



Manor Policy Document

English Policy

November 2022

School Ethos

Children as Readers

We aim for our children to enjoy reading – we want children to want to read. We believe that children who have a love of reading are opened up to a world of unlimited knowledge and a world where their imagination can run free. We believe that books provide children with comfort, a place of safety and the opportunity to visit new worlds - both real and fantasy. We want children's enthusiasm to be infectious - where children want to share books those around them both in school, and at home.

Children as Writers

We aim for our children to enjoy writing - we want children to want to write! We believe that children who are engaged with, and enthused by their learning, will want to share these ideas both verbally and in written form. We want children to explore their own imagination through the written word and to write when they feel moved to do so – be it in reaction to world events, or to a chance encounter, or in expressing themselves through poetry and rhyme.

What is English?

English has a pre-eminent place in education and in society. 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. All the skills of language are essential to participating fully as a member of society. (*National Curriculum 2014*).

Why is English important?

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (*National Curriculum 2014*).

Section 1 – Intent

What do we teach?

Our intent is to teach children to be articulate and literate; to love language and literacy; and to develop culturally, emotionally, intellectually, socially and spiritually.

Skills & Enjoyment

There is a heavy emphasis on children mastering the basic literacy skills of oracy, reading with fluency and for understanding, handwriting, spelling and grammar, early on in their education. These form the core foundations for children to:

- read widely and with enjoyment
- develop the habit of reading widely and often, for both pleasure and information
- appreciate our rich and varied literary heritage and from this, develop culturally, emotionally, intellectually, socially and spiritually
- write fluently and creatively across the whole curriculum developing their own ideas and improve their own work with growing independence
- write clearly, accurately, coherently and creatively, adapting their language and style in and for a range of contexts, purposes and audiences.

- speak articulately, with confidence and listen attentively, responding appropriately
- use a wide and interesting vocabulary, with a firm understanding of grammar and linguistic conventions
- use discussion and debate in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- adopt, create and sustain a range of roles, responding appropriately to others in role
- improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances

Section 2 – Curriculum Implementation

How will we teach and achieve best outcomes for children?

Planning & Teaching

In order to achieve the intentions of our curriculum, we:

- Follow the Early Years Foundation Stage Curriculum (2021) and National Curriculum (2014) English documents for KS1 and KS2.
 - Teach articulation, reading and writing through the Read, Write Inc (RWI) and Fresh Start systematic synthetic phonics teaching programme, validated by the DfE. This is taught in flexible groupings according to need, and continues for as long as required by individual children. The teaching of phonics combines reading, spelling, handwriting and spoken language.
 - When children can have moved beyond RWI, continue to develop their reading through:
 - Teaching of fluency and prosody.
 - Teaching of comprehension and analysis of texts.
 - Regular discussions about the importance of reading and supporting children's reflections on their progress.
 - Use a variety of texts designed to encourage enthusiasm and interest, as well as to develop understanding (see Progression Map for Reading Doc).
 - Read aloud to children, a range of high quality texts to encourage their love of reading. Statutory requirement [The Reading Framework Teaching the foundations of literacy July 2021](#) *'Headteachers are ultimately responsible for building the reading culture in their school and ensuring that the teaching of reading is as effective as possible. This requires them to: develop a programme for reading aloud to children and encouraging a love of reading'*. (see Progression Map for Reading Doc).
 - Promote reading through a rich learning environment and themed weeks which focus on a love of books and reading
 - Teach basic skills including handwriting and spelling through modelling, discussion and giving children frequent and regular opportunities to practise and develop. Teachers evaluate the needs of their class on an on-going basis and tailor their planning to suit requirements. Resources used to support spelling include No Nonsense Spelling and RWI; handwriting follows the Penpals scheme.
- Plan and teach writing using 'No Nonsense Literacy teaching sequences' and teacher devised teaching sequences that follow this format, tailored to the needs of our children at each stage of their learning: these are identified by a pre sequence task. Sequences develop the four main areas of – Oracy, Reading, Writing and Spelling, Vocabulary, Grammar, Punctuation (see Progression Map for Writing & Tracking Doc). They expose the children to:
- a variety of forms and genres, and engaging texts
 - digital stimulus in varied forms
 - real-life experiences to inspire and provoke interest and curiosity.
- Plan and teach discrete grammar lessons where targeted focus is required. Resources may include Rising Stars, CGP & No Nonsense Grammar.

- Challenge children of all abilities, ensuring that they make good progress in all areas in line with and ambitiously beyond, the requirements of the National Curriculum (2014), and that they are fully prepared for the next phase in their education.
- Ensure all work will be recorded in the children's workbooks is of the highest quality and provides a comprehensive chronicle of the children's learning and progress. Where learning has taken place without a written outcome (e.g. outdoor learning, trips, visits, drama activities) this can be evidenced in planning documents.

Pedagogy

In order to achieve the intentions of our curriculum we:

- Teach, support and embed a 'growth mindset' for all children - a 'can-do' attitude which recognises that ambition, hard work and perseverance will lead to success, and that challenge should be welcomed and mistakes valued for the contribution that they make towards learning.
- Ensure that all learning is secured according to the principles of 'mastery' – i.e. a deep and solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning.
- Teach using current pedagogical best practice ensuring children: review their previous learning, meet new learning modelled in small steps, ask questions and practise new learning both scaffolded and independently.

Supporting Documentation

Other linked policies are:

- Marking & Feedback Policy
- Teaching & Learning Policy
- Presentation & Layout Policy
- Assessment Policy

Differentiation

Teachers differentiate effectively through a range of methods, including:

- Providing support required for less able children at the point of need e.g. pre-teaching, the support of an adult or able peer in class, additional support during and after a block of work through an intervention group.
- Providing a range of challenges and activities from which children can choose their own level, with support where necessary, with the knowledge that they can move themselves on to the next challenge as soon as they are confident and without having to consult an adult.
- Challenging able children by ensuring that there is always a meaningful activity to move on to, reflecting increasing depth of learning, so that children have never 'finished'.

Learning Progression

Subjects are planned under termly umbrella topics. This enables horizontal links to be made between subjects where appropriate and relevant and supports children's engagement and enthusiasm.

A Progression Map for the Development of Reading, Writing, Grammar and Reading Aloud provides structure to the teaching and learning that is planned for the subject. Objectives are tracked and this ensures that concepts, knowledge and skills build on what has been taught before, and are logically sequenced towards achieving a clearly defined end point. As a result, children build up their knowledge and understanding in layers and without gaps, and in such a way that they will remember content in the long term.

Assessment, Recording and Reporting

- Teachers plan in advance, but also ‘in the moment’, refining their teaching dynamically throughout each lesson in response to progress and need.
- Learning objectives are shared with the children in every lesson. Children are encouraged to reflect on these, to edit and improve their own and sometimes each other’s work, and to do so with increasing independence.

Reading:

- Individuals’ fluency, understanding and skills in reading are tracked regularly.
- Reading is assessed through individual and guided reading tasks, statutory and non-statutory summative tests, and regular informal testing of comprehension.
- Across the school, including Yr. 3, 4 & 5, optional summative assessment tests are taken in reading at key points in the year.

Spelling, Punctuation & Grammar:

- Spelling is assessed regularly through weekly tests and termly assessment of phase words and CEW(Common Exception Words) and through dictation.
- Punctuation and grammar tests are used regularly to assess children’s spelling and grammar knowledge in line with National Curriculum expectations.
- Handwriting is assessed through marking children’s work, including their specific handwriting practice, and using this to inform planning.

Writing:

- Pre-unit assessments are used to identify children’s current levels of skill and ability, and to identify areas for development – this forms the basis for subsequent planning and a baseline for assessing progress.
- Post-unit assessments are used to assess each child’s progress by the end of the block. This information is used to plan personalised consolidation work or interventions, and next steps.
- Writing is levelled using Evidence Gathering Grids (E.G.G), which include the assessment framework guidelines, and indicate whether children are working towards (WTS), are at the expected standards (EXS), or are working at greater depth (GDS).

Periodic assessment data is uploaded to iTRACK to monitor and inform progress over time.

English work is moderated both internally and together within the Trust (WeST), in order to ensure that teachers’ judgements are accurate. Progression and curriculum coverage is also monitored using a variety of methods to include book scrutiny and learning walks.

Parents are informed of progress through interim reports and parents evenings, and receive a full annual report at the end of each academic year.

Achievement in literacy is reported to Governors through the Headteacher’s Reports, and regular presentations from the English and Reading (RWI) leads.

The Early Years Foundation Stage (See also the Manor Primary School EYFS Policy)

- In Foundation, we plan from the Early Years Foundation Stage Curriculum 2021 (EYFS). On entry, judgements are made using teacher’s professional judgement alongside the Development Matters non statutory guidance to identify each child’s starting point and to ensure that teaching and learning meets the needs of all.

- Overarching half termly topic ‘themes’ guide more specific two week blocks of learning which reflect children’s interests and accurate Assessment for Learning (AfL). An exciting and hands on cross curricular approach enables children to make good progress.
- Phonics is taught daily using Read Write Inc. which supports flexible groupings based on the needs of the children.
- Shared and modelled reading, learning new poems and songs plus regular story time, foster a love of books. Children are actively encouraged to read at home. This may include accessing online reading resources and practising keywords at home.
- Writing is promoted across the curriculum using both the inside and outside learning environments. Shared writing gives children a model for their own developing practice.
- Teacher’s use their professional knowledge alongside Development Matters and the EYFS curriculum, including Early Learning Goals to ensure children are ‘on track’. This knowledge of each child allows the teacher to plan for next steps. For those not yet on track targeted activities and where necessary interventions are quickly put into place to enable children to quickly ‘catch up’.
- The class floor book details learning which has taken place and asks key questions which prompt children to talk about their learning.
- When appropriate Literacy books are used to record both adult directed and child initiated activities.
- In order to meet statutory requirements, data is submitted to Devon LEA in the Summer Term.

SEND

The school has the same academic, technical and vocational aspirations for almost all learners. Where this is not practical, adaptations will be made to the curriculum and resources to allow access to English for all pupils with SEND, including provision for pupils who are exceptionally able.

Curriculum Leadership

English is led by the English Lead and Reading Lead (RWI) with support from the Early Years Lead and SLT. The team has responsibility for English across the whole school from Pre-School upwards, and as such will:

- Stay ‘ahead of the game’ in terms of statutory requirements and current good practice - sharing information that may be beneficial to staff.
- Inspire an exciting, informed and creative approach to English teaching.
- Support teaching through leading inset, giving advice, and through modelling, feeding back from lesson observations and work scrutiny, team teaching, and monitoring of planning and assessment.
- Carrying out regular moderation to ensure standards are consistently high, and taking appropriate action where this is not the case.
- Use moderation to ensure that knowledge and skills are sequenced across time and being taught systematically and cumulatively, so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points. *This will require moderation both between year groups and across time within each year group.*
- Maintaining and storing resources, and purchasing new resources when necessary.
- Meeting with, and reporting to the SLT and Governors, when appropriate.

Equal opportunities

This policy reflects and supports the equal opportunities ethos of the Trust. All children will have complete access to the curriculum and this will be provided in accordance with their age and need.

Section 3 – Curriculum Impact

What is achieved and measured?

In addition to a love of reading and an enjoyment of writing, almost all of our children will achieve levels expected for their age (or above) without gaps between different groups i.e. SEND, pupil premium, EAL

In Reading - children will:

- know that letters on a page represent sounds and spoken words through our phonics programme
- speedily read familiar printed words and unfamiliar words, working out pronunciation
- read with fluency and prosody
- use the skills of comprehension (listening and reading) through:
 - high quality discussion
 - reading a range of stories, poems and non-fiction
 - linking reading to the world around them
 - developing vocabulary
 - modelled and paired and independent practice
- have an appreciation and love of reading to enable them to become a lifetime reader

In Writing - children will:

- have the stamina and skills to write at length, with accurate spelling and punctuation
- use grammar correctly
- build on what they have been taught to expand the range of their writing and the variety of the grammar they use
- write for a range of purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- respond to a stimulus using the written word
- consolidate what they have heard or read across the curriculum and apply this in their writing

In Spoken Language – children will:

- have confidence and competence in the use of spoken language and in listening skills
- make their thinking clear to themselves as well as to others
- understand and use the conventions for discussion and debate
- participate in, and gain the knowledge, skills and understanding associated with drama.

