primary School has developed its own benchmarks against which children are tracked in accordance to the guidance above. These benchmarks are used to set targets and against which to hold teachers accountable.

Analysis of data

Data is analysed regularly by the Assessment Co-ordinator and English Co-ordinators. From this, areas for further development are identified and addressed through the use of whole-school, group and individual targets.

The Learning Environment

New City Primary School has created its own classroom environment checklist to ensure consistency and quality across both Key Stages and within all areas of the curriculum.

Wave 2 Intervention

Using the school's provision for tracking pupil achievement, the assessment co-ordinator, EMA co-ordinator, SENCO and class teachers are able to identify pupils who are not making the expected progress. Such pupils will then be identified for further support through targeted interventions where available.

Co-ordinator Role

- To monitor, review and order resources
- To plan and organise staff development in line with key priorities and with liaison with the school's CPD Co-ordinator
- To review the school policy regularly
- To encourage English display in classrooms and around the school by providing a good role model
- To monitor the delivery and assessment of English across the school in consultation with the Leadership Team, Senior Management Team and the school's Assessment Co-ordinator
- To monitor pupil progress, identify whole-school/ layered/ individual targets in liaison with the school's Assessment Co-ordinator
- To manage access and entitlement to English in school through consultation with the school's Assessment Co-ordinator, Ethnic Minority Achievement Co-ordinator, SENCO and Inclusion Manager
- To involve LA support services within the school and liaise with English Consultants
- To identify and maintain priorities for the school
- To ensure that English recommendations set within the SIP are met
- To provide parents with updated information on English initiatives and the target setting process

Suggestions for Teaching and Learning Strategies in English

Whole Class Section
Speaking and listening opportunities:
- talk partners
- role play
- hot seating
- drama
- Whiteboards
- Text marking
- Reading strategies
- Writing strategies
- Singing

A variety of stimuli:
- video
- pictures
- text
- drama

Interactive strategies:
- demonstration
- 'show me'
- drama

Guided/ group work/ independent work:
- writing frames
- speaking frames
- word banks/ vocabulary
- drama/ games
- mixed ability pairs
- reading aloud/ reading independently
- DART activities

Use of TA (as classroom support):
- scribing
- Modelling or remodelling
- drama
- games

Plenary:
- help address lesson's key objectives
- should best fit lesson purpose
- Provide opportunities review and clarify their learning
- Encourage reflection on **what has been learnt** and **how**
- use a range of strategies
- use extended questions to probe children's feedback
- extend thinking further
- develop strategies to remember what they have learnt
- build-up a 'meta-language' to help them talk about what they've learnt
- secure the place of the plenary –try to give it its allocated time

Inclusion Strategies:

- High quality, culturally relevant materials
- Peer support through mixed ability grouping
- Collaborative learning in pairs/ groups, e.g. talk partners, investigative tasks
- Speaking and listening integral to activity
- Vocabulary/ word/ phrase banks developed with pupils
- Teacher/ peer modelling of task and outcome
- Repetitive process and/ or language
- Opportunities to use 1st language/ home language
- Visual support
- Real objects/ props/ puppets
- Graphic organisers, e.g. tables and bar charts
- Scaffolding for reading tasks
- Scaffolds for writing tasks, e.g. writing frames
- Drama and role play
- Interactive and multilingual displays
- Clearly identified roles for adults
- Opportunity for pupils to have a voice
- Opportunity for pupils to show understanding and learning
- Parental involvement
- Homework which is supportive of classroom curriculum