



English Policy 2017 / 2018

AIMS

Our aims are to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

All pupils should:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary and an understanding of grammar
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The elements of Reading, Writing, Handwriting and Spoken Language are detailed within this policy, but the skills are also taught separately across the curriculum as they are considered an integral part of the work of other subjects undertaken in school.

WRITING

- From Year 1 to Year 6 Learning is planned in weekly sequences with a text type focus eg. Biographies, instructions, recount etc. All planning sequences will follow this structure:
- Model It Monday - Teach writing composition strategies through modelling and supported practice.
- Transcribe It Tuesday - Develop pupils' transcription and sentence construction through extensive practice
- Work On It Wednesday - Target teaching and support by accurately assessing pupil needs
- Think About It Thursday - Develop pupils' transcription and sentence construction through extensive practice; Target teaching and support by accurately assessing pupil needs
- Each class will have a novel focus each half term linked to the overall curriculum theme. When possible this will provide the stimulus for writing, although other related materials / events will also be used to inspire writing.

Assessment

- **Short Term Assessment** is informal daily assessment based on a specific activity. It centres on the Learning Objectives (Can I?) and informs the teacher's future planning for individuals or groups. Outcomes are measured against the Attainment Outcomes tracking grids in the front of pupils' Writing books. The school Marking Policy is integral to this process.
- Pupils writing and GPS is assessed against APP Attainment Outcomes tracked in pupils' Writing Books and formally recorded in Oct, Feb, Dec, May and June
- At the end of each term, every child in year groups 1 – 6 will complete an independent piece of writing to be put in their writing portfolio to show their writing progression through the school. (Autumn – Fiction, Spring – Non_fiction, Summer – Poetry)

There will be opportunities for Inter-Year group work, Inter-school work (cluster schools) and writing for real purpose.

GRAMMAR, PUNCTUATION AND SPELLING

The correct use of Grammar, Punctuation and Spelling is monitored and addressed throughout the curriculum and is taught discreetly throughout Years 1 to 6.

- Year 1-6 children take part in four discreet teaching sessions focussing on Grammar, Punctuation and Spelling every week.
- Objectives are taken from the Attainment outcomes tracking grids for the year group or as a highlighted need from GAPS assessment
- KS1 children take part in a daily phonic sessions (supported by Letters and Sounds and TES)
- Year 1-6 children use No Nonsense scheme for spellings and complete the activities linked with the word lists each week.

Assessment

- Pupils' writing and GPS is assessed against Attainment Outcomes tracked in pupils' English Books and formally recorded in Oct, Feb, Dec, May and June.
- GPS is also assessed termly using GAPS termly assessments. A test is carried out at the end of each term; this gives teachers a GPS age, in addition, a Hodder Score is generated to enable the rate of progress to be monitored. These tests are used as a planning tool as well as to track progress.
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HANDWRITING

See Handwriting policy

READING

- Y1 – Y6 complete a Reading VIPERS task each day. They spend one lesson every Friday with a focus of Reading.
- Guided reading with the teacher should be recorded on Guided Reading Sheets in KS1 and group sheets in KS2.
- Reading VIPER activities are planned weekly using the English planning proforma.
- Early Years to change 'take home' reading books on Mondays and Fridays
- KS1 children encouraged to change 'take home' reading book as often as necessary
- KS2, as children begin to read longer texts, the frequency at which the book is changed is monitored by the class teacher
- All children to read to an adult at least once per week; this will be recorded in their reading record. Children requiring more support to read more regularly
- All children should be encouraged to read independently daily

- Upper KS2 children are encouraged to record their independent reading in their reading records (at least 3 x weekly) monitored by the class teacher.
- All classes to have a designated reading area to promote the love of reading
- We believe reading to children on a regular basis sets the children a good example, models good reading skills and introduces high quality writing to them.

Assessment

- **Short Term Assessment** is informal daily assessment based on a specific activity. It centres on the Learning Objectives (Can I?) and informs the teacher's future planning for individuals or groups. Outcomes are measured against the Attainment Outcomes tracking grids in the front of pupils' books. The school Marking Policy is integral to this process.
- All children (Y1 – Y6) are assessed using the Salford Reading test to give a current reading age termly.
- Reading is also assessed termly using PIRA assessments. A test is carried out at the end of each term; this gives teachers a reading and comprehension age, in addition, a Hodder Score is generated to enable the rate of progress to be monitored. These tests are used as a planning tool as well as to track progress.
- Overall reading attainment is tracked using APP Attainment Outcomes tracked in pupils' English Books and formally recorded in Oct, Dec, Feb, May and June.

Whole school workshops and WOW events will take place throughout the year to celebrate key reading themed events, such as World Book Day and famous authors.

Phonics

See Phonics policy

SEND

Urgent action pupils (children not meeting age related expectations / not making at least expected progress) will be provided with additional support, both during and outside the daily English session. IPM'S are in place for all SEND and children accessing intervention programmes.

Signed: _____

Head Teacher: Simon Robson

English Co-ordinator: Gemma McManus

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