

EDWARD WORLLEDGE ORMISTON ACADEMY



ENGLISH POLICY

Date approved by Governors – October 2017

Date for Review – October 2019

POLICY FOR ENGLISH

This document is a statement of the aims, principles and strategies for the teaching and learning of English at Edward Worlledge Ormiston Academy.

GENERAL STATEMENT

Literacy is a body of knowledge concerned with the communication skills of reading, writing, speaking and listening which can be practiced in all areas of the curriculum and, when acquired, provide the basis of an essential literacy for life as well as facilitating independent learning. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

Literacy is important because it teaches children:

- knowledge of the vocabulary and grammar of Standard English.
- confidence to express themselves effectively and to their individual potential.
- to apply the skills learnt, across the curriculum and in a form appropriate to the task.
- to value language as a fundamental means of communication and to give them the opportunity to develop an appreciation of literature from a variety of cultures and traditions.
- to stimulate lasting curiosity and interest in the subject and see the value of correctly applying skills learnt.
- to work both individually and collaboratively through a variety of media including the use of I.C.T.
- to communicate effectively in speech and writing.
- to listen with understanding.
- to be enthusiastic, responsible and knowledgeable readers.
- to self-correct and appraise their work.
- to appreciate our Literary heritage.

AIMS

In order to achieve these aims we need to make sure that the children at Edward Worlledge Ormiston Academy will have:

- skills based lessons, in which they can begin to master elements of grammar, vocabulary, punctuation, handwriting, spelling and presentation.
- written activities (collaborative and individual) in which they can be creative, but also begin to develop the skills learnt.
- lessons, in which they can express themselves orally for a variety of audiences including: talk for writing, drama, role-play and word games.

- Considering the appropriateness of speech for different circumstances and to listen carefully and reflectively to others, including debate and public speaking.
- activities which develop reading with sustained concentration, with fluency, accuracy and understanding of a wide range of literature – both fiction and non-fiction.
 - activities which develop comprehension skills and ability to extract information from an increasing range of texts.
 - activities which require working individually, in groups and as a whole class to discuss, represent and evaluate texts, information or views.
 - activities which encourage the child's own improvement of their work.

We are supported in this work through the National Curriculum and draw on the Key Performance Indicators (KPIs) for each year group to ensure pupils are engaged in activities to ensure they meet age related expectations. Performance, drama and poetry are key requirements. The prevalence of grammar and punctuation in context remains high. There is a greater focus on reading for pleasure.

Teachers use both statutory and non-statutory guidance to inform planning with reading and grammar acting as a key foundation on which to plan units of work. A range of narrative, non-narrative and poetry text types are covered. Essential genres have been agreed as a whole school as well as allowing year groups some flexibility in units they cover. Each year group undertake regular author studies and book studies.

THE ENGLISH SUBJECT LEADER

The role of the Subject Leader is to lead by example and keep up to date with new developments; monitor the implementation of the policies and successful teaching of English throughout the school and encourage the sharing of good practice. Reading and spelling will be monitored through the results of the standard tests that take place during the school year. The Subject Leader will observe lessons, undertake learning walks, carry out book scrutinies and lead on whole school initiatives in accordance with priorities identified in the School Improvement and Development Plan (SIDP), with the aim of providing advice, ideas and ensuring continuity and progression. The subject leader will liaise with colleagues within the Literacy Team and with colleagues from the Literacy Cluster in terms of developing excellent practice. She will lead and plan for staff professional development in conjunction with the SIDP.

THE CLASS TEACHER

The role of the class teacher is to plan to enable quality learning to take place. In many cases this will require additional reading for staff to familiarise themselves with strategies before presentation to pupils. The class teacher will also be

involved in weekly planning meetings and termly pupil progress meetings for literacy within their year groups. S/he is responsible for liaising with Teaching Assistants with regards to the delivery of intervention programmes and with the Raising Standards Leaders (RSLs) on the impact on pupil progress.

METHODOLOGY AND DELIVERY

The English curriculum should be delivered within a stimulating, attractive environment, where a range of teaching styles are used to promote quality learning and children are motivated to achieve success. English is taught in a variety of ways including:

- demonstration;
- modelling;
- scaffolding;
- explanation;
- targeted questioning;
- initiating and guiding exploration;
- discussing and challenging ideas generated by the children;
- listening and responding to children in a sensitive and supporting manner, discussing and evaluating children's successes.

In addition, with specific reference to literacy, teachers will:

- have a clear understanding of the objectives being taught, openly sharing these with the children. Success criteria will also be agreed at the beginning of lessons and pupils encouraged to reflect on these at the end. In order to support the level of independence deemed essential for writing, these will be general;
- plan for well-paced lessons which drive learning forward;
- consider and plan effectively for cross-curricular links and opportunities to apply skills in other areas of the curriculum;
- plan in opportunities for regular sustained independent writing, half termly writing assessments in context;
- be mindful of the literacy needs of the child in all subject areas, and differentiate questions and activities to allow all children access.
- Pupils will complete a 'cold task' to determine a starting point and inform targeted planning and appropriate support.

All children in our academy will have full access to whole school English. Any additional support (through learning conferences and intervention strategies) that is required will take place at other times during the school day as appropriate,

allowing the child to benefit from the rich literacy environment. In order for pupils to have maximum exposure to high quality literacy lessons, it is preferable for interventions to take place outside the time allocated for Literacy.

Classroom Organisation

The teachers will ensure that:

- the classroom layout and appearance is stimulating;
- the classroom has a designated Working Wall that will support independent learning as well as value children's ideas;
- displays reflect the whole curriculum, but all maximise potential for language development;
- literacy targets are displayed and updated when necessary depending on when new targets are set;
- the tables in the classroom are usually arranged to facilitate; individual quiet study, group work, whole class work.
- Pupils will have access to dictionaries, word mats, WAGOLLS, spelling banks, HFWS, editing cards, etc to support a growing independence in writing.

Each classroom has its own designated reading area. These areas will promote the enjoyment of reading and encourage all pupils to engage in regular reading activities. They will be stocked with a range of high quality texts at an appropriate level for pupils.

Organisation for the Delivery of the Literacy Curriculum

Literacy is taught in differentiated groups within a whole class setting.

Planning for literacy lessons is done collaboratively by the members of staff involved in each year group.

EYFS

In the Early Years Foundation Stage we provide a carefully planned curriculum, including adult-led, child-led and child-initiated activities, that help children work towards making progress in the Development Matters bands and reaching the Early Learning Goals.

Formal literacy related teaching sessions include the following:

- Phonics (daily, 40 minutes, whole class input and then differentiated groups)
- Talk-time (daily, 20 minutes, differentiated groups)
- Guided reading (daily, 15 minutes – but increases throughout the year, differentiated groups)
- Communication, Language & Literacy input (3x week, 20 minutes – but increases throughout the year, whole class)

KS1

Pupils have a daily lesson of one hour which covers, reading, grammar, spelling and writing and a 30 minute phonics lesson.

KS2

Pupils have one hour and 30 minutes dedicated time daily to English. Reading is taught for 30-45 minutes as part of this time for a minimum of three times a week.

Cross Curricular Links

Staff recognise that English holds a unique position as a medium for learning in all areas of the curriculum. Opportunities for children to explore and develop language across the wide variety of spoken and written genres presented by other subjects, and any resourcing implications, will be identified by teachers at the planning stage. It is vital that all aspects of the English Programme of Study are covered: it may be essential to teach certain aspects as separate entities. Staff then plan for opportunities for discrete teaching to be applied in a variety of contexts. Feedback should be content driven and English focussed.

Learning Outside the Classroom

Opportunities to learn outside the classroom are actively sought. From utilising the outdoor reading area; focussing on persuasive writing in terms of developing the school grounds; visits to the Town Hall or Cluster activities including Spellathon. Pupils at our academy engage with language in a variety of ways.

Pupil Premium

The academy receives money for Pupil Premium children with the aim for all pupils to make at least expected progress each year and close the attainment gap compared to national data. To enrich pupils' experiences within the English curriculum, opportunities for pupils to experience author visits; pantomimes,

productions; able writer workshops; booster and G&T sessions and PLCs for Key Marginal pupils, etc are actively pursued to ensure the best progress is made and meaningful contexts are given for pupils to develop their skills.

SPEAKING AND LISTENING

Staff acknowledge speaking and listening to be the first language modes in order of acquisition and therefore provide the foundation for all further language development. We believe that a pupil's spoken language reflects the local culture and heritage of the individual and is crucial to his/her identity. This therefore should be valued and built upon. Pupils also have an entitlement to gain knowledge, competence, confidence and pleasure in the use of the more universal dialect of standard English and to use whichever of these is appropriate to audience, purpose and situation.

AIMS

All children should be involved in:

- speaking in a variety of forms for different audiences, purposes and situations both formal and informal. These might include:
 - telling and enacting stories,
 - reciting and performing a range of age appropriate poetry,
 - investigating and discussing ideas,
 - presenting to audiences, live or on tape,
 - debating, expressing feelings and opinions,
 - drama, role-play and improvisation.
- activities where children can develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity, pace of speech.
- activities where they can analyse the appropriateness of their own and others language and style of presentation and develop their own skills in it.
- activities to develop the conventions of conversation, debate and discussion.
- activities where they can work collaboratively within a range of subjects.
- the development of a climate of respect within the classroom in which children feel able to express their opinions and thus encourage discussion. It is important that equal value is given to speaking and listening by adults and children.
- activities which enable them to engage with the language of the genre being studied using the principles of talk for writing ahead of writing.

Teachers must encourage children to develop these abilities, across the curriculum, by leading them to reflect on learning and encouraging them to articulate learning aims. This can be achieved through open-ended questioning in which they ask information of the children rather than simply giving it. Through

this we can encourage positive values with regards to listening to what others have to say.

READING

We believe reading to be one of the main foundations of learning. In our teaching of reading we should aim to provide children with a programme of reading development with clear progression. The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

AIMS

- To encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in.
- To establish an appreciation and love of reading, and to gain knowledge across the curriculum.
- To provide opportunities to see modelling of good reading behaviour by adults and share experiences between adults and child, child and adult, child and child.
- To utilise the key skills of reading comprehension to enable all pupils to become active readers.
- To have access to regular guided group sessions with an adult or other experienced reader. (Year 6 Reader Leader)
- To develop a wide range of reading strategies and skills, information retrieval, skimming, scanning.

- To be able to use dictionaries, spell checkers, glossaries, thesauruses and access information on CD Rom and make use of library classification systems, catalogues and indexes.
- To read purely for enjoyment and also to gain information.
- To develop a full range of word attack skills (context, picture cue, phonic, verbal patterns etc.)
- To have free access to a range of books for all levels of ability in each classroom or in a year group.
- To maintain a home school link with the reading process through a shared reading record book or homework diary.
- To provide support where children appear to be having difficulty reading.
- To utilise the skills of trained pupil Reader Leaders who will work with pupils across the school.
- To have access to a wide range of literature, fiction, non-fiction, poetry and other sources of print e.g. notices, lists, magazines, children's own writing.
- To encourage parents and the wider community to become actively involved with reading through Story Cafes, Parent Workshops and other initiatives.

At Edward Worlledge Ormiston Academy, every pupil will:

- be taught phonics to support their reading and writing
- access a daily phonics session and/or guided reading session
- read with an adult a minimum of once a week
- experience a guided reading session at least three times a week
- have a reading book appropriate to their reading age and ability
- have their reading performance regularly assessed
- have access to the library to read books for pleasure
- receive a reading record as a link between home and school
- have access to a range of high quality texts, through big books and online texts
- have regular opportunities to share, enjoy and discuss stories and texts through assemblies, class story-time and visits from authors
- have opportunities to take part in paired reading, across the key stages
- taught skills to decode, blend, self-correct, retrieve and infer from a range of text types

Early Years Foundation Stage

In the Early Years Foundation Stage, the teaching of reading is an integral part of the school's work. A wide range of teaching strategies are taught that reflect the requirements of the EYFS Development Matters programme.

We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics.

Whole class 'story-time' takes place every day. Children frequently share and enjoy a wide range of stories, rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs and classroom displays as well as through books. Wherever possible, relevant books are displayed in each area of learning. Each classroom has an inviting book corner which contains a wide range of books and other reading materials such as magazines, newspapers, scrapbooks and various class-made books. Children are encouraged to 'review' and recommend books that they have read or listened to using a simple review system in each book corner area and 'I loved this book!' notices.

Children take class reading books home to share with their parents/carers. We have a variety of reading schemes, which include Bug Club, Jelly and Bean and The Oxford Reading Tree. Class teachers listen to children read individually on at least a weekly basis (more for children who are reading at a level below age expected) combined with weekly support from teaching assistants.

The teaching of phonics is central to the success of children's reading. We base our systematic, synthetic phonics provision on 'Letters and Sounds', incorporating other resources to ensure the needs of all children are met. Alongside daily phonics sessions, adult-led and child-led reading-based activities are planned as well as providing phonics based resources for use in continuous provision to encourage child-initiated learning. Regular phonics assessments are carried out following each 'set' of sounds and interventions are then put in place to ensure gaps in learning are identified and closed as quickly as possible. Each week, the children are given 'home-learning' which is based on the sounds that have been taught that week.

Differentiated, group guided reading sessions take place on a daily basis from the start of the year. Initially, children learn how to listen to, share and handle books, as well as answering basic questions. Once the children are ready, more formal guided reading sessions take place to develop both decoding skills and deeper level comprehension.

Key Stage 1

In Key Stage 1 phonics continues to be taught within a whole class session. Pupils are taught key reading strategies and are encouraged to apply these when approaching a range of texts both fiction and non-fiction. In Guided Reading sessions pupils use age appropriate texts from the Reading Explorers series. These focus questioning on recall, retrieval and the beginning of inference skills. Reading is seen as a collaborative process and pupils are encouraged to support each other in discussions around the text and verbalising answers to questions asked before answering more independently. Reader Leaders support pupils in these classes with their reading and work regularly with pupils identified by staff as needed.

Key Stage 2

In Key Stage 2 pupils continue to use key strategies to approach more demanding texts. There is great emphasis placed on the social nature of reading. The focus is on further developing higher order reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically. Where necessary, specific phonic support is used to develop children's reading skills through the use of targeted interventions.

Children continue to participate in guided reading sessions regularly and are encouraged to build up their 'reading miles' by reading independently on a daily basis.

WRITING

Writing is a crucial skill across the curriculum as a means of developing, organising and communicating ideas: an individual's ability to use this form effectively affects performance in all areas of living and learning. It is important for pupils to progress in writing as well as they do in speaking and listening and reading. We ensure that pupils are provided with a library of resources and strategies to improve their writing with increasing independence.

AIMS

In our teaching of writing we should aim to provide children with:

- a desire and confidence to write both for enjoyment and for a specific task.
- an emphasis on composition, viewing the child as an author with specific support where necessary for children who have difficulties with transcription – using an adult as a scribe.
- a respect for the individual's own language.
- an understanding of the process of writing and opportunities to develop the key skills of punctuation, grammar, spelling and handwriting with a clear understanding of the technical aspects of language and how choices they make as writers has a definite effect on the audience.
- the skills to write cursively, fluently and legibly.
- opportunities to work within a language environment which is seen to stimulate ideas, and positively value and celebrate their own work through display of, access to and sharing of each other's writing.
- write individually and collaboratively, experience praise, constructive criticism and support to develop independence in their writing;

In the Early Years Foundation Stage and KS1, children learn about the different purposes of writing by seeing teachers model writing in a variety of contexts and then practicing these skills themselves. We use Talk for Writing as a key strategy as well as a variety of stimuli for writing such as trips and visitors and write in a wide range of genres including both narrative and non-narrative forms.

In order to achieve the above aims we need to make sure that children are involved in, and we plan for:

- writing for a variety of purposes within the context of their own lives, imagination or subject work.
- writing for an extended range of readers, real and imagined e.g. the teacher, class, other children, adults, wider community and as individuals or in a collaborative situation e.g. class poem, group play, writing in the style of an author.
- writing in response to a wider range of stimuli e.g. stories, plays, poems, interests and experiences.
- providing pupils with the opportunity to experience text through speaking & listening and reading before writing their own.
- lessons where they learn the process of writing –
 - a) Plan
 - b) First draft
 - c) Revise / improve. Make it better.
 - d) Proof-read
 - e) Final copy
- opportunities, where possible, to compose work on a word processor – not simply using it to present work.
- quality, constructive marking, including peer assessment, which respects and responds to the content of their work and marked pieces of work which inform target setting and support dialogue with the pupil to help move them forward. (see Effective Feedback Policy).

HANDWRITING

AIMS

The staff believe that the presentation of written work can not only reflect on individuals' fine motor skills but also the nature of the writer through his/her awareness of, and attention to, an audience's needs. We aim ultimately for our children to develop a fast flowing, attractive, legible, personal hand. To achieve this there will be a consistent approach to the teaching of handwriting across the whole curriculum and key stages.

We therefore aim to provide a structured teaching programme that ensures:

- correct orientation and formation of letters;
- consistency and appropriateness in size and spacing;
- children must learn correct joins.
- a pride in presentation;
- a smooth transition from printing to a joined up style.

- staff must also apply the correct handwriting rules – writing on the whiteboard, photocopying etc.

SPELLING

We believe that conventional spelling is necessary to accurately convey meaning to the reader. We therefore aim to help our children to develop a variety of strategies that will enable them to become independent, conventional spellers. Staff recognise that learning to spell is a developmental process.

Consistently good spelling relies upon the development of three basic attitudes.

1. The wish to be accurate.
2. The willingness to check.
3. An interest in word structure

AIMS

- To train children to look carefully at words and acquire strategies to learn them including:
 - sound/symbol relationships;
 - regular patterns in words and non-standard forms;
 - the structure of words;
 - compound/complex words, prefixes, suffixes, roots and origins;
 - high interest words associated with topic and specific curricular area
 - spelling rules and exceptions
- All of the above are outlined in the statutory and non-statutory guidance within the new National Curriculum.
- Use the sound discovery programme to support the development of spelling skills for pupils who need additional support.
- To emphasise the importance of fluent handwriting to good spelling.
- To remember that spelling (like handwriting) is a means to an end – what is being said is more important than how it is spelt.
- To provide a structure for the teaching of spelling, which has flexibility to meet the needs of individual children. (E.g. Individual word books and spelling mats).

OBJECTIVES

- Spelling is taught in context throughout the timetable and developed from children's writing where possible.
- The approach is individual where possible, but spelling strategies need to be taught and common failures tackled.
- Children are encouraged to attempt a word they are uncertain of in their wordbook before asking a teacher.

- Children have the skills to use and access dictionaries, spell checker, thesauruses and word lists.
- Spellings are marked sensitively based on the teacher's knowledge and relationship with the individual child.
- Children are encouraged to learn the words in their individual word books in conjunction with their parents / carers.
- Children are exposed to a variety of strategies including:
 - Look, Say, Cover, Write, Check
 - Visual approaches such as mnemonics
 - Key word lists.

Computing

The use of information technology should be promoted to assist and enhance pupil's literacy skills and therefore provide opportunities for pupils to:

- use the word processor to compose, revise and edit written texts, individually or collaboratively;
- use the word processor/desk top publishing facilities to enhance presentation materials;
- use software to develop specific English skills e.g. spelling, interactive reading; (all pupils access Literacy Planet and Lexia.)
- develop/use databases to retrieve and collate various types of information.
- access games and activities to promote the understanding and use of grammar, spelling and punctuation knowledge.

ASSESSMENT

Teachers carry out regular assessment for learning, including question and answer sessions, and formal assessments such as written tests to continually monitor pupil's progress. Marking and feedback provide helpful 'next steps' towards meeting longer term objectives.

Writing is formally assessed each term and results are passed to the English Subject Lead. Children also take the PIRA reading test, GAPs and Young's and Salford Spelling tests termly to monitor progress in these areas. PIXL assessments are also undertaken and the QLAs provide helpful diagnostics to support both teaching and learning.

These assessments form the basis of regular meaningful conversations with pupils about their successes and progress towards their targets. Targets are set at whole class, group and individual levels depending on need. Data drops happen half termly and feed into discussions at Pupil Progress meetings.

SPECIAL EDUCATIONAL NEEDS (SEND)

Care needs to be taken to ensure S.E.N.D policy requirements are not overlooked for both less and more able pupils in the class and appropriate work set for all levels. Differentiation should be clearly identified in the short-term plans. Pupil Profiles will identify specific literacy targets for individual pupils. Specific pupils are targeted with Catch-up, Lexia, CODE, Sound Discovery, Booster, Rapid Reading and Master Class programmes.

PARENTS AND FAMILIES

Expectations with regards to reading with your child at home are sent out annually and messages reinforced throughout the year.

Parents are actively encouraged to participate in Reading Cafes and other workshops as well as supporting their child in accessing reading challenges. We encourage Parent Reading Champions, who support by reading regularly in school but who also support the academy in getting across those key messages about the importance of regular reading at home.

Parents can also attend Family Learning programmes and learn how to enjoy and share books with their children. The programme includes joint activities for parents with their children.

EQUAL OPPORTUNITIES

All children, irrespective of race or gender, will be encouraged to reach their full potential in all areas of English.

MONITORING AND EVALUATION

Literacy is monitored by the English Subject leader, who will follow a rolling programme of monitoring, review and evaluation, to ensure that the subject is planned, taught, resourced and developed. Having identified priorities, the subject leader will construct an action plan which forms part of the School Development and Improvement Plan. This will form the basis for monitoring and will identify how this is to be implemented.