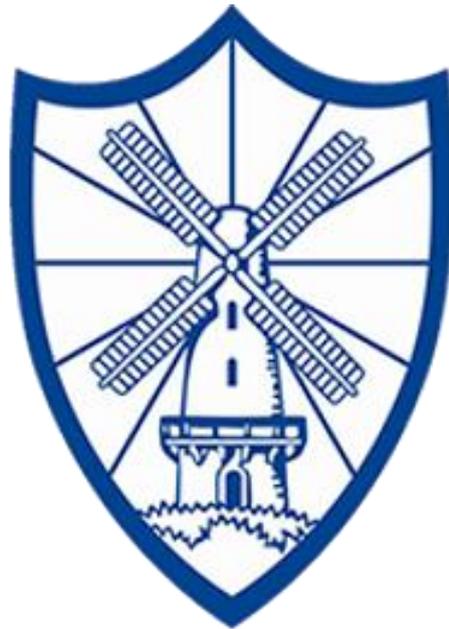




Meopham Community Academy



Enjoy, Learn, Aspire

English Policy

This policy was reviewed by: Hazel Parke and Katherine Heasman, English Subject Leaders
Date: May 2018
Approved by Governors: May 2018
Next Review Date: May 2020

INTRODUCTION

'A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. 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.'

National curriculum 2013

AIMS

- To enable the pupils to communicate their ideas effectively through spoken or written language
- To equip pupils with the necessary language skills to enable them to participate fully in the wider curriculum
- To enable pupils to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- To enable pupils to read fluently with good understanding
- To develop good reading habits by encouraging children to read regularly for pleasure and information
- To develop a knowledge and appreciation of a wide variety of literature
- To develop speaking and listening skills so that pupils can explain their ideas, deliver presentations and contribute to discussions

OBJECTIVES

Reading –

To enable pupils to:

- develop their reading skills so that they become independent and enthusiastic readers
- read a range of texts fluently, accurately and with understanding
- find out the information they need in order to research and answer the questions of others
- understand the variety of written language and the differences between fiction and non-fiction
- understand and respond to a wide range of books and media texts
- analyse, evaluate and criticise texts which they have read

Writing –

To enable pupils to:

- express themselves clearly and precisely
- demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information
- write for an increasing range of purposes matching their language to the needs of the audience
- understand the appropriate use and purpose of an increasing range of written forms
- write neatly and with accurate grammar, spelling and punctuation

Speaking and Listening

To enable pupils to:

- formulate, clarify and express their ideas
- express themselves in a variety of situations using language which is appropriate to their needs and the intended audience
- listen, understand and respond appropriately to others (e.g use talk partners to share ideas and evaluate work)
- use, with increasing confidence, the vocabulary and grammar of standard English.

ORGANISATION OF TEACHING AND LEARNING

We use a whole-text teaching approach. Clear learning intentions and success criteria are shared with the children. Carefully chosen texts are used to teach reading skills and as stimulus for writing. Texts are analysed to highlight language, grammar, punctuation and key themes. Through modelling, children are helped to explore these features in their own writing. Children learn to plan, edit, improve and evaluate their own work. Throughout this process children are encouraged to communicate their ideas and to listen to those of other people. Children are made aware of their next steps in learning through writing targets and next-step feedback, either verbally or written.

Areas of the English Curriculum

At Meopham Academy we aim to achieve breadth and balance in the four key areas of the English curriculum:

- 1) Spoken Language
- 2) Reading
- 3) Writing
- 4) Spelling and Grammar

Spoken Language

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking.

Pupils are given opportunities to express their ideas individually; to discuss and share ideas in pairs and groups and to participate in group and class presentations.

Speaking and listening is seen as an integral part of the writing process. Children are given the opportunity to explore ideas through discussion, role play and drama.

Reading

Phonics

We follow the Read Write Inc speed sounds scheme. All children in in reception, Year 1 and 2 take part in a daily phonics sessions lasting approximately thirty minutes. Children in Year 2 who have completed the phonics programme progress onto a thirty minute spelling session using the 'No Nonsense Spelling' scheme. Any children who do not pass the phonics check in Year 2 continue with the phonics scheme. Speed sound assessments take place every six to eight weeks across

reception Year One and Two. Following these assessments the children are assigned to ability groups.

Guided reading

Guided reading is taught in small groups led by an adult. Each child participates in a guided reading session once a week; this is recorded in the child's reading record book. Alternatively reading comprehension skills may also be taught as a whole class reading lesson. Each lesson has a clear focus. The teacher records progress against the reading objectives. In addition, 'Cracking Comprehension' is used from Year 1-6 as a tool to teach key reading skills.

Independent reading

In Reception and Key Stage 1 children progress through the 'Read Write Inc' reading scheme supplemented by additional books of a similar reading stage. The books are closely matched to the child's phonic development. Termly reading assessments are used to determine the child's reading stage.

Once a child has been assessed as reading fluently, with good comprehension, they move on to the 'Accelerated Reader' programme which then continues throughout the school. This scheme aims to ensure that children read books with an appropriate level of challenge and that they develop a love of reading. The children's comprehension skills are monitored through regular quizzes and their reading progress is assessed through 'STAR' reading tests. Each child in Key Stage 2 is given an individual reading target. Children's progress is carefully monitored and they are given recognition for meeting their targets. Children who are failing to make appropriate progress are identified and given support by the Accelerated reader mentor.

The most able children in Year Six are challenged through the 'Gold' reading initiative. Selected children have access to carefully chosen books which have challenging language or themes.

Writing

Children are given opportunities to write both in English lessons and across the curriculum.

Writing is taught through:

- teachers modelling writing
- shared writing
- guided writing sessions
- independent writing tasks

Pupils are given opportunities to plan, draft, revise and edit their own writing.

Handwriting

From Reception to Year 6 cursive handwriting is explicitly taught, with the expectation that all children will write legible and fluent cursive script. This is modelled by teachers within lessons and through marking.

In Key Stage Two children work towards achieving a pen licence by meeting national curriculum expectations for handwriting.

Spelling and Grammar

Grammar is taught both through the study of whole texts and in discrete lessons. Each year group's writing overview details the grammar and punctuation key skills taught to ensure coverage.

From Year Two the 'No Nonsense Spelling' is used to support the teaching of spelling. Spelling skills are introduced through direct teaching, investigations and studies of spelling patterns.

HOME LEARNING

In Key Stage One and Two children are given 5-10 spellings to learn each week. In addition, more able children may be given spelling rules or patterns to investigate.

All children are expected to read at home from as wide a range of books as possible. Parents are asked to sign reading record books to show when they have spent time reading with their child. Reading records are monitored regularly by teaching staff. Children are encouraged to 'Give Me Five' where they aim to read, and record, their home reading at least five times each week.

Written tasks, which may be linked to topic work, are also set as home learning. These tasks reinforce work done in class and are at an appropriate level for the child to complete independently.

FEEDBACK AND MARKING

English teaching follows the 'Feedback and Marking Policy'. In addition, response marking includes the use of 'Writers toolkits' which list the success criteria for a piece of extended writing.

Graduated response marking is used to develop children's ability to check and edit with increasing independence.

Improvements prompts provided a scaffold for children to improve their work and understand their next steps. Children are expected to respond to developmental feedback from the teacher.

Children are also given regular opportunities for self and peer assessment.

THE ROLE OF THE SUBJECT LEADERS

The English subject leaders are Mrs K Heasman and Mrs H Parke

Their role is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in English throughout the Academy
- support colleagues in their development of detailed planning and in assessment and record-keeping
- monitor the delivery of the English curriculum, English policy and advise the Head teacher on any action needed
- take responsibility for the purchase and organisation of central resources for English
- keep up-to-date with developments in English and disseminate information to colleagues as appropriate
- Monitor English assessment data across the school to identify strengths and areas for development and set key priorities for action

ASSESSMENT, RECORDING AND REPORTING

Assessment in English is continuous and formative. It informs planning and identifies strengths and areas for development. Teacher assessments are recorded on SIMS four times each academic year.

Reading

In Reception and Key Stage One Read Write Inc reading and phonic assessments are used to support teacher judgements against the Early Years and National curriculum reading objectives.

From Year 2 onwards written assessments, in conjunction with guided reading recording sheets, are used to make accurate judgements of children's reading progress. In addition Accelerated Reader 'Star Reading' tests give a reading age and are used to identify children who are not reading at or above their chronological age.

In line with government policy, statutory assessments take place in Years Two and Six. In these year groups children are assessed against the interim frameworks.

Writing

Teachers assess independent pieces of writing using Kent Tracking statements, writing targets and for years Two and Six the interim framework. Teachers then meet four times a year to moderate judgements across year groups and phases. Samples of writing are also moderated with other schools through cluster and consortium meetings.

Spelling, Grammar and Punctuation.

In Key Stage One teachers assess grammar and punctuation through the whole writing process.

At the end of Year 2 the children complete the optional English Grammar, Punctuation and Spelling Test.

In Key Stage Two written assessments are used to help teachers assess children's grammar, punctuation and spelling.

In Year Six children complete the statutory Grammar Punctuation and Spelling Test.

Reporting to Parents

Reporting is three times a year, twice during parent consultation sessions and annually through a written report.

MONITORING

Monitoring standards in English includes work sampling, pupil and staff interviews, planning scrutiny and lesson observations. Statutory and optional assessments in reading, writing and spelling are analysed. Attainment and progress of individual children and groups is discussed at pupil progress meetings. The English subject leaders monitor that this policy is being followed.

INCLUSION AND EQUAL OPPORTUNITIES

Delivery of this subject follows the Meopham Community Academy policy on inclusion. Equal opportunities are given to all children whatever their age, ethnicity, attainment and background. We value the teaching and learning, achievements, attitudes and well-being of every child, taking

into account their varied life experiences and needs. All pupils have access to all areas of the curriculum. We monitor the progress of each child through agreed assessment procedures.

Provision may be made for different groups of pupils within the Academy:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- More able pupils
- Children 'looked after' by the local authority
- Other children, such as sick children, young carers, those from families under stress
- Any pupils who are at risk of disaffection and exclusion
- Pupils in receipt of Pupil Premium funding

We promote the participation and success of these groups of pupils and make sure that they are not disadvantaged within Meopham Community Academy.

DIFFERENTIATION AND ADDITIONAL EDUCATIONAL NEEDS (AEN)

At Meopham Community Academy we employ whole school strategies to try ensure that classrooms are as inclusive as possible.

These include:

Strategies to help children with memory and attention difficulties (E.g task boards, visual timetables, brain breaks, chunked instructions)

Visual support to help children with language difficulties

Ensuring that instructions are broken down into manageable steps

Differentiated tasks where necessary

Pupils with possible barriers to learning are initially identified through screening in YR and Y1 and by referral from class teachers and parents.

If whole class inclusive strategies are not enough to allow the pupil to make progress children may be given support individually or in a small group. Some children with may need more intensive support so will be given an individual education plan.

Interventions are planned by the teaching and support staff. Pupils are given individual targets which are then reviewed in order to assess progress.

We support the needs of able, gifted and talented children during whole class teaching and through additional programmes where necessary.

LINKS WITH OTHER SCHOOLS

Foundation Stage teachers have close links with pre-school settings and receive a record of transfer for each child. All receiving schools and academies are sent a detailed record of transfer at 11. Teachers take part in Cluster and Consortium groups and initiatives.

RESOURCES

Most resources are kept in classrooms or shared in year groups. Collections of books for children are kept in classrooms or central areas. Information and resources for staff are available in a central English cupboard and stored electronically on the planning and teacher drives. Resources are expanded and renewed in line with the annual team action plan and budget.

English funding will be within Meopham Community Academy budget plan for each financial year as detailed on the English action plan. The needs of English within Meopham Community Academy will be regularly reviewed. Resourcing, personal development and training needs will be discussed and monitored.

PARENTS

We offer regular information to parents on how their children can be supported in their learning, through workshops, leaflets, reading record books, Meopham Community Academy website, parents' evenings and an annual report.

GOVERNORS

The English subject leaders provide regular updates to governors which review the progress of the subject action plan. This report also summarises assessment data and highlights key strengths and areas for development.