



Queen's Park C of E / URC
Primary School

English Policy

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*Having faith in God, ourselves and each other as we strive
to reach our potential*

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1. Vision, Aims and Intent

English is a vital means of communication in society. It is the foundation of all learning at Queen's Park C.E/U.R.C. Primary School. We aim to deliver a high-quality education in English which teaches pupils to read and to communicate confidently, both through speaking and listening and through writing. Using these skills, our pupils are empowered to access the whole curriculum, build upon what they already know, learn independently and prepare for the world of work and other aspects of everyday life. We work particularly hard to develop a love of literature and to enable pupils to play a full and active part in their own development in spoken language, reading and writing so that they can reach their full potential.

AIMS

We aim to help our pupils to:

- Speak clearly, fluently, confidently and listen patiently and carefully so that they can communicate effectively in a range of situations, including formal presentations*
- Develop their ability to learn through discussion, elaborating and clearly explaining their understanding and ideas*
- Read fluently and with good understanding*
- Develop a love of literature and language*
- 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*
- Write clearly, accurately and effectively for a range of audiences and purposes.*

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2. Implementation - How do we teach English at Queen's Park?

- Teaching & Learning
- Monitoring & Evaluation of Oracy, Reading & Writing
- Recording
- Assessment and reporting
- Marking and feedback

TEACHING AND LEARNING

At Queen's Park C.E/U.R.C. Primary School, we deliver the above aims and the requirements of the National Curriculum in England (2014) through the following practices in (1) oracy, (2) reading and (3) writing.

Oracy

At Queen's Park C.E/U.R.C. Primary School, we know that 'Fluency in the English Language is an essential foundation for success in all subjects.' (The National Curriculum for England 2014)

Teaching staff ensure that opportunities for speaking and listening permeate the whole curriculum throughout the school. Pupils are enabled to clarify their thinking and organise their ideas for writing as they are taught to:

- Speak clearly and convey ideas confidently using Standard English
- Justify their ideas with reasons
- Ask questions to check understanding
- Develop their vocabulary
- Negotiate
- Evaluate and build on the ideas of others
- Give well-structured descriptions and explanations
- Develop their understanding through speculating, hypothesising and exploring ideas.

Specific practices include:

- Talking/discussion partners
- Participation in group and class discussions
- Listening, reciting and responding to rhymes, poems, songs, stories and non-fiction
- Role play

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- Drama
- Regular writing tasks
- Extended writing task
- Opportunities to draft and re-draft writing
- Participation in Collective Worship and assemblies.

Assessment and Evaluation

Assessment and evaluation is an ongoing process which feeds back into the teacher's planning. Speaking and Listening skills are assessed formally using the Foundation Stage Profile and progress against specific criteria recorded and tracked.

Reading

At Queen's Park C.E/U.R.C. Primary School , we recognise the crucial role that reading plays in enabling pupils to acquire knowledge, building upon what they already know, and we know that 'through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually .' (The National Curriculum for England 2014)

We also recognise that 'reading also feeds pupils' imagination and opens up a treasure- house of wonder and joy for curious young minds.' (The National Curriculum for England 2014)

Teaching staff work hard to promote a love of reading and encourage pupils to read widely. A well-stocked library is timetabled for use by all classes, pupils are given daily opportunities to read in class (including opportunities for paired reading), they have opportunities to talk about books they are reading and recommend books and authors. Teachers act as role models for reading by talking about their own reading and being seen to read for pleasure. Each class has its own mini library, which supply a range of high quality fiction and non-fiction books to each class every half term. Reception-Y3 are paired with older children as 'reading buddies' and they are guided in what to look for when reading together.

We also set ambitious targets for reading at home. In Key Stage 1, the Reading Diary is packed with information for reading and writing at with family members. In Key Stage 2, children are given journals to make records of their own personal reading journeys and to reflect on what they have been reading. We subscribe to 'Reading Plus'; an online reading

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programme which promotes reading stamina/speed as well as build comprehension skills.

Pupils enjoy high-quality whole texts (both fiction and non-fiction) through English lessons and the wider curriculum. They are taught to read fluently and understand a wide range of texts through:

- Weekly 1:1 reading sessions for every child in Foundation Stage and Key Stage 1
- Daily 1:1 reading sessions for target pupils
- Daily phonics sessions for pupils on the Read Write Inc programme in Foundation Stage and Key Stage 1
- Daily phonics sessions for target pupils in Key Stage 2
- Exposure to a wide range of quality literature
- Planned opportunities for independent, paired and shared reading
- Daily reading lessons which focus on specific reading skills (based on content domains)
- Regular written comprehension activities (Y2 to Y6)
- Oral rehearsal of comprehension responses in R-Y1 with some written activities
- Links made between reading and writing activities and the wider curriculum
- The use of ICT to enhance reading experiences and to learn from visual English.
- 'Drop Everything And Read' sessions which take place every afternoon.

Assessment and Recording

Teachers aim to assess each child at least once a week through individual reading and/or through guided reading.

Formal guided reading is introduced in Reception and continues through to Year 6. During a guided reading session, children's progress is recorded against their individual assessment sheets. Teaching Assistants perform an important role in supporting the teaching assessment of guided reading and related activities, with guided reading/reading activity sessions planned into their respective timetables. Weekly assessment informs future planning.

Pupils' progress against specific reading success criteria is tracked during guided reading sessions. Pupils also have opportunities to reflect on their

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own progress against these criteria, as well as that of their peers, through paired reading.

Monitoring

Formal assessment of reading is currently monitored by the Head Teacher and the English Co-ordinator on a termly basis. Outcomes help to inform termly pupil progress meetings with each teacher.

Writing

At Queen's Park C.E/U.R.C. Primary School, we believe that writing is essential to thinking and learning and strive to promote enjoyment of this complex skill. We know that 'teaching pupils to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.' (The National Curriculum for England 2014)

Pupils are taught to:

- Develop the stamina and skills to write at length
- Spell and punctuate sentences with increasing accuracy
- Use an increasingly wide range of grammar correctly
- Write down ideas fluently using clear, neat handwriting
- Use an increasingly wide vocabulary
- Communicate ideas effectively with a clear awareness of audience and purpose
- Expand the range of their writing.

Specific practices include:

- Planning meaningful and, where possible, real life purposes and audiences for writing within and beyond the classroom.
- Planning purposes for writing which require pupils to write in a wide variety of forms
- Planning writing activities into creative teaching sequences which engage and inspire pupils
- Providing weekly extended writing opportunities for pupils, from R to Y6, as opportunities for pupils to apply what they have learnt
- Providing pupils with opportunities to evaluate their thinking and writing independently and with their peers and teachers

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- Teaching pupils to plan, proof-read, redraft and present their work appropriately.
- Celebrating new vocabulary found in reading and writing
- Explicitly teaching handwriting skills
- Providing daily phonics sessions for pupils on the Read Write Inc programme in Foundation Stage and Key Stage 1
- Explicitly teaching spelling rules and patterns in accordance with the requirements of The National Curriculum for England 2014 (Y1 to Y6)

Assessment and Recording

A programme of target setting and review involves pupils in their own development in writing. Specific success criteria (adapted year group age related outcomes) are used to track the progress of pupils against targets set. Progress against targets is recorded by teachers and marking advises pupils in next steps. Monitoring of progress against targets informs weekly guided writing sessions and regular 1:1 or small group interventions

A piece of writing is set and marked as an assessment piece regularly to review pupils' progress against age-related expectations.

Monitoring

Half termly writing assessment results are reviewed by the Head Teacher and English Co-ordinator on a termly basis to monitor progress towards end of year targets. Outcomes help to inform termly pupil progress meetings with each teacher. Samples of written work are also moderated as part of the monitoring process.

Planning

We seek to ensure that planning delivers the requirements of The National Curriculum for England 2014, is suited to the needs of particular groups of pupils and provides a creative, enjoyable sequence of learning in oracy, reading and writing, culminating in weekly opportunities for extended writing. Our planning ensures that:

- There is a clear focus on outcomes
- There are appropriate and achievable learning objectives for all pupils
- Addresses the needs pupils work below or above age-related expectations
- Teaching is differentiated by task, where appropriate

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- There is continuity and progression in pupils' learning
- There is balanced coverage of word, sentence and text-level learning
- There are opportunities for pupils to reflect upon their own progress
- Draws links with other areas of the curriculum, where appropriate.

To ensure all of the above, planning will consist of:

Long Term Planning:

We have adopted the National Curriculum for England 2014 as our framework of skills to be taught. Each year group has its own English Map for reference.

Short term Planning: This is detailed on a weekly planning sheet and outlines the skills taught and the texts chosen to enable that teaching. It includes the learning objectives (taken from the National Curriculum for England 2014) the methods of teaching, the resources which will be used and the group/individual, differentiated activities which will be undertaken, as well as evaluation.

Cross curricular links

English, by nature, is a cross curricular subject. Where appropriate, written tasks in other subject areas are used for the teaching of specific English skills (e.g. report writing in Science, instruction writing in Geography, letter writing in History). These are included in English planning and/or cross curricular thematic planning.

Wherever possible, ICT is employed to enhance the English curriculum.

Assessment

Assessment is a vital aspect of an efficient and effective teaching policy. Therefore, it should be a continual and integral part of the planning and delivery of the curriculum.

Short-term assessment is used to guide the progress of individual pupils in English. This is carried out informally by teachers in the course of their teaching. It takes the form of various AFL techniques, such as observation and feedback during the learning process, self and peer assessment. Feedback, both verbal and written, celebrates good practise and suggests specific steps for further progression.

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Medium-term formal assessment is carried out each term in reading and writing to review pupils' progress in relation to key objectives and targets.

Pupils are involved in setting their own targets and meet with their teacher regularly to review progress. Foundation Stage Practitioners continually assess pupils' progress using the Foundation Stage Profile.

Feedback to pupils

Feedback to pupils about their progress in English is achieved through discussion during the learning process, marking of work and discussion of progress following marking.

Effective marking:

- Aims to help pupils learn and comments are intended to be constructive, positive and forward-looking
- Is often undertaken while a task is being carried out through discussion between teacher and child and is appropriate to age and ability
- Is used sensitively and with discretion so that pupils assimilate a limited number of corrections at one time - this varies with age and ability
- Informs discussion with pupils in relation to personal targets.

Reporting

At the end of each school year, pupils receive a written report which outlines their progress and targets. Parents are welcomed to evenings every term to discuss progress. At the end of each key stage, levels are reported to parents. Each year, information about the pupils (including targets) is passed to the next teacher. Foundation Stage Practitioners use the Foundation Stage Profile to report on progress.

3. Impact - how are we making a difference?

Our well-constructed and well-taught curriculum, which has a focus on high expectations for Reading and Writing, has led to great results. Our results are a reflection of how our children are achieving in the curriculum.

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National assessments are useful indicators of the outcomes our children achieve and reading and writing results are strong year on year.

We ensure all groups of children are given the opportunity to succeed in English: whether we enhance their cultural capital or recognise any potential barriers they may have. To be lifelong readers and writers we strive to ensure that our children are equipped with the skills (through a growth mindset approach) to read and write fluently and enjoy reading and writing. We measure impact through the following:

- Pupil Voice
- Pupil Progress Meetings with Teachers
- Progress and attainment evident in children's books and record of experiences
- Reading and Writing results and data

4. Equal Opportunities

Special Needs Provision

All pupils at Queen's Park C.E/U.R.C. Primary School have equal access to a broad and balanced English curriculum. Pupils identified as having Special Educational Needs in English are brought to the attention of the Special Needs Co-ordinator and appropriate intervention and support is offered. Individual Education Plans are provided, as appropriate.

Differentiated materials are available for pupils with additional requirements. Children on modified curriculums are tracked on B-Squared. See appendices below for the four areas of need.

Use of additional adults

The work of Teaching Assistants at Queen's Park C.E/U.R.C. Primary School is very much focused on helping teachers to bring about progress in learning. Their time is carefully timetabled to ensure individuals or groups of children receive support within the English curriculum.

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5. Organisation

Key Stage 1	
Read Write Inc.	5 sessions per week, 45 minutes per session
English	5 sessions per week, 45 minutes per session
Guided Reading	4 sessions per week, 30 minutes per session
Drop Everything & Read	4 sessions per week, 15 minutes per session
Story time	4 sessions per week, 15 minutes per session

n.b. Reading, Writing & Oracy will also take place in other areas of the curriculum. Children are heard read by an adult during the school day.

Key Stage 2	
English	5 sessions per week, 1 hour per session
Guided Reading	4 sessions per week, 30 minutes per session
Drop Everything & Read	4 sessions per week, 15 minutes per session
Independent Reading / Story time	4 sessions per week, 15 minutes per session

n.b. Reading, Writing and Oracy will also take place in other areas of the curriculum. Children are heard read by an adult during the school day.

6. Homework

Homework

Homework is set on a regular basis to support the English curriculum. All pupils are expected to read regularly, Key Stage 1 and 2 pupils are expected to learn weekly spellings (National Curriculum 2014) and written homework varies according to year group (see Homework Policy).

7. Roles and Responsibilities

Developing and Monitoring the Curriculum - the role of the English Leader

The English Leader is responsible for the development and monitoring of the English Curriculum. She is available to help with planning and teaching and learning in English. She is also responsible for updating the English Policy and leading curriculum development work in English, as dictated by

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the School Improvement Plan. In order to improve current provision, the Leader:

- Takes the lead in policy development
- Attends LA and other courses and disseminates the contents at school Inset Meetings
- Leads the development of whole-school approaches to English teaching and shares best practice.
- Monitors teachers' planning and pupils' books and engages in team teaching with colleagues.
- Organises outside speakers and visitors, where appropriate, to further staff development
- Helps track the progress of pupils after testing using termly assessment and SATS results
- Takes responsibility for monitoring resources and the purchase of new equipment.

8. Other Documents and Appendices

Four Areas of Need: Potential Barriers in English (Speaking and Listening/Writing)

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
<u>Speaking and listening tasks</u> <ul style="list-style-type: none"> • Verbally taking part • Processing of verbal/non-verbal information • Interaction with others during any question/answer task or group work (difficulties including taking turns, sharing ideas, understanding others ideas) 	<u>Speaking and listening tasks</u> <ul style="list-style-type: none"> • Concentrating on task and concentrating when others are sharing ideas. • Lack of structure/change of routine in these lessons causing escalation in impulsive behaviour. • Lack of understanding of social expectations in group work/rules of a game 	<u>Speaking and listening tasks</u> <ul style="list-style-type: none"> • Difficulty in taking part in group tasks - withdrawn/wanting to be alone • Hyperactivity/impulsivity or concentration - struggles with maintaining attention/turn taking • Immature social skills may make accessing group tasks/whole 	<u>Speaking and listening tasks:</u> <ul style="list-style-type: none"> • Hearing difficulties impact on ability to hear but possibly also impacting speech • Speech difficulties leading to frustration when participating/others finding them difficult to understand. • Colour blind difficulty engaging with tasks • Gross motor difficulties making it difficult to complete tasks in

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- Seeing other people's point of view - accepting it!
- Following instructions to complete speaking and listening tasks (particularly verbal instructions)
- Getting into character/being someone else/understanding others opinions
- Word finding difficulties to communicate ideas
- Responding to instructions in time in a game/speaking and listening activity - e.g. quickfire games

Writing

- Understanding spoken modelling/spoken instructions - too much teacher talk.
- Chunking tasks - following

- Difficulty decoding any written instructions/resources (e.g. use of a script).
- Difficulty with inferring information from a text or a visual in order to complete the task.
- Low self-esteem impacting on confidence when completing speaking and listening task (may appear as a reluctance to engage).
- Visual spatial difficulties - processing of information from verbal cues/drama/action in a task
- Difficulty processing language particularly at pace - causing difficulty to respond.
- Difficulty with sequencing
- Poor balance/co-ordination may impact on drama skills.

class tasks difficult.

- Likely to disrupt other's learning in group/whole class tasks
- May require explicit teaching of social skills before even being able to engage with a group task.
- Difficulty with engaging in the role of another character/exploring emotions of another character
- Refusal to participate

Writing

- Difficulty maintaining attention during modelling and extended writing

speaking and listening activities

- Fine motor difficulties making recording ideas difficult - reluctant to write.
- Sensory impairments impacting inference skills- e.g. answering questions about senses in a setting description
- Overload in sensory input resulting in disengagement/behaviour escalation/survival mode.
- Refusal to wear costumes etc in speaking and listening tasks due to sensory input.

Writing

- Hearing difficulties resulting to lost learning
- Speech difficulties impacting writing/spelling/sentence structure (see communication and language)
- Eyesight difficulties - impact on writing

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<p>instructions at speed to complete chunking tasks.</p> <ul style="list-style-type: none"> • Writing imaginatively - thinking in character/imagining what a place would be like. • Inferring information from texts and pictures to inform writing (e.g. use this picture to tell me what might be happening) • Word finding (particularly with subject specific or new vocab) • Delay in responding to visual cues (impacting on speed of lesson when chunking) • Expressing thoughts and ideas through writing. • Learning and applying new vocabulary into lessons. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Poor concentration impacting ability to write for sustained amount of time/concentration in inputs with lots of teacher talk. • Impulsive behaviour impacting on learning when teaching. Can also result in "randomness" of writing. • Easily bored so possibly reluctant to engage in writing for sustained periods of time. • Difficulty with basics in Literacy/gaps in learning impacting ability to access curriculum • Difficulty with phonics/decoding - writing may be difficult to read/difficult to read ideas for writing on board/ reluctance to write/unable to read own writing back and edit work. • Letter reversal - increased frustration when writing, difficulty with joining letters, difficulty 	<ul style="list-style-type: none"> • Impulsivity impacting sentence structure (missing words/random sentences) • Difficulty to engage in character • May become over emotional to the content of a text (particular one which provokes an emotional response) • Likely to disrupt learning of other when not engaged. • Refusal to complete task. 	<p>in different colours, handwriting, following text, unable to write on margin consistently.</p> <ul style="list-style-type: none"> • Fine motor difficulties impacting letter formation - writing illegible/ painful to write/frustration • Mobility difficulties impacting posture when writing - impact on handwriting. • Sensory impairments impacting on behaviour in lesson, engagement in lesson, engagement in video clips etc, pain when holding pencil • Overload in sensory input resulting in disengagement/behaviour escalation/survival mode.
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	<p>with reading own writing back, difficulty with spelling</p> <ul style="list-style-type: none"> • Low self-esteem - reluctance to write/engage in lesson • Difficulty with copying - limited use of collected vocab on board, inaccuracies in writing date/aim 		
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Four Areas of Need: Potential Barriers in English (Reading)

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> • Verbally taking part in reading activities (e.g. reading aloud or with a partner) • Processing of verbal/non-verbal information of reading comprehension questions • Interaction with others during any question/answer task or group work during the 'TTYP' section of Guided Reading lesson • Seeing other people's point of view. This may be an 	<ul style="list-style-type: none"> • Concentrating on task and concentrating when others are reading aloud or sharing answers. • Lack of understanding of social expectations in group work during TTYP sections / group work • Difficulty decoding texts and questions • Difficulty with inferring information from a text • Low self-esteem impacting on confidence 	<ul style="list-style-type: none"> • Immature social skills may make accessing the pitch of the text really difficult • Likely to disrupt other's learning in group/whole class tasks • May require explicit teaching of social skills before even being able to engage with a group task. • Difficulty with engaging in the role of another character/exploring emotions of another character • Refusal to participate • Difficulty maintaining 	<ul style="list-style-type: none"> • Hearing difficulties impact on ability to hear but possibly also impacting speech • Speech difficulties leading to frustration when participating/others finding them difficult to understand. • Colour blind difficulty engaging with tasks • Gross motor difficulties making it difficult to complete tasks in reading activities • Fine motor difficulties making recording ideas difficulties - reluctant to write. • Sensory impairments impacting inference skills • Overload in sensory input resulting in disengagement/behavi

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<p>issue in 'PJ' (Point & Justify questions)</p> <ul style="list-style-type: none"> • Inference questions may be difficult - further intervention or modelling may be needed • Following instructions to complete reading tasks (particularly verbal instructions) • Word finding difficulties to communicate ideas during the 'vocabulary check' section of lesson • Responding to instructions in time e.g. fastest finger first in vocab/dictionary work • Understanding spoken modelling/spoken instructions - too much teacher talk during 'Ask The Teacher' • Inferring information from texts • Delay in responding to visual cues (impacting on speed of lesson when 	<p>when reading (may appear as a reluctance to engage).</p> <ul style="list-style-type: none"> • Visual spatial difficulties - when looking at a text and then looking at questions / writing out answers to questions • Difficulty processing language / vocab in a text - causing difficulty to respond. • Difficulty with sequencing • Poor concentration impacting ability to access the whole reading text or the reading activity • Easily bored so possibly reluctant to engage in reading for sustained periods of time. • Difficulty with basics in Literacy/gaps in learning impacting ability to access curriculum • Difficulty with phonics/decoding 	<p>attention during modelling and extended writing</p> <ul style="list-style-type: none"> • Impulsivity impacting sentence structure (missing words/random sentences) • Difficulty to engage in character • May become over emotional to the content of a text (particular one which provokes an emotional response) • Likely to disrupt learning of other when not engaged. • Refusal to complete task. 	<p>our escalation/survival mode.</p> <ul style="list-style-type: none"> • Hearing difficulties resulting to lost learning • Speech difficulties impacting on reading aloud • Eyesight difficulties - impact on reading or following/tracking the words • Mobility difficulties impacting posture when reading at length • Sensory impairments impacting on behaviour in lesson, engagement in lesson, engagement in video clips etc, pain when holding pencil • Overload in sensory input resulting in disengagement/behaviour our escalation/survival mode.
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<p>following GR structure)</p> <ul style="list-style-type: none"> • Learning and applying new vocabulary into answers. 	<ul style="list-style-type: none"> • Difficulty reading certain fonts • Difficulty reading their own handwriting when writing answers • Low self-esteem - reluctance to write/engage in lesson 		
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