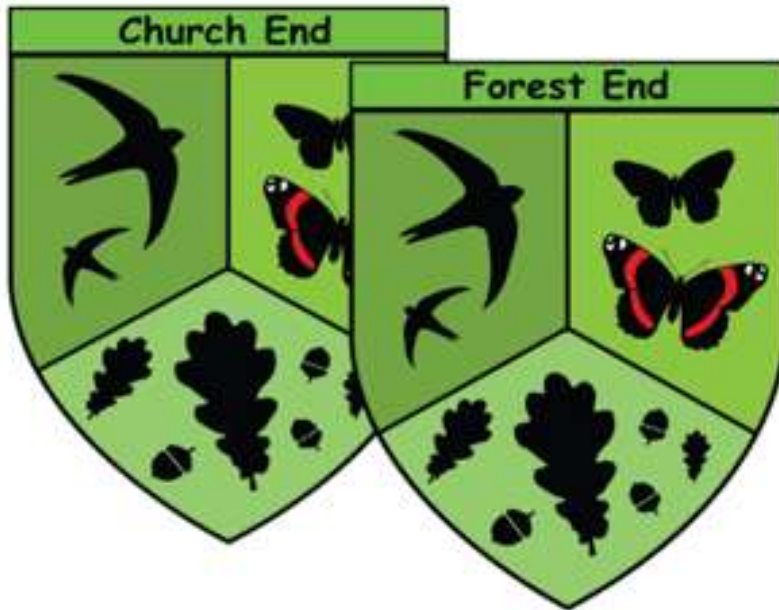


MARSTON MORETEYNE VC SCHOOL



ENGLISH POLICY

January 2024



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RATIONALE

At Marston Moreteyne School we believe that the teaching of English is essential to participating fully as a member of society. Our English curriculum is ambitious, coherently planned and sequenced and will teach our pupils to read, write and speak fluently so that they can communicate their ideas and emotions to others. Our curriculum and teaching encourages our children to become enthusiastic and engaged in all of our exciting topics.

Our cross-curricular approach allows skills and knowledge to be embedded within the daily lessons taught, this enables children to make meaningful links with their learning and offers rich and varied learning opportunities.

At Marston Moreteyne School we believe that language and vocabulary is the crucial vehicle for learning in every area of the curriculum. We make sense of our world through language; we communicate through listening, talking, reading and writing.

On entry to school each child brings a diversity of language skills. As teachers we must facilitate the development of these skills. Children must feel secure, happy and motivated to learn in ways that directly and actively involve them.

INTENT

Our purpose in the teaching of English is the development of language skills. We aim to enable each child to communicate clearly and confidently in both speech and writing, and to read for both pleasure and information.

OUTCOMES

Through our teaching children will:

- communicate orally with a variety of audiences, confidently and fluently
- listen attentively for pleasure, information and instruction and appreciate the contribution of others
- be part of a language rich environment where words and vocabulary are given the highest of importance
- read with confidence, fluency, expression and understanding, developing a life-long love of books
- receive daily phonics lessons (Reception-Y2) using a rigorous and progressive programme, ensuring success for all. We provide a daily Phonics teaching using "Jolly Phonics" as a SSP consistently across the school
- communicate their ideas and thoughts in writing with a growing independence and creativity, demonstrating a knowledge of language structure, grammar and punctuation
- demonstrate understanding of how words are spelt in the English language
- present their work legibly, with handwriting that is formed and joined correctly

IMPLEMENTATION OF ENGLISH

Planning

In the Early Years Foundation Stage English is planned as part of the Prime area of

learning-'Communication and Language'. This area is made up of Listening and Attention, Understanding and Speaking. English is also planned for in the Specific area of learning - 'Literacy'. This is made up of the Reading and Writing Early Learning Goals. ' In KS1 and KS2 it is planned in accordance with the requirements of the National Curriculum, with cross-curricular work in line with Cornerstones topics.

TEACHING & LEARNING

Speaking and Listening

We believe that spoken language is the foundation for almost all children's language development and is a basic mode of communication. It is crucial to the development of thought. Talking plays a vital role in the process of organising thinking, reflection and response.

Our task is to help each child to speak clearly and fluently, converse with increasing confidence and complexity of language, eliciting information with open-ended questioning. We strive to ensure that good spoken Standard English is modelled, adopted and maintained.

Children need to listen with concentration and understanding for increasing periods of time. Good listening habits are encouraged to enhance learning activities and social skills.

We put a huge emphasis on developing and extending children's vocabulary and provide many opportunities to teach new and ambitious vocabulary. This is planned for carefully within each new topic and children are given many opportunities to practise their newly acquired bank of words.

Reading

Reading should be pleasurable, meaningful and enjoyable for all our pupils, and we aim to help each child to acquire the requisite skills, by whatever means are appropriate. At Marston Moreteyne School, we strive to ensure all our pupils become readers for life; enjoying literature in all its forms, developing fluency, vocabulary, comprehension and the ability to access other areas of the curriculum.

We are determined that every pupil will learn to read, regardless of their background, needs or abilities.

Skills are taught using a variety of different methods which develop strategies to help the children to make sense of print, and to read with accuracy, fluency, intonation and expression.

There is an initial emphasis on a synthetic approach to phonics and spelling. This is taught across the school using the "Jolly Phonics" programme throughout Early Years and Key Stage 1, including Key Stage 2 where relevant, according pupils' individual stage of development. This is enhanced with actions and songs, making it engaging, multisensory and memorable.

The relevant common sight vocabulary and exception words from the National curriculum are also taught in a variety of fun and stimulating ways.

Pupils learn to be phonologically aware through segmenting and blending, and rhythm and rhyme activities. They are encouraged to read for meaning using pictorial and contextual cues and to develop higher order reading skills through the use of questioning.

All pupils read with an adult regularly in school and teachers monitor this on a weekly basis. Parents are encouraged to be involved in reading at home with their child at all stages, and a record is passed between home and school for comments to be made. Children also have access to "Oxford Owl" which is a library of digital reading materials that can be accessed at home.

A large number of published reading schemes are banded and colour-coded to ensure a wide variety of reading material is available at each level. These books have been carefully banded into groups according to their phonic content. A good selection of books by significant children's authors is available in each classroom and the school library.

We believe that there are many factors that contribute to children becoming good readers, not least being good modelling, and practice. We read to the children from a wide range of texts, regular use of peer reading and children take part in daily whole class guided reading lessons.

As the children progress through the school they are encouraged to read for a variety of purposes and audiences, including silent reading for their own pleasure. They are given opportunities to research information using reference books, non-fiction texts, and the Internet.

Comprehension

As children's reading skills develop, we believe there is a need to focus on developing their powers of inference, deduction, prediction and the many other aspects of comprehension. Through Year Two and beyond we use STAR (Standard Test for Assessment of Reading) assessments which are carried out four times a year. The outcome of these tests gives children a ZPD (Zone of Proximal Development) score and enables them to choose books from a range that will match and challenge their reading attainment.

Reading comprehension is addressed in shared reading and writing, in guided reading and subsequent discussion and recorded work, across both key stages. Differentiated groups work, at the appropriate levels, from a range of resources. These include 'real' texts, poetry, plays, film and high quality fiction and non-fiction schemes as well as published comprehension books. Our school uses the structure of Whole Class Guided Reading and is broken down to match the Reading Domains of the National Curriculum. This is taught with the use of VIPERS. Within this is covers Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence (KS1) Summarise (KS2). Each session

focuses on a different element and activities are planned accordingly to meet the objectives.

As a school we use "Accelerated Reader" which enables our children to read a text and then take a quiz at the end. This is based on children being able to understand and comprehend the books that they have read. These quiz scores are monitored carefully by teachers as an analysis and assessment tool as well as looking at children's next steps in developments.

Writing

Our aim is to enable the children to enjoy writing for a range of purposes and audiences. Pupils need to feel confident that their ideas are worth recording, that they will be helped in the process and that the outcome will be valued. Frequent opportunities are provided for pupils to write, including extended writing. Appropriate materials are always available.

Transferring thought into writing is a complex process requiring many skills, which is taught and reinforced in a variety of ways.

Outlined below are the various approaches to writing used at Marston Moreteyne School. We believe that each method has its place in helping children to become independent writers.

Emergent Writing

Our aim in using the "mark making" method, from Foundation Stage onwards, is to encourage children to express themselves on paper with confidence, and to obviate the need for other help. It allows the older writer to produce a first draft, recording ideas freely without the aid of an adult or dictionary. Such writing also provides evidence of progression and highlights the next steps for development.

Scribing and modelling

In the early years, before literacy skills are developed, scribing for children records their ideas at length, demonstrating how speech is translated into writing. This scribing is also used for collaborative group or class recording, when writing is modelled by the teacher and specific skills are being taught.

It is a valuable method of recording evidence of a pupil's understanding in subjects other than English when different knowledge and skills are being assessed.

Writing Development

Extended writing opportunities are planned in addition to timetabled Literacy lessons, often in conjunction with other areas of the curriculum. As writing skills develop during Key Stage 1 and 2, children are encouraged to write independently, but with the use of scaffolding techniques to develop skills.

Writing cont.

Pupils begin to plan, review and re-draft their writing from Year 2 onwards.

The "Talk for Writing" strategy is used, particularly the use of story maps within KS1. The use of story-maps aids the planning, logical sequencing and structuring of work. Thesauruses are used to enhance writing from the end of KS1.

Assessment for Learning is used across the school, with the marking of writing focussing on success criteria. Verbal feedback is the most powerful means of feedback and teachers make use of this in every lesson to discuss children's next steps. Whole class feedback is used to address excellent work, encourage peer feedback and for all children to focus on common misconceptions or areas of development.

In KS2 children are taught to re-draft and edit their work. This creates a working dialogue between pupil and teacher and provides excellent evidence of progress and response to targets. As well as paper and pencil, PC word processing packages such as 'Word' and 'PowerPoint' are also used for writing.

Handwriting

Our aim is to teach the children how to write fluently, legibly and with increasing speed in a joined hand.

Orientation, positioning and letter formation are taught formally from the Foundation Stage and each letter is learned individually.

Considerable emphasis is placed on achieving neat, correctly formed letters in KS1, achieved through regular short handwriting sessions. The frequency is reduced as the children progress to KS2 where greater emphasis is placed on presentation and joined handwriting. The use of ink is introduced for selected work where children have been awarded a "Pen Licence"

"Pen Pals" is a handwriting scheme used throughout the school which enables clear progression through five developmental stages. It teaches children a fast and fluent handwriting style to help them achieve their potential in writing.

Spelling

Our aim is to develop competent and independent spellers. We teach spelling systematically across the school, building on the early teaching of synthetic phonics. Pupils are taught developmentally, with a focus on identifying the consonant and vowel phonemes in words and segmenting and blending them to aid the selection of sensible spelling choices. Differentiated spellings are given weekly for pupils to learn, and assessed through dictation.

The children are encouraged to use a variety of methods to support spelling across the age ranges. Examples of these include whiteboards for 'best try' spellings to be checked, reinforced by the 'look, say, cover, write, check' method to consolidate learning. Spelling lists, word banks, 'wordmats' and dictionaries are all provided at the appropriate stages of development. All pupils are encouraged to note and learn unknown spellings chosen as target spellings, including those on the Word Lists for

each Trail.

Drama

We believe that the use of drama enhances understanding as well as providing children with a means of expression. In addition to dance/drama which is covered within the P.E. curriculum, drama is introduced in several different areas of the curriculum through role-play and re-enactment. We provide regular opportunities for class assemblies, concerts and school productions, "Express" days in the Cornerstone Cycle where dramatic skills may be developed and shared. Theatre visits to school are organised regularly to promote appreciation of live performance, and professionals come into school to work with pupils.

ICT

The school is well-resourced with word-processing and publishing programs for PCs in the ICT suite and all classrooms. Children also have access to i-pads. We have networked Broadband access to the Internet and pupils communicate using email and programs, including Word and PowerPoint. Children are taught to write directly onto the computer; they save, retrieve, revise and correct work. Occasionally, previously written work is typed up for printing.

Spelling programs are also used and web-based programs such as Education City. Reading is, of course, involved in the writing and spelling programs and is a pre-requisite of the games used across the curriculum. The Internet provides further opportunities for reading development and research.

The use of i-pads are incorporated into language activities throughout the school, including activities such as phonic and listening games. Children are taught how to record, and opportunities are provided to use the facility in a variety of ways. All these devices afford opportunities for review and evaluation of pupils' own work and provide useful evidence of speaking and listening and drama activities.

MEETING INDIVIDUAL NEEDS

We aim to identify at an early stage those children who have need of particular help with any aspect of language, and individual plans, or SEND (Special Educational Need or Disability Plans), are devised accordingly.

Teaching in clearly differentiated smaller groups also enhances our ability to meet individual needs. Additional intervention programmes are used to support identified pupils at the appropriate developmental stage. Speech and Language therapy is provided in school for a number of pupils.

EQUAL OPPORTUNITIES

The school is committed to equality of opportunity and aims to adopt positive strategies to achieve this in the teaching of English. Regardless of race, gender or

creed we believe all children should be given ready access to a variety of resources. Similarly, we aim to provide a range of reading materials providing information on disabilities and different religions and cultural backgrounds. For further information please refer to the Equal Opportunities Policy.

IMPACT OF ENGLISH

In accordance with our Assessment, Recording and Reporting Policy we implement formative, diagnostic, summative and evaluative types of assessment in the monitoring of each child's progress in English.

- We providing high quality, consistent feedback relevant to the child's reading and writing ability - both verbal and written and pictorial, to ensure rapid progress.
- We share Whole Class feedback slides to share best practise, and focus on ways to further develop specific writing skills.
- The Foundation Stage Profile is completed to provide an ongoing record of each child's development
- A Phonic Pupil Profile is begun in Foundation Stage and assessment of recognition and spelling is continued across the school using specific Word Lists from the Trails and Jolly Phonic word banks.
- Annotated samples of written work are retained termly for assessment of spelling, handwriting, and content
- SATs are administered at the end of Key Stage 1, as required by the National Curriculum, and results reported to parents
- Year 1 phonics screening (and retest for some Year 2)
- Cornerstones English tests are given in the Summer Term to pupils in Years 3 and 4

Recording

Data is recorded in a variety of ways from all forms of assessment undertaken.

- Individual pupil targets for Reading and Writing are set by the teacher with reference to the Trail 'Stepping Stones' and recorded in literacy books.
- Individual and Group reading records are kept and reading stages tracked and monitored across all year groups
- Individual reading record books are given to each pupil for home-school communication

Reporting

Consultation evenings in the Autumn and Spring Terms and an Open Evening in the summer term, together with termly written summative reports are the principal ways in which we report to parents. Information about the English curriculum and pupil progress is reported to parents and colleagues in other ways outlined below.

- Parents of children in the Foundation Stage are invited to attend an introductory meeting which includes an outline of how literacy is taught
- All parents receive information each term about the Literacy coverage, skills and content their child's year group

- SATs results are reported to and discussed with parents of Year 2 children and Test results and Teacher Assessments of children in other year groups as appropriate
- Targets and progress of children with SEND are discussed with parents
- Annual Reviews take place for pupils with an EHCP as outlined in the code of Practice
- INSED, staff meetings, key stage meetings and planning sessions are used as an opportunity to report to colleagues
- All relevant documentation and records are passed to colleagues and discussed with them

MONITORING & EVALUATION

The rolling programme of the School Development Plan allows for periodic in-depth monitoring and evaluation of our English Policy. Frequent changes to the NC ensure that aspects of practice are under regular review.

Results from standardised testing are collated and scrutinised for a longer-term overview of performance trends. These results are discussed with the School's Improvement Partner and with Governors.

The Subject leaders have access to all timetables and planning to monitor coverage and balance. Work is cross-referenced to planning, and samples of writing are moderated and judged with staff.

Annual agreement trials are undertaken with other schools to assist consistency of assessment and marking of writing. Periodic external LA moderation confirms that standards remain consistent.

INSET is provided where necessary, and members of staff are kept informed of recent thinking, with new ideas and strategies shared with colleagues.

Opportunities are included in staff meetings for discussion on matters arising from the implementation of the policy.

Policy Reviewed by
H. Bygraves/N. Straccia
English Leaders
July 22

MARSTON MORETEYNE SCHOOL LIBRARY POLICY

We believe that our library should be an attractive and stimulating area offering a wide range of reading material, both fiction and non-fiction, in order to encourage children to read for pleasure and information.

An EYFS and Year 1 "picture book library" enhances our younger children's opportunities for

reading for pleasure.

Children are taught to respect and care for books, learn how to access information and how to be independent users. They are introduced to the general layout of all libraries and systems of classification. They are encouraged to use reference books to expand their topic work, thereby learning the skills to use contents and index pages efficiently.

These skills are developed each year, with instruction given as outlined below.

4+

- Encourage free choice individually/with other children/ with adult help
- Care of books
- Sharing of books
- Informal introduction to fiction and non-fiction
- Author, title, cover discussions

5+

- Introduction to library layout
- Introduction to fiction and non-fiction in the library
- Colour-coding awareness
- Introduction to issuing systems (scanned issues & returns)

6+

- Develop critical skills (likes/dislikes)
- Alphabetical order; first letter
- Match colour/picture/number
- Introduction to parts of book: index/glossary/publisher/date/contents
- Introduction to reference section:- dictionaries, encyclopaedias, directories, atlases

7+

- Alphabetical order; second/third letter
- Full use of subject index
- Using numbers
- Sorting and shelving books
- Selective retrieval of information (not copying)
- Apprentice librarians

8+

- Full retrieval skills for specific information
- Preferences for authors in fiction, lives of authors and author index for fiction
- Redefining search terms :- synonyms, general and specific
- Act as librarians
- Work independently in library, using books