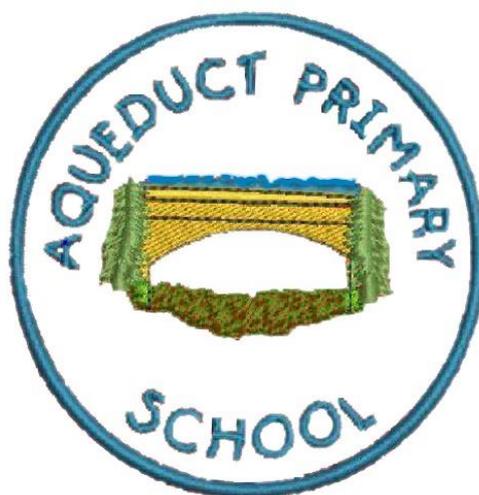


Aqueduct Primary School

English Policy



2019

Discussed and Agreed by Governing Body	November 2019
Next Review Date	January 2021

Signed _____ Date _____

Signed _____ Date _____



Our Values

Positivity, happiness, learning, kindness, safety and respect.

At Aqueduct Primary School we recognise the significance of raising standards in English across both Key Stages.

Rationale for the policy

English is a core subject of the curriculum and is central to the wider curriculum and fundamental to every child's learning both at school and in the world beyond. Children need to develop their use of language in order to learn and to play a full and active role as individuals in society. It is central as a medium of thought, learning and expression across the curriculum and as a subject in its own right.

Purpose of the policy

To offer guidance to staff, parents and governors on the role of English from the Early years to the end of Key Stage Two.

To ensure English is given a high priority in the school and that it is taught daily in every class using the guidance from the Primary National Curriculum.

English across the curriculum

As a school we recognise that English skills should be regularly applied in every subject area and that, where appropriate, English teaching should be linked to work in other areas of the curriculum. The teaching of English, through access to quality texts is an important part of how we plan and teach English. This is taken into account through medium and short term planning where links with other subjects are made evident.

Aims

In line with the framework for English, Spoken Language, Reading, Writing and Spelling, Grammar and Punctuation are equally represented within the effective teaching of English across the school.

Guidance for Spoken Language

Our aim is to help children:

- *To value the language they bring with them; the language of their families, community and culture.*
- *To be able to express themselves in an effective and appropriate manner to a wide range of audiences and for a wide range of purposes.*
- *To confidently and accurately use standard English (grammatically correct)*

- To be able to use spoken language to support and extend their learning across the curriculum.
- To be able to listen to others attentively with an increasing capacity to understand more complex information and ideas.
- To be able to offer and exchange ideas in both formal and informal discussion.
- To be able to express clearly their own ideas to others in a manner which allows for an exchange of opinions and viewpoints.

Guidance on Reading Intent

Our aim is that all children should:

- Be able to read fluently with understanding, expression and confidence.
- Be able to read in ways which supports and extends learning across the curriculum.
- See reading as enjoyable, rewarding and worthwhile.
- Be aware of the wide range of reading materials that have been inherited from their own and other cultures.
- Be able to access a wide range of materials for different purposes.
- Become critical readers by:
 - being increasingly able to see how texts create effects and meanings.
 - being able to place their own ideas, experiences and values.
 - using text to support their opinions.

Pupils become successful readers by learning to use a range of strategies to understand the meaning of the text. Successful readers use as many of these strategies as possible (phonic, grammatical, word recognition, graphic and contextual knowledge) within reading.

In line with the English framework, a wide range of texts including those on paper and screen are used to develop the breadth of reading materials experienced by the children. At Aqueduct Primary, our Themes are linked heavily with quality texts so that learning across the curriculum is connected across most subjects.

Guidance on Reading Implementation

Reading skills are developed through all areas of the curriculum with explicit references being made to shared and guided sessions to enable pupils to connect the learning.

Reading is planned as shared, guided and independent reading and is organised in the following way:

- Every class has a daily guided session of around 30 minutes
- Every child will read aloud to an adult at least twice a week
- Pupils in the bottom **20% attainment in reading will read at least three times a week to an adult**
- Every child will take a book home to read. Where appropriate the teacher will select the book according to the pupil's stage of reading. These books may be taken from the school's reading scheme

It is the school's expectation that the reading record should be completed four times a week by a Parent/Carer. Those who meet this expectation, will be rewarded with an extra break time each week. Each pupil will be awarded a

sticker for each time they read at home. When the pupil has completed filling up their bookmark with stickers, they will receive a new book of their choice, given to them by a member of the Senior Leadership Team. They will also be awarded a leaf to add to the Reading Tree on display in the school hall.

A Teaching Assistant will complete the reading record during weekly guided reading sessions (these will have an age-related focus) and independent reading sessions.

Guided reading

Daily guided reading activities take place for all children in all ability groups for either the whole class or each teacher-led group. Daily Guided Reading sessions take place from Year 1 to Year 6. Reception pupils begin Guided Reading sessions in the summer term. Prior to this the children in reception do a variety of activities that are based around a class book and theme. All of these activities are aimed to promote the love of storytelling. Whole class reading material in KS2 is chosen to ensure that all children are reading age related expectation texts and also ensuring that they are suitably challenged. In KS1, individual group reading material is chosen to ensure that children can access phonetically decodable books at their level but again, ensuring that children are challenged and make progress.

Guided Reading sessions from year 1 - 6 take the form of a carousel of activities, these include:

- Class teacher led group (CT to add assessment comment to pupil book)
- TA group, where the TA reads one to one with each pupil in the group and focusses on an age-related reading target (TA to comment in reading Diary)
- Comprehension task (linked to the teacher led task from the previous session, success criteria and marking expected)
- KS2-Non-fiction reading task (success criteria and marking expected)
- Free reading to promote the enjoyment of reading (no success criteria or marking expected)

Guided sessions focus on word recognition and reading comprehension with both elements explicitly taught and modelled using guidance and resources from the English curriculum to support. A daily phonics session takes place in the Early Years and Year One following the Read, Write Inc materials. (ref Phonic Policy). Although it is anticipated that all children will have completed the programme by the time they leave Year Two, some children will still require additional phonic teaching.

Reading Assessment

Reading is assessed termly using Cornerstone Assessment reading tests and teacher assessments based on evidence from the guided reading session to indicate attainment and inform next steps. Every child is encouraged to use their own reading book (either a phonics book, scheme book or a 'Free Reader book') taking it home each day to share with an adult.

The Enjoyment of Reading and Story Telling

Pupils will be given opportunities to read for pleasure and enjoyment. Each Friday every class will have ERIC time (Everyone Reading In Class) When the children will be allowed to read a book/text/comic of their choice.

There will be at least one opportunity a day when the whole class listen to a story, From Year 1 - 6 , this will be a selected class book. In addition to reading the book, the class will discuss any relevant information linked to the understanding of the story.

Guidance on Writing Intent

Our aim is that all children should;

- Develop a confident and reflective approach to writing.
- Create texts based on their existing knowledge and understanding of spoken language and the writing system
- Write with growing confidence and precision in a widening variety of forms for different purposes.
- Discuss and evaluate their writing range.
- Apply their understanding of purpose, form and structure of different types of writing in their own work.
- Use writing to consolidate and develop thinking.
- Develop an independent approach to spelling and to word acquisition.
- Use punctuation appropriately.
- Develop a legible and fluent style of writing.
- Learn and use cursive handwriting

Elements of writing are included in the teaching of English as well as cross curricular skills.

All children are given opportunities to experiment with their independent writing. Each year group will have opportunities to develop their skills in a range of contexts, thus ensuring that they receive a balance of opportunity to write in different genres including narrative, non-narrative and poetry.

Assessment of Implementation and Impact on Writing

At Aqueduct Primary School we believe that assessment is ongoing and is conducted informally on a day to day basis. This information is then used to identify the next learning steps and children's groupings as appropriate.

All pupils will have opportunities to complete an extended piece of writing independently. There is an expectation, that this will take place at least once every two weeks according to how a unit of writing develops. This will be known as a Golden Write. Pupils will be given a 'next step' target that is age appropriate that will be expected to be evident in their next Golden Write. Each child's Golden Write will be added to their collection of writing on The Progress in Writing display, evident in each classroom.

All teachers will be given time to moderate, within their teams, across phases and with other schools. This will take place in Phase or staff meeting time, at least once a term.

A Read, Write inc phonics assessment is administered in Key Stage 1 and Reception each half term. In-between this, teachers are encouraged to inform the

Reading Lead of any pupils they feel need assessing. This is then used to help organise reading groups and track progression over a year. (See Phonic Policy)

Teaching Implementation

The teaching of English will usually take the form of a daily English lesson that will be in line with the age, stage of development and ability of the children being taught.

The 'Genre Progression' document will be used when planning Units of learning within writing. This will ensure there is a build-up of skills across the year groups. It will also ensure there is a consistent approach to the features, language and key skills shared by all.

The objectives in the framework will give English teaching focus and direction which should aim for good levels of motivation and active engagement for all pupils. To achieve this, teachers use a variety of teaching strategies through whole class, shared and guided sessions that also address a range of learning styles (VAK). These include:

- **Direction** - to ensure pupils know what they should be doing, to be aware of the success criteria and to develop key strategies in reading and writing.
- **Modelling** - discussing the features of written texts through shared reading books and extracts.
- **Scaffolding** - providing writing frames for shared composition.
- **Explanation** - to clarify and discuss.
- **Questioning** - including higher order questioning to probe pupil's understanding and to extend their ideas,
- **Speaking and Listening** - discussing, arguing, listening and responding.
- **Demonstration** - e.g. to teach letter formation, join letters, read punctuation, use a dictionary.
- **Listening to and responding** - e.g. to stimulate and extend pupils' contributions, to discuss/evaluate their presentations.

Marking

Children's work should be marked daily. It should be positive, constructive and informative to the child. It should relate to the lesson intention and success criteria and make the next learning steps clear. A range of marking is used weekly, including Closing the Gap, extension and next steps. (ref marking policy)

Spelling

Spelling will be taught in accordance with the English curriculum with an emphasis on the teaching of phonics e.g. Read Write Inc Strategies, conventions, rules and vocabulary. From Year 2 - Year 6 classes will have spelling sessions at least 3 x a week using the Read Write Inc 'Get Spelling' Programme. In both key stages, children will undertake termly spelling tests to assess their spelling age. The test will be used to identify common errors and graphemes needing support and consolidation. Throughout the school the children will use word banks, dictionaries, and thesauruses. Children are encouraged to attempt spelling by themselves, using the spelling charts available in each classroom and to self-check their own writing in order to help them develop self-reliance and continuity of thought. They may also proof-read writing with a partner to identify

mistakes. (We recognise and make links between handwriting patterns and spelling patterns and these will often be taught together.)

Early Years

Children get full access to all requirements for their year group through work in whole class and teacher led activities.

Foundation guidance provides a steer for ensuring that the youngest children engage in appropriate activities. They include well planned purposeful activities which provide a rich context for learning. We consider that enjoyment and experimentation are key features of a successful learning and plan a balance of adult-led, adult-directed and child-led activities. We plan a designated time for language and English with opportunities for whole class, guided, group and individual work.

At Aqueduct Primary School we value greatly the contribution that speaking and listening makes to English and indeed the wider curriculum. Speaking and listening activities, therefore, form a large part of our early years' English teaching with many activities being planned for separately and in addition to the English session.

Time out of the language and English session is used to work with some groups on word level or guided work when appropriate. We use Read, Write Inc throughout Reception and Key Stage One.

The notion of the English lesson develops over the term/year extending the interactive whole class session gradually for the youngest children. Other areas of the curriculum provide opportunities for children to apply and further develop their language and English skills. Children developing independence is given a high priority and adult intervention will support this and will also focus on the language and English elements of the activities.

Handwriting and Presentation (See Handwriting Policy)

Pupils should be taught presentational skills, which include legible handwriting using appropriate skills. The English curriculum states that pupils need to understand from an early age that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. They need to see the writing process being 'modelled' by the teacher.

Handwriting activities should be regularly carried out with the class as a whole or with smaller guided groups as needed. A cursive script will be taught from Reception onwards.

English books presentation:

- Write the full date next to the left-hand margin
- Miss a line
- Stick Success Criteria next to margin.
- Miss a line
- Miss a line out between paragraphs

- If a mistake is made cross out in pencil with a ruler

Children to write in pen when their handwriting is fluently joined, letter formation is accurate and of an appropriate size. - this is encouraged from Year 1.

All children by year 6 should write in pen using a fibre tip or roller ball blue pen - no bios.

Guidance on Grammar and Punctuation

Good grammar is central to good quality writing. Children will be taught to express their ideas in as clear and direct way as possible and so the explicit teaching of grammar should work alongside a rich and stimulating English writing curriculum.

Year Reception	Write simple sentences Sometimes use full stops and capital letters
Year 1	Separate words with spaces Capital letters Full stops Question marks Exclamation marks Capital letters for personal pronouns Sequencing sentences to form short narratives Joining words and joining clauses using and Understanding how words combine to make a sentence Plural noun suffixes -s or -es Prefix un- and how this changes the meaning of a word Key Grammar Vocabulary: capital letter, word, letter, singular, plural, sentence, punctuation, full-stop, question mark, exclamation mark
Year 2	Commas to separate items in a list Apostrophes to mark where letters are missing and possession Correct choice and use of present and past tense Use of progressive form of verbs (for example, she is drumming) Subordination using when, if, that, or because Co-ordination using or, and or but Expanded noun phrases Recognising and writing statements, questions, exclamations and commands Use of suffixes -ness, -er and compounding Use of -ly to create adverbs Key Grammar Vocabulary: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma
Year 3	Introduce inverted commas to punctuate direct speech Introduction to paragraphs Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of simple past tense (for example, He has gone out to play contrasted with He went out to play)

	<p>Expressing time, place and cause using conjunctions: <i>when, before, after, while, so and because</i></p> <p>Using adverbs: <i>then, next, soon and therefore</i></p> <p>Using prepositions: <i>before, after, during, in and because of</i></p> <p>Formation of nouns using prefixes</p> <p>Use of <i>a or an</i></p> <p>Use of word families based on common words</p> <p>Key Grammar Vocabulary: <i>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel letter, consonant, inverted commas, speech marks</i></p>
Year 4	<p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences</p> <p>Fronted adverbials</p> <p>Noun phrases expanded by modifying adjectives, nouns and preposition phrases</p> <p>Differences between plural and possessive</p> <p>Standard English forms for verb inflections (<i>we were</i>)</p> <p>Key Grammar Vocabulary: <i>determiner, pronoun, possessive pronoun, adverbial</i></p>
Year 5	<p>Use of brackets</p> <p>Use of dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Devices to build cohesion within a paragraph (<i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time, place, number or tense choices</p> <p>Indicating degree of possibility using adverbs (<i>perhaps, surely</i>) or modal verbs (<i>might, should, will, must</i>)</p> <p>Using relative clauses beginning with <i>who, which, where, when, whose, that or an omitted relative pronoun</i></p> <p>Converting nouns or adjectives in verbs using suffixes</p> <p>Verb prefixes</p> <p>Key Grammar Vocabulary: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p>
Year 6	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity</p> <p>Layout devices, such as headings, sub-headings, columns, bullets or tables</p> <p>Linking ideas across paragraphs using adverbials and ellipsis</p> <p>The differences between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>How words are related by meaning as synonyms and antonyms</p> <p>The differences in vocabulary used in formal and informal speech</p> <p>Key Grammar Vocabulary: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i></p>

Roles and Responsibilities

Role of the subject leader:

- To ensure that the policy is implemented consistently across the school.
- To support colleagues in the development of detailed planning that takes account of the units of work and objectives outlined in the primary framework.
- To identify areas for further staff development and to ensure that staff have access to opportunities to address these.
- To support colleagues with record keeping and assessment in English.
- To monitor progress and evaluate assessment to advise the senior leadership team on action needed to address specific issues.
- To monitor the delivery of the primary framework within school.
- To monitor medium and short-term planning.
- To keep up to date with developments in the subject area and disseminate information to colleagues as appropriate.
- To take responsibility for the purchase and organisation of English resources.
- To attend Subject leader updates and courses for the enrichment and development of raising standards in English within the school

Role of the teacher:

To ensure:

- That the teaching of English secures the best learning for all children and provides opportunity and challenge.
- That an emphasis is placed on carefully planned, purposeful and well directed teaching and learning and learning takes into account any assessments.
- Marking is completed in line with the school marking policy to move learning forward.
- That the learning environment is stimulating, supports learning and celebrates children's achievement using working walls.

Role of the Governing Body

To ensure that they are kept fully informed by the head teacher and senior leadership team regarding the current state and future development of English. All governors are linked to different subjects and undertake monitoring activities which are related to the English Action Plan and School Development Plan. (Learning walks, talking to children, looking at children's work)

Role of Parents

Parents are important partners in the process of developing children's language skills. Therefore, parents are encouraged to play a full part in their children's education by:

- Supporting their child with home reading.
- Supporting their child with home experience tasks.
- Offering a useful audience for children in their development of speaking and listening, reading and writing.

Planning

The school scheme of work and medium-term planning is based on the Early Years Foundation Stage objectives and objectives and units from the English framework.

Essential elements for effective short-term planning should include:

- Age appropriate objectives (including spoken language)
- Teaching related to prior learning.
- Differentiation/Adaptations to learning.
- High order questioning.
- Teaching strategies:
- Success Criteria

Shared reading/writing, Guided reading/writing, Independent tasks.

- Success criteria
- Assessment opportunities
- Resources
- Deployment of additional adults
- Use of cross curricular links.

Differentiation/Adaptation

Differentiation can be achieved through:

- Modification of resources
- Modified success criteria
- Questioning
- Extension and open-ended tasks
- Level of support: scaffolding and prompts, TA/ other adult/ peer support.
- Target setting
- Expectation
- By outcome

Pupil Grouping

Daily teaching time for English should accommodate whole class shared work, independent group activities and a plenary session.

Independent groups may consist of mixed ability or children of similar ability dependent on task and groupings should be flexible. All children should be offered regular guided opportunities with the teacher and other adults. (TAs)

Deployment of other adults

Access to English planning should be openly shared with additional adults working in the classroom. The system to ensure this takes place is that it is the teacher's responsibility to ensure all TAs attend each morning team meeting, when teachers will share the intended outcome for learning, for each class, group or where necessary, individual.

Regular opportunities are created to share pupil progress through meetings. All adults in school are informed and updated on new initiatives in English and supported in their professional development.

Intervention programmes

When necessary, children are carefully selected through teacher assessment to take part in intervention programmes (e.g. Booster, pre-teaching, post teaching or precision teaching to address a specific need). These sessions will take place outside the English session for half a term. Assessment should be carried out before and after the intervention to measure effectiveness, impact and inform next steps.

Resources

The school uses a range of resources for the teaching of English which include both texts and online resources.

- Love to Read (Cornerstones) links texts used to the phase theme
- Read Write Inc resources
- Get Spelling programme, including individual pupil books

Equal opportunities, inclusion and SEN

As a school we are committed to the premise that every child, irrespective of race, gender or ability is entitled to a broad and balanced curriculum and that the curriculum we teach should reflect the diversity of the society in which we live.

Activities are suitably differentiated and challenging to allow all pupils (including less able, more able and gifted children, EAL) of all ages and abilities full access to the English curriculum.

(ref Equal Opportunities, Inclusion and SEND policies)

Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguard Leads (DSLs) are: Tammy Lockley, Jo Clarke. Cara Duppa and Suzie Guerin.