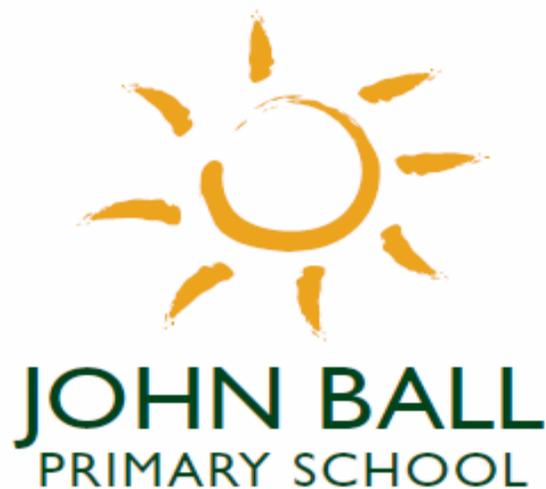


English Policy and Protocol at John Ball School



Policy reviewed January 2018
Donna Karpel
English Leader

All policies and documents referred to can be found on the John Ball staff server

Introduction

This document is a statement of the aims, principles and strategies for the teaching, learning and assessment of English at John Ball Primary School. This policy will be reviewed in the light of any subsequent curriculum changes.

This policy applies to all children, regardless of their race, gender, religion or the presence of Special Educational Needs of any sort (including those who are learning English as an additional language). Our curriculum is differentiated to ensure that all children progress in their learning at an appropriate pace supported by enrichment or reinforcement activities. This policy also stands alongside our over-arching policies on Learning and Teaching, Inclusion, Learning Environment, Handwriting, and Assessment for Learning. The intention is to avoid repeating information held in these policies.

English

English sits at the heart of the primary curriculum and at John Ball Primary School we value our children's right to be literate and to enjoy literature. We recognise that each child needs good literacy skills in order to access the curriculum and to enable them to communicate effectively and think critically. Within the National Curriculum for English skills are broken down into reading, writing and spoken language. Speaking and listening underpins all learning and we recognise the importance of being able to communicate orally and to understand what others are saying. We teach pupils to use language precisely and coherently. This involves giving children opportunities to experience a rich language environment to develop their skills in expressing themselves, and to speak and listen in a range of situations. Conversation also orders the concepts which are encoded in writing and decoded in reading.

We are therefore committed to the aim that no child leaves KS1 without acquiring the skills of speaking, listening, reading and writing at the age-related expected level. In order to do this we prioritise the learning and teaching of reading, including phonics and reading for pleasure, through a variety of approaches, in Early Years and in KS1. Where there are barriers to this attainment we identify and provide the early intervention strategies needed to support individuals at risk of non-acquisition of literacy skills.

Curriculum Aims

Our aims in teaching English at John Ball School are that all children will:

- Develop a positive and confident attitude towards learning in English
- Enjoy reading for pleasure, leading to reading for life
- Develop the understanding, knowledge and skills required to participate in a constantly changing society
- Understand how English is useful to them
- Learn to work collaboratively and independently
- Foster and develop language and literary talent
- Review their own learning using skills and information to manage their own language and literacy development

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 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

As staff we achieve these aims by:

- Use of the curriculum guidance for the foundation stage for language development in the nursery and reception classes;
- Use of The National Curriculum (2014) for Years 1-6 and the teaching sequences from The Centre for Literacy in Primary Education, Espresso and Grammar and Spelling Bug;
- Teaching a daily English lesson in KS1 and KS2 which includes word and sentence level work, guided group or independent activities and whole-class sessions to review progress and learning;
- Teaching daily discrete phonics sessions in EYFS and KS1;
- Teaching handwriting in KS1 and KS2 through three 10min sessions or a single 30 min session per week;
- Teaching spelling in KS1 and KS2 through three 15min sessions or a single 45min session per week;
- Teaching reading daily through shared, whole class and individual reading;
- Teaching writing and applying grammar skills through shared, guided, modelled writing and interactive starters;
- Use of creative dialogic teaching which promotes ‘talk for Writing’;
- Using picture books as a stimulus for talking and writing;
- Using AfL and adapting plans and provision using a range of teaching and learning strategies;
- Making meaningful cross curricular links to provide purpose and audience for writing, reading, speaking and listening;
- Sharing outcomes with other classes to encourage pride and raise self esteem;
- Having high expectations about the way pupils work and the standard of presentation.

Spoken language

Approaches like Pie Corbett’s ‘Talk for Writing’ demonstrate how effective it is to develop the three skills of English together. However, speaking and listening are important skills in their own right and their absence inhibits not only other learning, but also social and emotional development. At John Ball we recognise that a strong commitment to speaking and listening skills within the whole curriculum supports all children, particularly those with impoverished language skills, so that they are able to access the curriculum and make progress. These skills may be taught through a range of drama, presentation, conversation and discussion activities and assessed as part of continuous AfL. In EYFS and Key Stage 1 children need to learn a selection of stories to retell aloud. This will support them to internalise language patterns and to rehearse the tune of the language they will need.

Further guidance on talk and collaborative learning can be found in the **Learning and Teaching** policy.

Reading

We aim to develop a strong community of readers amongst both the children and staff at John Ball School and actively promote and celebrate a love of reading through on-going assemblies and various Book Week activities. We value the importance of books and literature in enabling children to become confident, happy and enthusiastic readers and writers. We strive to ensure that children experience high quality literature and hear a wide range of ambitious and challenging language. We also aim to promote equality and diversity through the books that we choose to share with the children. This is to encourage pupils to explore and develop their understanding and acceptance of individual identities. ‘

Children learn to read through a mixture of individual and whole class reading. One English lesson per week is designated as a Big Reading session so that the key skills of reading are explicitly taught and modelled for that particular year group. Two follow up sessions are then used throughout the week to further consolidate these skills. Each teacher is also required to read aloud one storybook or on-going chapter book daily to their class, as well providing opportunities to learn and recite classic and modern poetry. Assessment in reading is recorded using the Learning Ladders criteria and is reported via the Learning Ladders scorecard. There is separate guidance on good practice in the teaching of guided reading in the English Resources folder on the JB staff server.

It is essential that children must have a ‘book in the bag’ at all times, bringing it to school and taking it home again every day. The expectation is that children will read to an adult at home 4 times per week, comments being written into the reading record book. There is separate guidance available which relates to the organization of the KS1 reading system.

Writing

At John Ball we believe in providing the children with exciting and purposeful stimulus for writing. We aim to link our writing outcomes with our quality texts and curriculum themes (where meaningful), with skills relating to grammar, punctuation, handwriting and spelling. These should be taught discretely then applied and practised through shared and modelled writing. It is important that when modelling grammar, teachers use the correct terminology. Children need to be able to write for both audience and purpose, and should therefore be given regular opportunities for their writing to be published and presented to parents and the wider school. Presentation is valued highly and children are encouraged to feel proud of their written outcomes. Wherever possible children should be encouraged to write through a Talk for Writing approach, orally rehearsing before they write. The earliest stages of such writing begin with Drawing into Writing in EYFS, with children showing an increasing acquisition of phonic skills being independently applied in their written work.

In KS1 and KS2 teachers follow the National Curriculum (2014) for English, which outlines the skills that need to be taught in each year group. Fewer text types should be explored, but in greater detail and should be grouped together to ensure longer time is spent focussing on common features. Each year group should ensure that they cover a range of fiction and non-fiction genres.

Writing evidence across a range of genres is assessed using the Learning Ladders criteria at the end of a unit of work. Child-friendly versions of these criteria should be shared with the children and used as next step targets. Children should periodically reflect on their work to see which targets they feel they have achieved and what their next steps are and be given

ample opportunities to practice these targets through regular feedback sessions. Further guidance on assessment can be found in the **Assessment policy**.

Phonics and Spelling

Spelling within EYFS and KS1 is taught through phonics and this plays a vital role in supporting the children's ability to spell. Blending and segmenting words are the primary skills for reading and spelling and children need to be secure with Phase 6 by the end of Year 2. Phonics sessions last 20 minutes and are planned for weekly and taught in a whole class setting, using the **Letters and Sounds** programme. These sessions should be interactive and multi-sensory and provide children with opportunities to practice spelling patterns and tricky words. Where necessary, children who need extra support or challenge are given small group consolidation or pre-learning before and/or after these sessions, usually with a TA/LSA. Assessment of phonics during these sessions is immediate, with brief notes made on post-its. More formal, individual, assessment should be made for children who struggle, to ascertain their specific knowledge and gaps. Tracking is recorded on the Letters and Sounds grid every half term. Discrete phonics teaching continues into Key Stage 2, and for as long as necessary, for pupils who require extra support and learning time to focus on securing their phonics knowledge.

In KS2 spelling is taught using the **Support for Spelling** guidance, Espresso, Spelling and Grammar Bug and the **statutory word lists** for (Yr3/4 and Yr5/6). It is also linked to handwriting taught according to the sequence in the John Ball Handwriting policy.

In EYFS, handwriting is linked to phonics teaching through the use of the Ruth Miskin patten for letter formation and in small focus groups. By the end of KS1 children are expected to join their handwriting correctly. Children who show excellent presentation skills in their English books in KS2, are to be awarded a John Ball pen license and this achievement can be celebrated at praise assembly. A greater emphasis is being placed on handwriting and presentation and dictation should be used to support handwriting sessions.

There is a separate handbook with guidance for the teaching of **spelling and phonics**. There is also a separate policy for Handwriting

Planning for English at John Ball

English learning and teaching in years 1-6 is planned around a unit of between 3 and 6 weeks in length. There is a degree of flexibility in the length of the unit plans to allow creative cross-curricular planning. At the start of every unit, the quality outcome of writing should be shared with the children, which will help them to understand their goal or the Big Picture. Assessment for learning takes place continually and supports the development and personalisation of the plans. Year group staff plan together weekly but personalise the plans to meet the particular needs of the learners in their classroom.

Plans must include Talk for Learning - Children need to talk about their learning and develop their thinking and reasoning skills, so teachers must plan opportunities for discussion and time for reflection. Talking and reasoning activities enable learners to self or peer assess and to know what they have learnt, how they have learnt, what they do not understand and what they want to learn next. Throughout the process teachers plan to guide the learning through intervention and high level open-ended questioning, facilitating good AfL practice.

Learning Environment

An engaging, stimulating and attractive learning environment is a key part of a teacher's repertoire and contributes significantly to children's continuous learning. It should reflect current learning and include a Working Wall, where children are able to see 'the Big Picture' and the steps they are taking to get there. A What Makes Good notice can be utilized to show the success criteria they are aiming at in their current learning, the expected outcome, a 'who am I writing for' question and the Word of the Week clearly displayed. There should also be appropriate reading provision set up in the classroom, including a book corner, to engage children in reading. Books and information about books should be displayed and accessible to the children to establish a positive ethos for reading.

In EYFS children should have access to a writing area with a variety of mark-making tools, paper and writing frames e.g. shopping lists, postcards etc. The children can also access mark making on a large scale in the outdoor area

There is a separate **Learning Environment** policy.

The Role of the English Leader:

- Take the lead in policy development and implementation
- Ensure progression and continuity in English throughout the school
- Monitor and evaluate standards of achievement in English and advise the SLT on action
- Monitor the learning environment including reading areas
- Support and monitor English teaching and learning by:-
 - A termly review of progress against yearly targets in the SIP
 - Observation of English lessons
 - Learning Walks and Drop-ins
 - Sampling of plans/books/learning
 - A review of standards in relation to local authority and national targets
 - Facilitating moderation across year and phase groups
 - A review of progress and attainment of all significant groups- G&T/EAL/SEN/FSM/Gender
- Support colleagues in their development of plans
- To organise personalized CPD for staff according to their needs
- Take responsibility for the purchase and organization of resources
- Keep up-to-date with developments in English education, attend courses and disseminate information to colleagues both informally and as INSET, and to parents as appropriate.