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Marlborough St Mary's CE VC Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

English Policy

Marlborough St Mary's CE VC Primary School

English Policy

This document should be read in conjunction with the following policies and documents:

- National Curriculum for English
- Early Years Framework
- Read Write Inc Phonics (Ruth Miskin)
- Teaching and Learning Policy
- Assessment Policy

Organisation of the English Curriculum:

English is a core subject within the National Curriculum and forms an integral part of the whole curriculum for EYFS, Key Stage 1 and Key Stage 2. The teaching of English is guided by the National Curriculum document which sets out the key objectives for Reception through to Year 6 to enable pupils become fully literate. English is taught within daily focus lessons and developed further across the whole curriculum.

Planning:

The sharing of expertise is important. Where possible, English is planned in teams and there is a common format for weekly English plans. These plans are always saved to a planning file on the shared drive with paper copies kept in a file in the classroom and annotated after each session – including assessment for learning notes.

Statement for Equal Opportunities:

At Marlborough St Mary's we aim to nurture and develop a life-long enjoyment of all aspects of English with all the children in our care, irrespective of their background and attainment.

Mastery:

Mastery is taken as a child who is secure in all areas without exception and is able to apply these in a large range of contexts fluently, habitually and confidently.

Parental Support:

We value the impact parental support has on children's progress and attainment in all aspects of English. Year group curriculum workshops every autumn inform parents how they can support their children's development in all areas.

Marlborough St Mary's CE VC Primary School

English Policy – Writing Focus

Rationale:

Writing effectively is a crucial skill that children need to develop throughout their education. As a school we believe that enjoyment of writing across the whole curriculum is a key element to ensuring the development of the skills and knowledge that will enable them to communicate clearly and creatively with the world around them.

Overall Aims:

In order to encourage all children to see themselves as writers, as a school we will:

- expose all children to a range of high quality examples of writing by sharing a wide range of written texts
- provide a diverse range of opportunities to enable children to develop their own writing style, including both formal and informal genres
- ensure children experience success and enjoyment through providing regular opportunities to share their writing with a range of audiences
- hold regular events celebrating writing - such as: participation in the Marlborough Literature Festival; internal, local and national writing competitions; cross-year presentations of work; golden pencil awards; writing buddies and visits by authors.

How this looks in practice:

Children are taught a variety of different text forms eg: lists, letters, recounts, stories, explanations, reports etc... building up to being able to manipulate these styles within hybrid texts. These text forms will be guided by the National Curriculum objectives for each year group and where appropriate will be linked to other areas of the curriculum and the topic for the term.

How we Teach Writing at Marlborough St Mary's:

Our writing units are planned within the 2014 National Curriculum and will be integrated along with reading and speaking and listening in all areas of the curriculum.

Teaching and learning will involve high quality texts to challenge, enthuse and engage children.

Each unit will incorporate aspects such as:

- familiarisation of the text type through reading
- identification of structure and language features
- specific targeted punctuation and grammar lessons
- speaking and listening / drama opportunities
- modelled writing
- shared writing
- supported composition / learning partners work
- guided writing
- independent writing
- cold and hot tasks``

The progression of teaching writing will include immersion, development of specific skills, planning, drafting, assessing and editing.

Immersion:

This stage involves exploring and enjoying a range of high quality examples of the text form at an appropriate level. During these sessions children will identify the key features, structure and language used in these text forms.

Development of Skills:

This stage involves focussed attention to specific aspects of the text form and will provide opportunities for the children to practise their skills – including grammar and punctuation - in order to enhance their writing. These may be identified through discussion during the immersion stage or through a cold task.

Speaking and Listening / Drama:

This runs throughout the entire unit and involves children undertaking a range of activities such as: sharing opinions; asking questions; undertaking role play; discussing ideas; conscience corridor; hot-seating; interviewing; debating; presenting and regular oral rehearsal of ideas as well as additional Talk for Writing techniques.

Punctuation and Grammar:

These targeted sessions will focus on the specific punctuation and grammar techniques for the year group and how they relate to the text form being developed. These sessions will take place every week.

Modelled Writing:

The teacher talks aloud – sharing the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text form as appropriate.

Shared Writing:

This is a collaborative approach; pupils contribute their ideas and thoughts and the teacher selects the most appropriate. The teacher gives reasons for the selections they use.

Supported Composition / Learning Partners Work:

The children work in pairs to provide the next word, phrase, sentence or paragraph of the text. This may follow from either the modelled or the shared writing process.

Guided Writing:

Pupils are grouped by writing ability according to their specific writing target for that text form and are supported by an adult. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing.

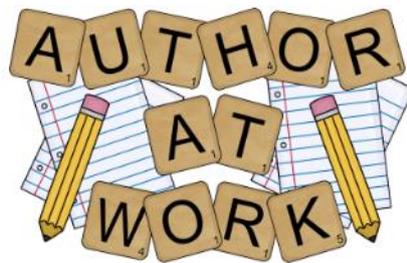
Independent Writing:

All children are given opportunities to apply their understanding of the text form in their own writing. This is vitally important if children are to develop their skills as writers within different genres. This may be a part or whole text and may be done as a hot task.

Assessment in Writing:

Assessment for Learning strategies are used daily by teachers to assess progress, achievement and attainment and set next step targets for all pupils as appropriate. Children are given sufficient time and opportunity to respond to their verbal and written feedback and incorporate their target into their next piece of writing.

Overall achievement, attainment and progress will be recorded on to SIMs tracker at three key points in the year. These assessments will utilise evidence from a range of sources including: short paragraph activities; longer independent writing activities; Spelling, Punctuation and Grammar lessons and writing from across all curriculum areas. Teachers will ensure that a skill is evidenced accurately on a number of occasions before identifying that skill's National Curriculum objective as Secure or Mastered.



Marlborough St Mary's CE VC Primary School

English Policy – Speaking and Listening Focus

Overall Aims:

As a school we will:

- expose all children to become willing, clear speakers and active, thoughtful listeners
- provide a diverse range of opportunities to enable children to develop appropriate speaking skills for a variety of situations – both formal and informal
- ensure children's contributions are valued by their peers and adults
- enhance their thinking and learning skills

How we Teach Speaking and Listening Skills at Marlborough St Mary's:

Teaching and learning will involve utilising every opportunity to challenge, enthuse and engage children and given them the opportunity to develop their speaking and listening skills. Skills will be taught both explicitly and incidentally throughout all English lessons and across the whole curriculum. At all times, both in lessons and breaktimes, children will be encouraged to speak in complete sentences.

Contexts in which speaking and listening occurs will be varied in terms of:

- Audience eg: child/child; child/adult; group; whole class; assembly; performances
- Strategies eg: role play; drama; discussion games; reasoning; explanations etc...
- Purpose eg: communicating; clarifying; questioning; solving problems etc...

Speaking and Listening will be promoted through activities including:

- Role play and drama
- Sharing news / ideas
- Story telling / re-telling / reporting
- Reading aloud
- Questioning and Enquiring
- Group interaction / Collaborative group work
- Reflective work
- Clarification and explaining
- Assembly and concert performances



Assessment in Speaking and Listening:

Assessment for Learning strategies are used daily by teachers to assess progress, achievement and attainment and set next step targets for all pupils as appropriate.

Overall achievement, attainment and progress will be recorded on to SIMs tracker at three key points in the year. These assessments will utilise evidence from a range of formal and informal speaking and listening activities across the entire curriculum.

Teachers will ensure that a skill is evidenced accurately on a number of occasions before identifying that skill's National Curriculum objective as Secure or Mastered.

Marlborough St Mary's CE VC Primary School

English Policy – Reading Focus

Rationale:

Reading for pleasure is the most important facet of teaching children to read. Reading is a skill and, as a school, we believe that reading for pleasure is one of the most life-affirming elements of the human condition. Success in reading is the key to independent learning and has a direct effect on progress in the wider curriculum.

Overall Aims:

As a school we will:

- expose all children to a range of high quality texts by sharing stories aloud
- provide a diverse range of books to enable children to develop their own reading tastes, from humour and sci-fi to mystery and historical fiction
- ensure children experience success and enjoyment through providing regular opportunities to read and re-read known and loved favourite books
- include class book corners which are well stocked and inviting
- carefully level books in order to develop stamina and fluency
- hold regular events celebrating storytelling and books - such as: World Book Day, Book Fayres, Theatre trips, visits by authors, Book clubs, Book reviews published in school newsletters, Reading buddies, Summer Reading Challenge
- provide a vibrant library with regularly updated stock
- regularly update a list of recommended books to be made available to all children and families.



How this looks in practice:

Children are encouraged to read independently from a range of genres. Records of these books are kept and monitored to ensure that they have accessed a wide variety of reading experiences. Additionally each class shares a daily class story and often these books will be linked to a cross-curricular theme –e.g. diaries by Egyptians, wartime stories and stories about the Vikings. Texts and key authors will be selected to accompany our curriculum.

A common core of Nursery Rhymes and Fairy Tales will be taught across Reception and KS1 including classic versions of some of the following: Cinderella, Snow White, Three Little Pigs, Goldilocks, Three Billy Goats Gruff, Rapunzel, Rumpelstiltskin, Hansel and Gretel, Jack and the Beanstalk, Red Riding Hood, The Enormous Turnip, The Magic Porridge Pot, Stone Soup, Elves and the Shoemaker, The Gingerbread Man.

Picture books are engaging and accessible at different levels across the whole primary range and will be used across all year groups. Some examples include: *Beegu* by Alexis Deacon, *Where the*

Wild Things Are by Maurice Sendak, *Tuesday* and *Flotsam* by David Wiesner or *The Journey* by Aaron Becker.

How we Teach Reading at Marlborough St Mary's:

Our reading lessons are planned within the 2014 National Curriculum and reflect the "Simple View of Reading." This is a combination of word reading skills (both phonic decoding and the quick recognition of "tricky words") and comprehension - including retrieving information, summarising, deduction, making inferences and using evidence from the text to justify these. We use the statutory appendices on spelling, grammar and punctuation to inform our planning. We believe the key to success in teaching reading skills is consistency and rigorously embedding developmentally appropriate skills in the curriculum.

Phonics:

In KS1 we use Read, Write, Inc. Phonics (RWI) for our phonic lessons which run for 20 to 25 minutes every morning. Phonic lessons are timetabled throughout the morning to allow groups to use the RWI teaching stations around the school. Additional TA support is provided to enable small groups for optimal learning. The scheme is well resourced and every member of staff has been fully trained in its delivery. Each lesson follows a rapid, multisensory and participatory pattern.

All children are engaged through a variety of individual, choral and partner activities. Adults are role models; they expertly model correct pronunciation, segmenting and blending skills. There is a strong emphasis on teaching the children the correct terminology- *phoneme, grapheme, digraph, trigraph, split digraph, long vowel/short vowel sound*.

Every child is assessed and placed in the correct RWI group within their year group. Groups are fluid and individual progress is monitored regularly. When appropriate, children are given extra support through one to one phonics tutoring. This is not exclusively for the lower groups. Every effort is made to ensure children make rapid progress; the maxim is *Keep Up* not *Catch Up*.

RWI provides a systematic approach to teaching phonics, however teachers are creative in their lesson planning using many resources and games in order to maintain enthusiasm. Games may include: Gotcha, Fred Fingers, My Turn Your Turn, Dot Dash, Count and Perfect Partners.

In KS1 all children are given spellings on Mondays to practise at home using The Look, Say, Cover, Write, Check method. The number and difficulty of the words reflect the children's development. The spellings include High Frequency "tricky words" as well as the sounds learned in school that week. The Red Words in the RWI scheme correspond to the tricky words encountered in their reading scheme.

All teachers ensure their TA's lessons are suitably planned and resourced. KS1 English planning sheets record the phonemes and High Frequency words being learned each week in every group. These are reinforced in Shared Writing, Shared Reading and Guided Reading sessions. Every opportunity is taken to apply these growing phonic skills in class work.

There is a spelling assessment for all KS1 children on Fridays. This can be conducted through writing a dictated sentence, "show me" on a whiteboard or recording spellings in an exercise book. As the children mature, self-marking using a coloured pencil is a highly effective and diagnostic way of the children understanding their own progress. Spelling assessments are always

available for parents to see alongside their child's workbooks. Books are shared every Friday morning.

National milestones expect Speed Set a 1 and 2 to be mastered in Reception and Speed Set 3 to be mastered in Year 1 in preparation for the Phonic Screening.

Spelling:

When ready, children move onto the RWI Spelling Programme which covers Year 2 to Year 6. This includes printed and online teaching resources and diagnostic assessments to be used six times a year.

In Years 3 and 4 spelling is taught daily for 20 to 30 minutes. Year 5 and Year 6 children have three 20 minute spelling lessons every week. Children are given weekly spellings. These spellings are practised at home and are tested on Fridays.

Reading Books:

All class teachers are responsible for their pupil's progress in reading.

Our children are immersed in books and storytelling from their earliest days in the Foundation Stage. They are taught to recognise phonemes and graphemes and how to segment and blend simple words.

When the individual child can recognise the single sounds in RWI Speed Set 1 they are introduced to simple reading books containing those words and sounds.

We use national Book Bands to scaffold and monitor each child's progress in reading. Our core reading scheme is the Oxford Reading Tree. This is supplemented with a variety of fiction and non-fiction books from other schemes as well as carefully banded non-scheme books. Teachers will monitor children's book choices to ensure coverage of a variety of genres and will move the children through the book at an appropriate pace.

In KS1, Reading Books are usually changed on Mondays and Thursdays. One book from the core Oxford Reading Scheme is given by the class teacher or TA and the child chooses one book from the colour band box. In KS2 Reading Books are changed regularly dependent on the individual child's readiness. Children choose books independently with guidance available from teachers and teaching assistants. All children are encouraged to write the date and title of the book in their Reading Record. This Reading Record goes home every day and parents are expected to record when their child reads at home.

During shared class reading time the children listen to a longer or more complex text than they would be able to access alone. The knowledge and skills that children need in order to comprehend are very similar at different ages. Higher order reading skills needed in later years are developed throughout all year groups through listening to and talking about texts. We explicitly teach active listening, visualisation, discussing meaning, organising text, inference, deduction and author intent.

The children are introduced to a wide variety of authors and genres, giving them the opportunity to encounter high quality texts with language and ideas that challenge them.

Teaching Comprehension:

In early years success in reading is highly correlated to decoding and the demands of reading texts are mostly at a literal level. This changes as the children go through the school. Decoding remains vital but continuing success depends on reading comprehension. Children need to develop reading stamina through reading longer texts. Texts can be read at home in preparation for oral or written comprehension questions. This effectively maximises discussion time and minimises reading time.

Through Shared and Guided Reading our children will be taught to:

- Use multiple strategies to understand text. We model using a range of reading strategies including phonics, re-reading, reading around the word to decipher the context.
- Use the skills of prediction, visualisation, summarising and clarifying
- Use inference and deduction
- Understand structure and organisation of texts
- Skim and scan for information
- Distinguish between fact and opinion
- Identify the author's viewpoint and comment upon the author's use of language
- Establish author intent and give justification
- Justify preference

Assessment in Guided Reading:

Across the school we use a common recording format to record and assess guided reading. Teachers plan key questions for each session which may also involve pre-reading or post-discussion tasks. Questions that result from the guided reading group session are added onto the recording form. Children's responses and understanding are indicated clearly against identified criteria.

Overall achievement, attainment and progress will be recorded on to SIMs tracker at three key points in the year. These assessments will utilise evidence from a range of activities across the entire curriculum including evidence from the focussed guided reading sessions.

Year 2 and Year 6 also take Reading SATs in May.

Teachers will ensure that a skill is evidenced accurately on a number of occasions before identifying that skill's National Curriculum objective as Secure or Mastered.

Appendix A

Recommended Book List

Suggested titles for a possible canon of key stories- these include classics from our literary heritage as well as stories from key modern authors.

Reception

Gruffalo, The Smartest Giant in Town, Tiddler, A squash and a Squeeze, The Highway Rat, What the Ladybird Heard, – Julia Donaldson

We're going on a Bear Hunt –Michael Rosen

The Very Hungry Caterpillar, The Bad Tempered Ladybird - Eric Carle

The Rainbow Fish –Marcus Phister

Elmer , Not Now Bernard – David Mckee

My Cat likes to hide in Boxes- Lynley Dodd

Each Peach, Pear, Plum, Peepo, Funnybones - Allan Ahlberg

Owl Babies, The Pig in the Pond- Martin Waddell

Mr Magnolia - Quentin Blake

Six Dinner Sid- Inga Moore

Key authors: Julia Donaldson/Axel Scheffler



Year 1

On the way Home – Jill Murphy

Gorilla , Willy the Wimp/Champ, Piggybook, Into the Forest, The Tunnel, - Anthony Browne

The Enormous Crocodile Roald Dahl

Where the Wild Things are- Maurice Sendak

Key authors: Anthony Browne

Year 2

The Twits , Fantastic Mr Fox, The Magic Finger - Roald Dahl

The Princess and the Pea, Traction Man Series, Biscuit Bear, Egg Drop- Mini Grey

Horrid Henry Series – Francesca Simon

Key authors: Mini Grey, Roald Dahl



Year 3

Roman Mysteries –Caroline Lawrence
Charlie and the Chocolate Factory }
The BFG } Roald Dahl
James and the Giant Peach
Mr Stink –David Walliams
Blodin the Beast, Tom’s Sausage Lion,
Kasper: The Prince of Cats – Michael Morpurgo
Diary of a Killer Cat Series- Anne Fine
Flat Stanley Series – Jeff Brown
Beast Quest – Adam Blade

Key authors: Roald Dahl, Anne Fine

Year 4

Danny the Champion of the World – Roald Dahl
The Iron Man –Ted Hughes
Erik the Viking - Terry Jones
The Paperbag Prince – Colin Thompson
Way Home – Libby Hathorn
The Edge Chronicles (Last of the Sky Pirates) – Paul Stewart and Chris Riddell
The Demon Dentist –David Walliams
Fortunately the Milk, Hansel and Gretel- Neil Gaiman
Harry Potter series (early books) – J. K. Rowling
The Crowstarver – Dick King Smith

Key authors: Michael Morpurgo, Terry Jones

Year 5

The Lion, the Witch and the Wardrobe – CS Lewis
Tom’s Midnight Garden – Phillipa Pearce
Arthur –The High King of Britain }
The Giant’s Necklace } Michael Morpurgo
My Friend Walter
Grimm Tales for Young and Old – Phillip Pullman
The Elephant’s Child –Rachel Campbell-Johnston
The Edge Chronicles (Beyond the Deepwoods) – Paul Stewart and ChrisRiddell
Matilda, Boy –Roald Dahl
Groosham Grange – Anthony Horowitz
Journey to the River Sea – Eva Ibbotson

Key authors: CS Lewis, Michael Morpurgo



Year 6

Oliver Twist/David Copperfield –Charles Dickens
Tom’s Midnight Garden – Phillipa Pearce
Going Solo –Roald Dahl
Gladiator –Simon Scarrow
Wonder – R G Palacio
Skellig – David Almond
Feather Boy –Nicky Singer
The Amulet of Samarkand – Jonathan Stroud
The Wreck of the Zanzibar Michael Murpurgo
The Northern Lights Trilogy – Phillip Pullman
Alex Rider series – Anthony Horowitz

Key author: Charles Dickens, Phillip Pullman, Anthony Horowitz

Favourite Films

You may find that the storylines have been changed but these films have proved inspiring:

The Borrowers by Mary Norton
Charlotte’s Web by E.B. White
Coraline by Neil Gaiman
Five Children and It by E.Nesbit
Holes by Louis Sachar
How to Train Your Dragon by Cressida Crosswell
The Hundred and One Dalmatians by Dodie Smith
The Jungle Book by Rudyard Kipling
The Lion, the Witch and the Wardrobe by C.S.Lewis
Mary Poppins by P.L.Travers
Matilda by Roald Dahl
Percy Jackson and the Lightning Thief by Rick Riordan
The Wizard of Oz by L. Frank Baum.



