



Dilton Marsh Church of England Primary School

English Policy

Monitoring of this policy:

This policy has been developed by a working group made up of:

- Head teacher: Jill Hibbs
- English lead: Chris Foyle

Schedule for review of this policy:

Date	June 2020
The implementation of this policy will be monitored by:	Chris Foyle
Monitoring will take place:	Annually
The Governing Body will receive a report on the implementation of this policy, generated by the monitoring group:	Annually
Next review date:	September 2021

This policy should be read in conjunction with the following policies:

- **Marking and Feedback Guidance (Acorn Education Trust)**
- **SEN Policy**
- **Homework Policy**
- **Handwriting Policy**
- **Good Presentation Policy**

English Policy

Rationale

A high-quality English education provides a foundation for children to prosper in society and become free to understand life. *'Write to be understood, speak to be heard, read to grow.'* (Lawrence Clark Powell)

Purpose

The purpose of this policy is to describe Dilton Marsh's practice in English and the principles upon which this is based. It links, in more detail to our Intent, Implementation and Impact statement.

Introduction

At Dilton Marsh we firmly believe that English should be at the centre of children's learning. High quality teaching and learning should enable children to read, write and speak fluently therefore allowing them to communicate their ideas and emotions to others. English is a key skill which is essential for all aspects of everyday life and being successful. Children should develop a love for English through their enjoyment of reading, writing, speaking and listening. We encourage children to develop skills to communicate effectively in speech and in their writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers. We will enable children to achieve this passion for English through providing stimulating and exciting experiences based around high quality materials and opportunities for learning.

Aims of English Education

Our aim is to provide high quality teaching and learning experiences so our children become enthusiastic, confident and independent users of language in the spoken and written word. Therefore we will:

- Set high expectations so our children will achieve their full potential.
- Respond to our pupils' diverse learning needs in accordance with guidelines in the National Curriculum by providing a broad and balanced language curriculum.
- Develop pupil's abilities and enthusiasm with an integrated programme of speaking, listening, reading and writing.
- Provide pupils with opportunities to consolidate, practise and develop new English skills across the curriculum.
- Encourage confidence and enjoyment in writing, reading, speaking and listening.

All pupils shall:

- Learn phonics in a systematic and progressive way through Letters and Sounds.
- Be able to speak clearly and confidently when given the opportunity.
- Read and understand a wide range of books through our Dilton Marsh Reading Spine.
- Understand how to read questions and answer them correctly.
- Develop the necessary skills to know how to write effectively for a range of audiences and purposes, using spelling and grammar accurately and confidently through our Dilton Marsh Writing Journey.

Phonics

In order to teach all our pupils to become fluent, confident readers, who have a love of reading; it is paramount that we teach a daily phonics lesson.

All pupils within the Early Years Foundation Stage and Key Stage 1 receive phonics teaching in line with the DFE document 'Letters and Sounds'. From Reception onwards, pupils receive a thirty minute daily phonics lesson, targeted at their current

level of attainment, and are encouraged to apply this learning in their reading and writing. Pupils continue to receive daily phonics teaching until they are confident with using and applying the skills taught within phase five of the 'Letters and Sounds'.

Within Reception and Key Stage 1 a new sound is taught daily using flashcards and some interactive resources. Pupils who are making slow progress are identified through formative assessment during lessons and intervention is immediately put into place, alongside the usual phonics teaching. Children are sent home with reading books which are fully decodable and in line with their learning.

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. We work within all Key Stages to ensure that all pupils who would benefit from extra phonics teaching receive it. Any pupil, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

Writing

We believe that communication and language, with opportunities to explore reading and writing underpins the future learning of our children. We aim to provide a structure for the children to follow when undertaking a piece of writing. In our Dilton Marsh Writing Journey the children will follow a step-by-step routine of what it takes to produce a high-quality piece of writing. A typical writing journey will deliver lessons based on the following:

- Immerse the children in the text
- Understand what a good example looks like
- Comparing two examples and be able to explain which one is better
- SPAG activity linked to the genre
- Planning
- Vocabulary
- First draft
- Drafting and editing
- SPAG activity and response to marking
- Write up

These lessons will allow every child to have access to the tools they need to be successful in their writing. These can be adapted when the teacher feels like it will benefit the children and for specific text types. Children will produce a final piece of work in their 'On Fire' books. Children should take this opportunity to feel proud of their work. It also allows for the teacher to moderate their work to make teacher judgements on what standard they are working at.

Writing - Early Years (EYFS)

Within our reception class children have access to planned whole class or group writing activities but also many opportunities for child initiated writing activities.

These may include the following:

- Opportunities to develop and experience speaking and listening skills
- Experiences that develop fine and gross motor skills through play and mark making activities
- Sharing and enjoying a range of rhymes, songs, stories and books
- Immersion in a print rich environment with opportunities for oral language and written communication
- Whole class shared text activities

- ICT opportunities on PC's, iPad and smartboard
- A focus literacy session in the morning with different activities that teach children early communication language and literacy skills
- A daily phonics session which provides opportunity for children to practise the cursive script
- Literacy integrated throughout the Early Years curriculum

Reading

We aim to foster a love of reading at Dilton Marsh and we encourage children to read a wide range of books both at school and at home. All children have access to our wonderful school library which they are able to use to extend their independent reading, as a research tool or just to enjoy a good story. We have high expectations of children and the progression of their reading skills. Therefore we offer as many opportunities for reading as we can. This may happen in the English lesson or across the curriculum.

Reading Comprehension

We follow the 'Teaching Comprehension Strategies' workbook. The workbook focuses primarily on teaching children the necessary skills to answer reading comprehension questions confidently. The different skills include:

- Understanding Words
- Finding Information
- Identifying the Main Idea
- Sequencing
- Finding Similarities and Differences
- Predicting
- Concluding
- Summarising
- Inferring
- Cause and Effect
- Fact or Opinion
- Point of View and Purpose

These skills ensure the children are able to answer a wide range of different questions and feel confident in doing so. Each skill is set out in our Curriculum Maps and show where in the year they need to be taught. As part of every text the children read, they are taught the meaning of any difficult and challenging words and also discuss the text in great depth prior to answering the questions.

Class Books

Children are exposed to a wide range of different books within our Dilton Marsh Reading Spine. During English lessons the children use these high-quality books as a stimulus for writing. The teacher and children share the text, and the teacher models as an expert reader, drawing out the key elements of the content. We ensure that the children understand the themes within the book to help shape and build their personality.

Home School Reading

Home school links are very important in reading and within KS1 and LKS2 children take home books regularly from our extensive resources in school. These reading books are matched to individual children's reading abilities. Children are heard reading frequently across school to support their development. Children share these books with parents/carers at home and also teaching assistants and teachers in school. Any comments made during these sessions are recorded in children's

home/school books. These allow good communication to take place to ensure that the child is making good progress in their reading. Children are encouraged to use the school library, bring books in from home or choose from a range of class novels that we have in school. We actively encourage parents/carers to share a good book with their children. Guidance to parents is given through our English Parent Guide which gives information about how to question children at home and improve their reading comprehension.

Speaking and Listening

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum.

At Dilton Marsh Church of England Primary School we recognise the quality and variety of vocabulary that pupils hear and speak are key factors in developing their understanding and enabling children to have confidence using words that are unknown to them. Stem sentences are used to enhance discussion based activity; it is an expectation that all children use specific full sentences at all times and support is given to those who find this challenging. We assist children in making their thinking clear to themselves as well as others, using discussion to probe and remedy any misconceptions. Vocabulary lessons are also taught explicitly in our Dilton Marsh Writing Journey to aid those children in their writing.

Daily Lessons

Lessons are typically an hour long and begin with a daily review, taken from Rosenshine's Principles of Instruction. This will focus on children reviewing previous learning that has taken place in order to aid their understanding of the current lesson and consolidate what has already been taught. Children are taught through whole-class interactive teaching, where the focus is on all pupils working on the same lesson content at the same time. This ensures that all can master concepts and deepen their understanding as far as they can, before moving to the next part of the curriculum sequence - allowing no pupil to be left behind.

If a pupil fails to grasp a concept or procedure, this is identified quickly through live marking, pre-teaching and specific interventions to support, ensuring sustained progress - children are then ready to move forward with the whole class in the next lesson.

Role of the TA

It is vital that the utilisation of our Teaching Assistants (TA) is effective. We ensure that our TAs are able to have as much impact on each lesson as possible. During lessons, it is their role to assess and guide children to ensure they understand and make progress. Our TAs mark throughout the lesson alongside the teacher to indicate where they have moved children on. TAs share observations with the teacher throughout the lesson to directly impact upon progression. Outside of lessons, TAs are used to consolidate learning from the previous lesson or pre-teach concepts in preparation for the next lesson. Sometimes they will be used to support children in developing key skills such as sentence building, using basic punctuation or spelling.

Inclusion and Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, or home background.

Differentiation and Support (Provision for G&T, SEND, EAL, PP)

While the National Curriculum suggests children move through the programmes of study at a similar rate, we recognise that children sometimes need support to complete work to the level expected. We aim to provide these opportunities to children in a variety of different ways:

- Pre-teaching – this enables the children to feel more confident when going into a lesson. If they have already read the text, have an understanding of the genre or completed the first question on a worksheet, then they will be ready to access the task before the lesson has started. This allows them to have an increased confidence in relation to their peers
- Scaffolded worksheets
- Differentiated outcomes
- Effective AFL throughout every lesson, picking up misconceptions and moving others to deepen understanding with a range of tasks
- Marking and verbal feedback throughout every lesson
- Booster sessions delivered by class teachers to address misconceptions on a daily basis

Marking

The purpose of marking is to ensure that all children receive constructive verbal and non-verbal feedback, including next steps, to challenge and consolidate learning further. Our marking policy is shared with children, and as they progress up the school, they become increasingly able to respond independently.

We recognize the importance of marking and verbal feedback and use a range of strategies to ensure progression in every lesson. Marking is given when the teacher or teaching assistant feels it will benefit the child.

Teaching staff use pink pen for any positive comments that they would like to make about the work. This allows the children to feel praised and confident that the work submitted was what the teacher expected. Green pen indicates where the teacher feels the child could make improvements. Often, this will begin with a verb and will be a task that the child has to complete to aid their work further. We ensure that marking is clear and concise for the child to reduce opportunities for misconceptions. This marking is usually individualised and specific to that piece of work. Additional questions are often given to children that are working at greater depth in order to stretch their thinking and deepen their understanding.

Assessment

Throughout the lesson AFL is a continuous process whereby teachers and teaching assistants review through mini-plenaries, targeted differentiated questioning, marking, verbal feedback and pupil's self-assessment.

Dilton Marsh uses both summative assessment and formative assessment procedures.

Summative data is gathered through NFER tests. These allow us to compare our cohorts of children to a scaled score. Formative data is also collected to support our data from the NFER tests. This also allows us to compare our formative and summative assessment to ensure we are moderating accurately. Each long term, the whole school's writing is moderated by the subject leader to ensure that the judgements being made are accurate.

Reading and SPAG Assessment Windows

	Teacher Assessment	NFER / Formal Test
Term 1	X	
Term 2		X
Term 3	X	
Term 4		X
Term 5	X	
Term 6		X

Writing Assessment Windows

	Teacher Assessment	Writing Moderation
Term 1		X
Term 2	X	
Term 3		X
Term 4	X	
Term 5	X	
Term 6		X

We also use data from the end of Key Stage Statutory Assessments to inform us about the needs of the subject and specific cohorts, particularly those children transitioning from EYFS → KS1 and KS1 → KS2.

The English Leader

The role of the English Leader is to:

- Analyse data
- Ensure a core of material is available.
- Review and monitor planning.
- Monitor and support teaching
- Evaluate pupils work.
- Arrange liaison with outside consultants.
- Work alongside staff to support if required.
- Attend relevant courses to be aware of new ideas and disseminate these to all staff and to arrange appropriate inset for colleagues.
- Carry out a curriculum review.
- Update the policy document and schemes of work, as necessary.

Monitoring and Evaluation

The curriculum leader, alongside SLT, are responsible for monitoring and evaluating curriculum progress. This is done through book scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions and audits of resources.

External moderation for Key Stage 1 is carried out by Wiltshire LA. This is usually undertaken every four years but can be triggered by various factors including:

- new teaching staff in Year 2 or Year 6 (particularly if the teacher is an NQT)
- new senior leadership team in the school
- concerns from a previous moderation visit (usually in the year before)
- concerns about the data from the previous year
- Ofsted concerns

- having a Year 2 or Year 6 cohort for the first time
- request from either the school management, senior managers at the LA, or the STA.

Parental Links

We ensure that parents have access to parents' booklets from the school website and hard copies available in the reception area.

We run parent workshops showcasing how English is taught in Dilton Marsh Church of England Primary School and gives advice to parents.