

Amington Heath Nursery and Primary School



Amington Heath
Primary School

English Policy 2017

Introduction

English can be broken down into 5 main parts: writing, reading, phonics, spelling and handwriting. Each part is essential to developing basic skills which will equip pupils for life beyond Amington Heath Nursery and Primary School. We deliver English through a quality text approach to ensure that children are exposed to high quality examples and develop a joy for both reading and writing. We believe that these skills are an integral part of a pupils' development and each should be applied to cross-curricular lessons so that the high expectations are maintained and consolidated.

Aims

Our English curriculum aims to ensure or children are able to:

- Write a wide range of texts types accurately using their key features to address the needs of the reader.
- Write effectively for a given purpose and audience.
- Understand key grammar terminology and how it can be manipulated within sentences and whole texts to create a desired impact upon the reader.
- Write grammatically accurate texts appropriate for their age and ability.
- Develop stamina for writing at length whilst including relevant skills and addressing the needs of the reader.
- Read progressively challenging texts with fluency, expression and stamina.
- Deduce and infer effectively from age appropriate texts.
- Support answers surrounding texts with appropriate evidence.
- Use phonic knowledge and understanding to help decode and spell unfamiliar words.
- Use a range of strategies to understand the meaning of unknown vocabulary and in turn develop their own vocabulary use.
- Use printed cursive handwriting by the end of key stage one and cursive joined handwriting by the end of key stage two.
- Spell accurately spellings that relate to the prescribed year group spelling patterns and apply these in their own writing.

Writing Curriculum

At Amington Heath we have chosen to use a quality text approach to Writing. Each class has a set of different quality texts which link where possible to cross-curricular lessons in order to aid vocabulary development. In addition, the quality texts are chosen or revised to meet the interest of the current cohort and the reading ability of the cohort to ensure sufficient challenge. These texts then act as the driving force for the curriculum and the text types the pupils are expected to write have been matched up to meet the suitability of each quality text. The text types pupils are expected to write work on a two year cycle in school to allow for progression throughout key stage one and key stage 2 as well as ensure pupils are not overly repeating the same text types.

The learning journey for writing at Amington Heath usually follows a cycle between 2 and 4 weeks long of the following steps:

1. Read it- teachers plan to hook the children into the new quality text through challenges, life-experiences, trips, problem solving and creative learning environments. The impact of this is to engage pupils in the text and motivate them to write. These hooks are particularly essential as they help to form the purpose for writing.
2. Rip it- during this stage of learning pupils identify the key structural and language skills of the text type they will be covering.
3. Rehearse it- this stage of learning should be the longest as it is where pupils develop the skills identified as features and acquire grammar knowledge and understanding appropriate to the text type being covered. During this stage, pupils also complete drama tasks to develop ideas and planning.
4. Write it- pupils then apply their power up to writing their own texts.
5. Review it- this stage can come at the end of the learning journey through edit and improving lessons but should also be embedded throughout using 'think pink'.
6. Celebrate- teachers celebrate writing appropriate to the purpose.

Throughout the learning journey pupils use 'think pink' in order to amend and uplevel their writing and magpie books which are a self-created vocabulary bank.

Teachers refer to the year group curriculum, sentence type progression document and assessment framework in order to plan lessons that are challenging and close any gaps that may have arisen.

At the end of every unit of work pupils complete a 'show off' piece of writing which is completed independently to inform assessment.

Reading curriculum

The Reading curriculum at Amington Heath uses engaging text in a variety of formats to motivate children to read whilst teaching the main reading skills appropriate to each year group. We are dedicated to creating life-long readers and promote reading for pleasure.

In EYFS and KS1 (or until pupils are assessed as graduating the scheme), we follow RWI. Read, Write Inc is taught for 45 minutes daily and focuses on using phonetic decoding to support reading. We set across the school so that pupils are always in the most appropriate group to provide challenge.

In KS2 and once pupils have graduated from RWI, pupils are set into reading groups which takes place for 45 minutes a day. During this lesson, we use whole class texts to teach the content domains and essential skills of reading. We place a focus upon reciprocal reading to create independent readers.

The roles within reciprocal reading are:

Reader leader- this pupil manages the reading session and ensure all other roles are fulfilled.

Link maker- this pupil makes links with other books and life experiences

Questioner- this pupil poses questions for others to ask or points to consider gaining a better understanding of the text.

Clarifier – this pupil is in charge of finding out the meaning to unfamiliar words to aid comprehension.

Summariser – this pupils role is make summaries as the reading is taking place to highlight key themes or events.

Predictor- this pupil helps the group to make reasonable and justified predictions about the text.

Phonics curriculum

At Amington Heath we recognise the importance of secure phonic knowledge and understanding and its direct impact on standards in writing, reading and spelling. Across Early Years Foundation Stage (EYFS) and Key Stage One (KS1) follow the Read, Write INc scheme. This scheme ensures consistency in pronunciation and a focus on being able to say, write and read the sounds, and therefore is more easily applicable to other areas of the English curriculum.

In Key Stage One, phonics is set into ability groups which enables pupils to work in small focused groups and work directly on their next steps. Pupils are regrouped regularly and tested every half term in order to inform phonics assessment and planning. An intervention programme through Read Write Inc which provides additional 1 to 1 or small group work is also used in Key Stage One for children who are not yet able to access the age appropriate RWI group. The repetitive nature of the scheme in particular helps to accelerate progress in reading.

The Little Learners use Letters and Sounds to build the basic understanding of sound and patterns ready to apply to Phonics. For the seventh strand of letters and sounds they use Read Write Inc to allow for easy transition and progression into the EYFS unit.

Spelling curriculum

At Amington Heath we have adopted the 'No Nonsense Spelling' scheme of work which applies to year 2 to year 6. This scheme of work builds on phonics and once pupils have passed the final RWI assessment they move onto No Nonsense spelling. This scheme maps out spelling progression throughout the school and ensures that the 2014 National Curriculum requirements are met. It includes regular practice of a focus pattern each week through active sessions which are applied to writing from then on. Spelling is tested weekly and a set of spellings is sent home each week to practice which directly link to the focus pattern. Mag pie books double up as a spelling journal so that vocabulary continues to build and spellings are easily applied in daily work to aid consolidation.

Handwriting Curriculum

Cursive handwriting forms an essential part of the 2014 National Curriculum and from 2017 part of the assessment of writing. In order to address this Amington Heath have adopted a cursive handwriting style. In early years, pupils learn to form letters with the leading join. In Key Stage One, pupils use printed cursive until they are ready to begin to join. In Key Stage Two, pupils use joined cursive and once achieved will be awarded a pen (this can happen younger if pupils have mastered the skills required). Handwriting is taught as a discrete lesson weekly and expected to be applied every time pupils write in every lesson. All staff use cursive handwriting in their marking and modelling. Amington Heath have also purchased software which enables resources and

displays to be produced in the correct font to immerse pupils in the handwriting style.

The style of cursive handwriting chosen can be found in appendix 1 and addresses the requirement for pupils to know when letters are best left unjoined.

Cross curricular links:

English key skills contribute to teaching and learning in all curriculum areas. For example, teachers plan opportunities for cross-curricular writing and there are always chances planned for reading in other subject areas. Handwriting, Phonics and Spelling are a continuous focus in every lesson and are addressed in marking and feedback. Teachers maintain high expectations in all lessons that pupils should apply their basic key skills in all work completed. Quality texts are especially chosen to maximise the cross-curricular links between English and Science, History and Geography.

Differentiation:

At Amington Heath, we teach English to all children, whatever their ability. English forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Every teacher plans differentiated lessons to ensure sufficient challenge and support where needed. This may be through resources, outcome, support or task. Teachers use AFL within lessons to adapt them where necessary to ensure that at all points in the lesson pupils are addressing their next steps.

Inclusion (SEN, G&T, EAL):

When planning teachers should consider the most effective ways to support children with SEN and EAL and where necessary refer to the relevant policies. When planning work in English, we can take into account the personalised targets children have as well as those outlined in some children's learning passports (See inclusion policy).

Resources

At Amington Heath we are dedicated to ensuring our children have access to the very best resources in order to motivate, engage and support them in their learning. We invest in a wide range of resources which teachers combine and adapt in order to provide an exciting but relevant curriculum for pupils.

Our resources include but are not limited to:

- No Nonsense, Read Write Inc and Letters and Sounds Scheme of works.
- Education city, Espresso, Twinkl and First News online resources.
- Descriptosaurs, grammar reference books, dictionaries and thesaurus.
- ipads in every phase.
- Quality texts copies for each adult within the classroom
- Staffordshire Library resource subscription
- Guided reading books made up of Cornerstones, oxford tree, bug club and rocket books.
- Various grammar games
- Reading comprehension resource books and board games

- Home readers for all phases
- Reading Eggs
- School produced reference documents and progression documents.

Monitoring:

The English subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in English. They are also responsible for supporting colleagues in the teaching of English, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The English Subject Leader has allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject. The English subject leader regularly discusses the English situation with the Head teacher and provides an annual summary report in which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader also presents on the subject to the governing body. The subject leader is part of a local and wider cluster network to enable the sharing of best practice.

Assessment

Writing

Teachers use AFL ongoing in lessons but use their 'show off pieces of writing which are completed at the end of each unit of work to complete the Amington Heath Sheffield STAT. Evidence can also come from English books and cross-curricular writing. Internal moderation is completed termly and external moderation in end of key stages at least twice yearly.

Reading

Teachers complete notes and/or assessment record sheets during the teacher led guided reading session and use these, teacher judgement and reading journals to inform the Amington Heath Sheffield STAT. Internal moderation is completed termly and external moderation in end of key stages at least twice yearly.

Handwriting

Assessment through assessment for learning and the English Subject lead decides when pupils have achieved their pen license.

Spelling

These are tested weekly and progress towards the year group spelling patterns are tests termly as part of assessment week.

Phonics

Tested using Read Write Inc assessment half termly which informs re-grouping if required.

Equal Opportunities:

Our aim is that every child is given the opportunity, and support in taking advantage of the opportunity, to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.

Monitoring and review

We are aware of the need to monitor and update the school's English policy on a regular basis, so that we can take account of improvements made in our

practice. We will therefore review this policy in two years, or earlier if necessary.

Teaching and Learning Policy to be reviewed in Autumn 2019.

Appendix 1

Handwriting style chosen by school

abcdefghijklmnopqrstuvwxyz