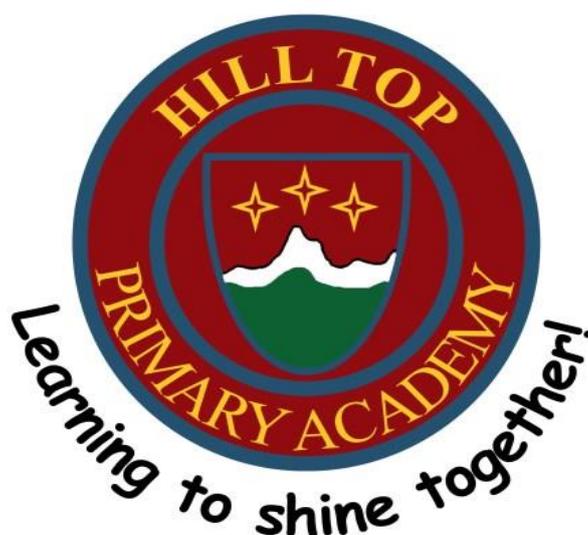


# Hill Top Primary Academy

*A Member of Leodis Academies Trust*

## **English Subject Policy**



<i>Plan administration</i>	
<i>Version Number</i>	<i>2</i>
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<i>Person responsible for review</i>	<i>Joanne Lancaster</i>
<i>Signed and dated Principal</i>	
<i>Signed and dated and in Gous minutes Chair of Governors</i>	

*Hill Top Primary Academy is an inclusive school; we believe that every child has a right to a broad, balanced and effective education regardless of race, gender, age, sexuality or special need. Please refer to our Equal Opportunities Policy for further details of this.*

## Policy Statement

This policy sets to outline our approach to teaching reflecting the school's aims and objectives in relation to the teaching and learning of English. It sets a framework within which teaching and non-teaching staff can operate. The policy should be read in conjunction with the Early Years Foundation Stage framework and the 2014 National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group.

## School Vision

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 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 all children 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, bringing topics to life through real life contexts. Curriculum coverage is carefully monitored by the Senior Leadership Team to ensure all staff are delivering the quality English curriculum in line with our vision statement.

## National Curriculum 2014

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

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

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

The new National Curriculum is divided into 3 Key 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 new National curriculum 2014, outlines the programmes of study for reading at key stages 1 and 2 which consist of two dimensions:

- Spoken Language
- Reading:
  - Word reading
  - Comprehension (both listening and reading)
- Writing:
  - Transcription (spelling and handwriting)
  - Composition (articulating ideas and structuring them in speech and writing)

Vocabulary, grammar and punctuation should be taught through the programmes of study.

### Aims for English

To ensure all pupils:

- Develop and encourage children's love of reading for both pleasure and seeking information
- Read easily, fluently and with good understanding
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Appreciate our rich and varied literary heritage
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### English Curriculum Planning

- English is a core subject in the National Curriculum. We use The National Curriculum in England Framework document, July 2014 as a basis for implementing the statutory requirements of the programme of study for English.
- We carry out the curriculum planning in English in three phases: long term, medium term and short term.
- Class teachers complete a weekly short-term plan for the teaching of Literacy. This identifies the specific learning objectives and expected outcomes for each lesson, and gives an outline of the teaching and learning that is planned to demonstrate progression throughout the lesson and week. Groups are identified (disadvantaged, SEN, more able etc) and differentiated according to need.

*(See Appendix 1)*

### Handwriting

Handwriting is taught throughout school following the Cambridge Penpals Handwriting Scheme.

*(Please see handwriting policy)*

### Accelerated Reading

Years 2-6 participate in the reading scheme, Accelerated Reader. We want children to read books at their own reading and interest level, so that they enjoy reading by being successful. Best of all they learn and grow at their own pace. AR is introduced to Year 1 children as the year progresses depending on the teacher's ongoing assessments. During the summer term some children may access AR based on teachers assessments.

AR is a computer based programme that helps teachers manage and monitor pupils' individual reading practice. Children will choose a book at their own level and read it at their own pace. When finished, they will take a short quiz on the computer in school. Passing the quiz is an indication that a child has understood the book. AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice. AR is used as part of a comprehensive reading programme in place. While we continue to teach the skills of reading in class through group novels and texts, the AR books chosen by children will provide them with the opportunity to apply the knowledge and skills they have developed.

Every child taking part in AR will complete a STAR reading test up to seven times a year. It is a twenty to twenty-five minute multiple choice reading assessment completed individually on the computer. Questions continually adjust to a child's responses so if their response is correct, the difficulty level is increased. If they miss a question or give an incorrect answer, the difficulty level is reduced. The STAR reading test, along with teacher judgement assists us in identifying a child's ZPD (Zone of Proximal Development) range.

In KS2, children participate in AR and read approximately for 30 minutes a day. In KS1, children will read for approximately 20 minutes.

### Spelling

Spelling is taught following the No Nonsense Spelling scheme.

(Please see Spelling Policy)

### Grammar and Punctuation

Punctuation and grammar is delivered across the whole school. This is taught discretely through other subjects and as a standalone lesson depending on what is taught. Teachers follow their long term plan which outlines what each group needs to be taught for all the areas.

### Phonics

Phonics is taught in foundation stage and Key stage 1 daily. Children in key stage 2 can still access phonics through interventions and is consolidated through spellings.

### Links with other Subjects

The skills that children develop in English are linked to and applied in every subject across the curriculum which is shown through their planning and the teaching through the IPC. Computing links are also promoted whenever possible to assist and enhance English skills. These include opportunities for pupils to compose, revise and edit texts as well as use desk-top publishing facilities to improve the presentation of work.

Access to the Internet is also used when appropriate to enhance research skills. Specific English software is also available to develop skills such as phonics, spelling, interactive reading etc.

### Targets

In Reading and Writing whole school targets are set. These targets are aimed at accelerating the progress of all children and are linked to the school development plan. The curricular targets are based on what the children need to develop further and have been identified through a whole-school assessment (STAT), moderation of children's books, interviews with children, observations including analysis of the outcomes of national statutory and optional tests. Curricular targets are set for each phase and are differentiated for children which will be shared with the children and parents.

### Assessment

- English is assessed throughout each lesson as teachers adjust their planning based on children's understanding. Weekly plans are evaluated, annotated and adjusted accordingly whilst ensuring that misconceptions are also referred to in the next lesson through the topic calendar.
- Medium term assessment: Teachers use Sheffield STAT for reading, writing and Spelling, Punctuation and Grammar to assess children through highlighting achievement of outcomes. This information is collected from a range of evidence across many subjects. Every half term children are asked to complete a whole school writing task in the same genre enabling robust standardisation and moderation to take place with every teacher engaging in a meaningful dialogue.
- Through pupil progress meetings and careful analysis and tracking, children are identified that may be in need of support, intervention or challenge whilst also informing the leadership team of any training that is needed for staff.
- Writing assessments are kept by the class teacher in the children's file and follow the child through the school in order to monitor the progression of the children and used to continuously improve Hill Tops writing provision.
- A moderated writing file is kept by the subject leader.
- Long term assessment: children undertake the statutory national tests at the end of year 2 and year 6 and optional end of year tests at the end of years 3, 4 and 5.

- Pupil progress meetings take place half termly which after analysis informs the discussions as to the needs of children and professional development for staff.
- Formal written reports are provided each year and this information is shared with parents. Additionally two other meetings are held each year with parents to discuss progress informally and to share targets for progress.

### Assessment for Learning

Children are encouraged to be more active in their learning and associated assessment. It is important children know what they need to do to progress further and explain their thinking and reasoning. Some examples of this may take the form of: thumbs up, thumbs down, traffic lights, talking partners, think, pair, share, 3 stars and a wish.

### Extended Writing

Every week children will participate in extended writing session (this is often known as Pobble on planning) where they are encouraged to write for length. Over the year children will write in a wide range of genres both linked to English they are studying at that present time and the International Primary Curriculum.

Every half term children across the whole school will take part in a writing assessment based around the same theme.

### Role of Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English:-
  - pupil progress and analysis of data across the year
  - provision of English, ensuring the breadth and balance of English across the curriculum
  - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- reporting to governors and SLT
- Guidance support and training for parents and carers
- keeping up to date with recent English developments.

### Expectation for all teachers

- Planning covers all English objectives from the National Curriculum 2014 throughout the year
- A high level of presentation is expected across all subjects
- Guided group work is planned for and delivered
- Topics offer children the opportunity to contextualise and apply discrete literacy learning for a wide range of purposes
- Writing is edited by the child using green pen (see Marking and Feedback Policy)
- Learning objectives and Success Criteria are identified in planning and displayed in all lessons
- Marking is directly linked to the Marking and Feedback policy
- Success criteria are generated prior to the lesson and with the children.
- Skills taught in English are reinforced and embedded throughout all other areas of learning; this is evidenced in all work.
- Coverage of genres are demonstrated through a termly medium term plan
- Weekly plans are based on medium term planning and success criteria based on the most recent assessments.
- Assessment for Learning is used in classrooms.
- Differentiated spellings are sent home and a weekly spelling test takes place
- English homework is sent home on a regular basis and where appropriate. This could also be linked to other

subjects, for example: tasks through the International Primary Curriculum

### Environment

Our classrooms and displays are used as learning tools. Using the learning environment all skills are transferrable and learning is applied across a range of contexts, ensuring intrinsic links between reading, writing, phonics, grammar, spelling and punctuation are made and children are regularly given time to consolidate learning. Through the learning environment children are empowered and supported to build independence when working.

### Working Walls

Each class has an English wall which evolves as each week progresses. It is the public display of the learning process as it is taught and built upon. It clearly displays the learning objectives and the success criteria are developed with the children and displayed which are used to demonstrate to pupils how they will be able to achieve the learning intention. Exemplified text-types may be displayed. Key vocabulary is also displayed. Mind mapping, modelled examples, re-drafting and pupils' examples are regular features.

### Monitoring

Monitoring of English will take place through the form of observations, book scrutinies, and planning scrutinies, interviews with children and learning walks. Pupil progress meetings take place half termly which after analysis informs the discussions as to the needs of children and professional development for staff.

### Inclusion

At Hill Top we are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

### Homework

English homework is sent home on a regular basis and where appropriate. This could also be linked to other subjects, for example: learning logs through the International Primary Curriculum.

### Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesauri and a variety of age-appropriate small apparatus. Children have access to the Internet through their classroom computers and iPads. Access to the Internet is also available library area. The library contains a range of books to support children's individual research and children have daily access to it.

### Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

### Parents and Carers

The support and encouragement of parents and carers is sought and valued. Parents and carers will be helped to understand the school's English policy so that they can work in partnership with the school in developing their child's literacy skills.

### Monitoring and review

The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- has an ongoing dialogue with the Head Teacher, evaluating the strengths and weaknesses in English and indicating areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, to conduct learning walks, speak to children about their experiences of Literacy and in conjunction with the Head Teacher to observe English lessons across the school. The actions needing to be taken from these then feed into our drive for improvement and high standards.

This policy will be reviewed September 2019.