



A Policy for the Teaching and Learning of English at Indian Queens School

Overall Aims

- To raise attainment by assisting each pupil to reach his or her potential
- To enable pupils to live and work effectively in a literate society
- To give pupils a love of language in all forms

This policy document sets out the school's aims, principles and strategies for the delivery of English.

(See also our separate Phonics Policy)

Purpose of study – National Curriculum 2014

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, 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; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims - National Curriculum 2014

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Aims of our Writing Policy

The school aims to develop literate pupils who:

- Write with confidence and fluency, organising the content and style of what is written to suit the purpose and readership
- Use spelling, punctuation and syntax appropriately and with confidence
- Have an interest in words and their meaning
- Understand a range of text types and genres
- Develop a legible, joined handwriting style and to be able to use word processing skills

We teach writing through a combination of approaches:

- Whole class shared writing
- Guided writing in groups with the teacher
- Supported writing in groups with TAs
- Working with learning partners to give peer feedback
- Independent at school and at home
- Introducing well known writers as role models

Planning

Long Term

A cross-curricular approach to planning has been adopted and teachers will ensure that pupils will have a balance of fiction, poetry and non-fiction. This may be through topic-based work or through discrete English lessons. Teachers are encouraged to link writing activities to a set topic and build on previous learning to challenge and

reinforce. At times it will be necessary to have stand-alone English lessons to address specific areas.

Medium Term

- Planning identifies key writing objectives as learning intentions taken from the National Curriculum
- Links reading, writing and speaking and listening objectives
- Identifies links with other curriculum areas
- Provides a monthly assessment focus in the form of assessed Independent Writing tasks that produce individual targets for the pupils
- Identifies opportunities for extended writing in the form of Big Writing

Short Term

- Identifies word, sentence and text level objectives, including grammar and punctuation as well as specific spelling teaching using No Nonsense Spelling and Grammar as a basis
- Identifies opportunities for whole class teaching of writing through shared and modelled writing
- Identifies opportunities for whole class teaching of word and sentence level
- Plans for teacher guided and independent activities that link to the whole class teaching
- Plans use of additional adults and takes into consideration challenge and possible misconceptions are noted in the teacher's marking book

Teaching methods and organisation

Early Years Foundation Stage

Throughout the day/session practitioners:

- Value talk and alternative forms of communication such as sign language, gesture, etc
- Observe children and plan for the context in which they best develop their speaking and listening and their understanding of reading and writing
- Help children to develop language for communication through interaction and communication

- Model the use of language as a tool for thinking
- Demonstrate the use of language for writing

Teaching writing Key Stage 1/2

Beyond the English lesson children are expected to apply their writing skills in other curriculum areas.

Shared writing

- High quality shared reading texts are used as a model for shared writing with a use of WAGOLLS to promote high quality outcomes
- Shared and modelled writing is used to model the writing objective
- Teachers aim for a balance of shared reading and writing sessions across a week, or a fortnight.

Guided writing

- Teachers work with guided groups both in and out of the English lesson
- Teachers focus sessions on specific objectives and assess progress

Independent writing

- Pupils reinforce and develop their knowledge and understanding of the purposes and text types of writing
- Pupils develop and reinforce their skills through 'having a go' and having the opportunity to redraft their work

Drama and writing

Drama techniques will be used as a stimulus for writing. These will include role – play, improvisation and group performance to enable pupils to create and develop their own writing through:

- Exploring familiar themes and characters
- Responding in role to create stories
- Empathising with characters and situations
- Considering alternative courses of action
- Adapting writing for different purposes and audiences
- Using performance to reinforce understanding of the structure of text types

Teaching writing to children with special needs

- Performance of specific groups is monitored.
- Whole class planning addresses specific needs e.g.:
 - ❖ non-fiction and fiction writing that will interest boys,
 - ❖ use of questioning to improve reluctant girls and extend pupil premium children,
 - ❖ differentiated questioning to challenge the most able and support those who require it,
 - ❖ draws upon different cultural, historical and regional experiences.
- Targeted support is provided for specific underachieving groups by Tas and the teacher while also having opportunities to work independently with scaffolding in place to support their learning.

Texts are chosen to:

- ❖ Engage and motivate reluctant readers
- ❖ Challenge the most able and reinforce inference and deduction skills
- ❖ Celebrate British Values
- ❖ Provide a range of text types that include a variety of rich vocabulary
- ❖ Provide positive role models.

Assessment and recording

EYFS

- Ongoing assessments of writing during the session or day
- Ongoing assessments using Early Learning Goals
- Monthly assessment of independent writing
- End of Early Years Foundation Stage assessment
- Use of Tapestry to assess and share work with parents

Key Stage One

- Ongoing assessments during guided writing sessions using writing targets linked to stage descriptors
- Informative feedback to be given by teachers and children given time to respond in green pen

- Regular targets are set for writing
- Regular assessment of independent writing using Aspire assessment grids,
- End of KS1 assessments, of which SATs are a part
- Termly PIRA assessments for Year 1/SATs for Year 2

Key Stage Two

- Ongoing assessments during guided writing sessions using writing targets linked to stage descriptors
- Informative feedback to be given by teachers and children given time to respond in green pen
- Regular targets are set for writing
- Monthly assessment of independent writing using Aspire assessment grids
- End of KS2 assessments, of which SATs are a part
- Regular PIRA assessments/SATs for Year 6.

Aims of our Reading Policy – see also our separate Phonics Policy

Every pupil at Indian Queens School will have the necessary skills to become a fluent and life-long reader.

- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- Understand the phoneme grapheme correspondence and spelling system and use this to read accurately
- Have an interest in a wide range of texts and read for enjoyment and information
- Have an interest in words and their meaning
- Understand a range of text types and genres
- Evaluate and justify their preferences
- Develop powers of imagination, inventiveness and critical awareness
- To create an enjoyment of reading with an appreciation of the work of well-known authors and our literary heritage

The school teaches reading through a combination of approaches:

- Whole class shared reading
- Listening to books together and discussing books in 'Book Talk' sessions
- Guided reading with the whole class with the teacher as well as small groups in intervention sessions.

- Supported reading in groups with TAs
- Paired reading by pupils (Reading Buddies)
- Independent reading at school and at home
- Introducing the work of different authors as role models

Planning

Medium Term

- Whole class teaching
- Identifies key reading objectives as part of a VIPERS approach
- Links reading, writing and speaking and listening objectives
- Links ICT opportunities where appropriate
- Identifies links with other curriculum areas
- Identifies opportunities to apply word and sentence knowledge to a variety of texts
- Identifies opportunities for accessing complete texts

Guided reading

- Applies the principles above when planning for whole class teaching

Independent reading

- Encouraging pupils to read from a broad range of authors and texts
- Expect pupils to make use of reading records to record their reading
- Comments to be detailed and children encouraged to record new vocabulary

Teaching methods and organisation

The Early Years Foundation Stage

Throughout the day/session practitioners:

- Value talk and alternative forms of communication
- Observe children and plan for the context in which they best develop their speaking and listening and their understanding of reading and writing
- Help children to develop language for communication through interaction and communication
- Model the use of language as a tool for thinking

- Demonstrate the use of language for reading

Teaching reading KS1/2

Additional time, beyond the English lesson, is used for daily reading times, listening to stories, applying reading skills in other curriculum areas

Shared reading

- Shared reading can be used to model the reading objective
- Shared reading texts are then used as a model for shared writing
- Teachers aim for an equal balance of reading and writing sessions across a week, or a fortnight

Guided reading

- A whole class approach is adopted with tailored opportunities for SEND pupils
- Texts are chosen to challenge and reinforce key skills while also exposing the pupils to a range of authors and genres
- Guided reading should occur four times a week
- Teachers focus sessions on specific VIPER objectives and assess progress using the Aspire assessment grids at the end of each half-term.

Independent Reading

- Children are encouraged to choose an independent reading text and choices are monitored
- Children/Parents use reading records to monitor enjoyment and encourage conversation about inference and deduction. The record also to be used to highlight any issues which can be followed up in school.

Drama and Reading

Drama techniques will be used to enhance the teaching of reading. These will include role-play, improvisation and group performance to:

- Explore familiar themes and characters
- Consider character, motive and story development
- Respond to issues and dilemmas
- Consider alternative courses of action
- Empathise with characters and situations

- Analyse, discuss and review a variety of texts

Teaching Reading to children with special educational needs

- Performance of specific reading groups is monitored
- Whole class planning addresses specific needs e.g.:
 - ❖ choice of texts to motivate boys,
 - ❖ use of questioning to improve reluctant girls,
 - ❖ differentiated questioning to challenge gifted and talented,
 - ❖ draws upon different cultural and regional experiences
- Targeted support is provided for specific underachieving pupils.
- Texts are chosen to:
 - ❖ engage reluctant readers
 - ❖ additional strategies to support decoding and understanding of the text
 - ❖ reflect multi-cultural society
 - ❖ provide positive role models
 - ❖ provide high interest and a sense of achievement for all

Spelling

We acknowledge the importance of the gaining of spelling skills and strategies for all pupils. Skills and strategies in spelling are taught in line with the National Curriculum, 2014. Pupils receive regular lessons based on No Nonsense Spelling.

Spelling is explicitly taught in English lessons. Pupils are given the opportunity to develop and practise their skills during the independent work session. Accurate spelling, at the level of the individual, is expected throughout all written work.

In Reception children receive spellings and letter formation from the Spring Term to learn at home each week. From Year 1 onwards, pupils are expected to learn spellings at home each week. These spellings may be based on the word lists included in the National Curriculum, on work undertaken in school during English or other lessons, on identified spelling patterns according to our spelling planning, or on personal lists of words which cause the pupil difficulties.

Handwriting

This school uses the Letter Join handwriting scheme. Handwriting is taught in line with the National Curriculum 2014. In Foundation Stage and Key Stage 1, handwriting is taught both in English lessons, when pupils are undertaking phonic work and during three dedicated handwriting sessions, each of 10 minutes duration, during the week. Transcriptional skills are practised and 'over-learned' to a point where they become habitual and correct. In order to secure this, teaching is little and often - at least 10 minutes per day.

In Key Stage 2, handwriting is taught in at least three dedicated handwriting sessions, each of 10 minutes duration, during the week and learnt skills are expected to be applied to everyday work.

Ligatures are introduced in Year 1 and pupils are taught to join their writing as soon as they display the required control over their handwriting. In Reception pupils are taught basic letter formation without ligatures. This school introduces some basic joins that fit with the phonic teaching in Year 1. Each lesson is treated as a new focus so that good joining on the target join is expected. In Year 2, it is expected that children start using the joins they have learned all the time – transferring them to new situations and words.

Up until Year 3, pupils write in pencil until they can consistently demonstrate control over their handwriting with mostly accurate spelling. At this point, they may be awarded a pen license which permits them to use a blue handwriting pen in all writing opportunities with the exclusion of maths.

Pupils are encouraged to take responsibility for sharpening their pencil and are not expected to use rubbers. Pupils are given their first pen for free and are expected to look after it but can purchase replacements for a nominal fee if pens are lost or damaged with a pencil being used in the interim.

All pupils are expected to produce neat, legible work at all times. Pupils are taught to distinguish between a rapid script and a more formal script and to recognise when the use of each is appropriate. In upper Key Stage 2, pupils are taught to use both print and cursive scripts and to decide when the use of each is appropriate.

Editing/Drafting Work

Editing and drafting of work is taught throughout the school. Pupils are expected to produce their best work and write neatly at all times. Drafting is then a process of one of the following:

- “If I was to do this piece again, I would improve it by...” With this editing process additions and changes are incorporated into a new draft of the work. In order to facilitate this process, pupils are encouraged to work with a learning partner and use resources for editing. Editing and drafting is focussed largely on the content and structure of work. However, the opportunity is taken to correct spelling, grammar and punctuation.
- “Publishing” the piece of work for a set purpose – usually Independent Writing. Here the pupil takes a redrafted piece and rewrites the piece with a view to “publication” in their Independent Writing book or on display. The frequency of this publishing process depends on the age and ability of the pupil but should be once a month.

Where the work is word processed, the alterations are made, even in cases where the work is not to be published. In this case, the pupil is encouraged to be self-critical and make alterations as the work is in process. Pupils are given the opportunity to use information technology to write and edit work but not at the expense of traditional methods.

Contribution of English to teaching in other curriculum areas

There are many opportunities to reinforce reading, writing, speaking and listening skills throughout the curriculum and children should be reminded of this whether they are writing a report in Geography, maybe a story in RE or a recount in History.

Information and communication technology (ICT)

ICT is used across the curriculum to support and develop English:

- In KS1 Letters and Sounds is our core phonics programme – see our Phonics Policy for further information

- In KS2 programs such as Discovery applications, activities to promote sentence structure and punctuation accuracy, newspaper format set-ups to enhance genre-specific activities, e-books, SATs revision programs
- Internet access – as appropriate to research topics in History, Science.
- The use of such technology for developing reading of a range of texts and the promotion of writing skills in a range of formats such as playscripts

Spiritual, moral, social and cultural development

The teaching of reading, writing and speaking and listening may provide opportunities to support the social development of our children if we expect them to work with each other in lessons. Through their collaborative and co-operative work across a range of activities and experiences in English, the children develop respect for the abilities of other children and a better understanding of themselves. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teach them to appreciate that all people are equally important and that needs of individuals are not the same as the needs of groups. A particular focus is paid to British Values and to celebrating our regional identity.

Leadership and management of the subject

Our English curriculum leader is Mark Harding, with support from Amy Rutter. They will:

- Advise and support staff in the planning, delivery and assessment of English
- Manage and develop all resources for English
- Monitor and evaluate English throughout the school
- Keep up to date with current developments through attending courses and disseminate this information to staff through inset and informal conferencing which includes TAs

Monitoring and evaluation

The Head of School, English Co-ordinator and class teachers will:

- Analyse end of key stage assessments, Foundation ELGs, KS1 assessments including SATs and KS2 SATs annually
- Review progress against writing targets termly by looking at pieces of the children's unaided writing. Ensure that there are regular book monitoring sessions to ensure progression which incorporate exemplification examples to inform accurate assessments
- Monitor planning for writing and suggest amendments according to identified areas
- Monitor progress in intervention programmes at specific weeks within the programme
- Link analysis of targeted support provided to specific groups to performance data e.g. Pupil Premium, gender groups
- Monitor medium and short-term planning

This policy will be reviewed annually.