

September 2016



**Edna G Olds Academy**

**A L.E.A.D. Academy**

# **English Policy 2016/2017**

## Edna G Olds Academy

### English Policy

This policy reflects the school's values, philosophy and mission statement in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on planning, teaching and assessment.

This document has been prepared in consultation and discussion with all teaching staff, together with the Governing Body, at Edna G. Olds Academy.

It has been produced for all teaching staff, non-teaching staff and school governors.

### Teaching Methods and Organisation

#### Approaches to Speaking and Listening

The four strands of Speaking and Listening: Speaking; Listening and Responding, Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

#### Approaches to Reading

##### Shared Reading

This is regularly undertaken during lessons across the curriculum. The school has a wide range of fiction, non-fiction and big books to use. Children are also encouraged to bring in their own books to share (for example 'My Favourite Book' event).

##### Guided Reading

All classes use the Guided Reading age related expectation non-negotiables during Guided Reading. The children's names are written across the top of the assessment grid, and the sheet is out during the session. As the teacher / teaching assistant listens to readers in this time, they assess the child's progress against a few of the objectives (you may be focusing on 3 in one session, or just one if it's quite a 'big' objective).

When the child achieves that objective, give them a tick. When they get 3 ticks in a box (over 3 sessions), please highlight that objective as having been achieved in the age related expectations which are stuck in the back of the reading diary. This will ensure parents and children are aware of the child's next target.

**KS1:** There are boxes of banded guided reading books in the cupboard in the computing suite. These books are used for guided reading sessions, with teachers ensuring the book set they have chosen matches the colour band of the children in that group. Rather than using the whole text, the teacher will photocopy a relevant part of the book to focus on. Non-fiction texts are to be included regularly, using the resources on the server.

**KS2:** Guided Reading texts for every year group in KS2 are available on the server: Please go to 'Planning 2016-2017' > 'English' > 'Guided Reading Texts' and select the appropriate year group. Please be aware that some children may be working on texts from the year group below/above according to their ability – this information should be passed up from the previous class teacher.

### Independent Reading

In every class, there are 2 sets of books: a set of banded books and a collection of non-banded books. Non-banded books are available in the reading corner. Banded books may be held elsewhere in the classroom, available to children when they are changing their books. (These books will need to be swapped occasionally with those in the library to avoid children having read them all).

Every child must know which colour band they are on. They must have a banded reading book which they take home. This is changed when it has been read. Children may also select a non-banded book to take home if they wish to. This will be particularly important for upper KS2, when they will not be able to read a whole non-banded book in their time in the reading corner, and so may wish to continue reading it at home.

Whenever teachers / teaching assistants listen to readers in class, they listen to them read the **banded** book. This means they will be able to continually assess whether the child is ready for the next band. This will also contribute to a current knowledge of their reading progression/sub-level.

Non-banded can be chosen and changed as children want but it's the **banded** books that must be read at home and changed regularly (ideally this would be daily, if the child is reading every night).

Every class keeps a record of who has read every night during the week. This is converted to a percentage and shared in Monday morning's assembly. The class with the highest percentage will get marbles in their jar. Children who have read each night are given one of the "I read every night" stickers.

### Paired Reading – Reading Buddies

This scheme targets underperforming children who do not read at home regularly and is currently overseen by Mr Blackwell. One child is selected in each year group. Willing and responsible Year 6 children are selected and given this key responsibility at lunch times. They are helping to promote reading in younger children. They are all competent readers, who show suitable qualities such as patience. Each Year 6 is given a child to work with, in a lower year. At the beginning of lunch break 3 days a week (Mon, Tues, Wed), they collect their assigned child and listen to them read their current school reading book for 10-15 minutes. Each reading buddy is told the target their child is working on, so they can ask focused questions during reading. The English Co-ordinator has modelled how to listen to a child read, asking questions and how/when to correct a child. The reading buddies make a comment in each child's reading diary relating to how well they had read and ideally related to their target too. This is overseen by Mr Blackwell.

## Phonics

### **Foundation Stage Phonics**

In the Foundation Stage, Phonics is taught on a daily basis through the CLL program. F1 is drip fed throughout the curriculum with some specific teaching. This also follows the CLL program, initially using Rhythm, Rhyme and Robot.

### **KS1 Phonics**

Children in Y1 and 2 are split into phases (from Phase 1 to Phase 6). This means they are grouped in terms of ability, so groups may have Year 1 and Year 2 children in, according to need. There is a daily 20 minute session of phonics every morning. LCP planning is used (accessible on server), which follows the Letters and Sounds framework. The planning is used alongside the Letters and Sounds book.

Every member of staff in Year 1 and 2 has a group of children in a particular phase. The children are put into phases at the start of Year 1 in discussion with Reception staff, to ensure there is continuation. These groups are quite fluid - staff regularly discuss children's progress and children are moved up or down phases as needed. Children achieving below age-related expectations receive targeted extra support in intervention groups.

Phonics sessions in KS1 usually follow this format:

1. Revisit of letters / high frequency words / tricky words (cards used)
2. Teach: Introduction of today's focus (eg. specific letter / sound)
3. Practise: Reading of words involving today's focus as a group. Words are shown on cards or written on IWB, then sounded out using sound buttons.
4. Apply: Today's learning is applied through writing. First the word is 'chopped up', for example with 'robot arms', then all children write it. Workbooks and pens are used.

The above format can vary slightly depending on the phase (for example, phase 1 involves listening walks and musical instruments).

Certain games are also played as recommended in LCP Planning, for example 'Buried Treasure' or 'Match the Picture' - these can be found on the Phonics Play website.

### **KS2 Phonics**

Children who still need phonics support in KS2 are taught in impact groups twice a week. There is a group for Y3 and Y4, and one for Y5 and Y6. This follows the same planning as KS1 - LCP planning alongside the Letters and Sounds book.

### Spellings

KS2 follow whole school spelling planning. There are two discrete spelling lessons taught every week. The children are tested on the week's spelling pattern once a week. Planning is available for each KS2 year group on the server – please see 'Planning 2015-2016' > 'English' > 'Spelling' and appropriate year group.

In KS1, spellings are taught through daily phonics sessions.

### Listening to Readers

Every child must be listened to twice a week – once by the teacher and once by the teaching assistant. Each time, a comment must be entered into the reading diary, which relates to one of the learning objectives on the assessment sheet currently being used. As previously stated, it must be the banded book that the child is currently on which they read with their parent and the staff member.

### Other

All classes have 3-3.15 pm as 'story time'.

A class visits Lenton library every week. Each child can choose a book to bring back to school. Classes also attend other events regularly at the library, such as author visits or librarian led activities. A risk assessment must be completed (General and Walking) before any library visit.

The school holds a Scholastic book fair twice a year.

### Book Bands & NC Levels used by Edna G Olds Academy

*This is a guide to how National Curriculum age expectations match up to reading bands.*

<b><u>Band</u></b>	<b><u>Expectation</u></b>
Lilac (wordless)	F.S. Emerging
Pink	F.S. Emerging
Red	F.S. Expected
Yellow	F.S. Exceeding
Blue	Y1 Emerging
Green	Y1 Expected
Orange	Y1 Exceeding
Turquoise	Y2 Emerging
Purple	Y2 Expected
Gold	Y2 Expected (+)
White	Y2 Exceeding
Lime	Y3 Emerging
Red/Brown	Y3 Expected

Yellow/Brown	Y3 Exceeding
Green/Brown	Y4 Emerging
Red/Grey	Y4 Expected
Yellow/Grey	Y4 Exceeding
Green/Grey	Y5 Emerging
Red/Blue	Y5 Expected
Yellow/Blue	Y5 Exceeding
Green/Blue	Y6 Emerging
Red/Red	Y6 Expected
Yellow/Red	Y6 Expected (+)
Green/Red	Y6 Exceeding

### **Approaches to Writing**

#### Emergent Writing

There are opportunities for mark making indoors and outdoors and in different areas of the class through the Foundation Stage. They start with pencil control and work towards independent writing. Lots of malleable resources are used. There is formal handwriting and English where writing is modelled.

In Year 1 and 2, there is a writing corner where children can write for a given purpose. They can also choose and plan to write for their own purposes. A range of resources are provided, such as different types of paper and pens.

#### Creative Writing

Creative writing is completed by all years every Monday. An input is given, then children write independently. Special paper is used for creative writing, and work is kept in Creative Writing folders. Children know this must be their very best work. It is marked according to their targets and feedback is always given so children know what they need to improve on. The focus of each creative writing (for example, instructions, report writing) is planned in advance so it does not coincide with the unit being taught that week, but rather serves to keep children continually writing in different genres.

Further to this, each child has an 'Assessment Book' which follows them through the school. A piece of independent writing should be completed in this every half term. This work should be assessed, and the highlighted age related expectations stuck in next to the work.

#### Handwriting

There is a new whole school handwriting scheme called 'Letter Join'. Every teacher has their own log in, which provides resources. This uses the cursive font style, which is to be taught from Reception

and through the school. Handwriting is taught weekly in a formal lesson and related homework is provided every Wednesday.

### **Punctuation and Grammar**

Punctuation and grammar are taught as part of daily English lessons, ensuring that children have the key skills and understanding to be able to apply their use of grammar and punctuation to their writing. Teachers track children's understanding and development of grammar and punctuation by using clear non-negotiable age related expectations.

### **Linking English to the curriculum**

The curriculum is organised in themes. English units are linked in with these themes, which are planned in advance. Across school, there should be a piece of writing completed in Topic books every week. It is up to the teacher whether the text type is related to a current English unit (eg. non-chronological reports) or a unit that has been taught previously but fits well with the current topic. Children's English targets are also transferred into foundation subjects and their writing is regularly monitored to ensure it matches the ability they show in literacy lessons.

### **Homework**

KS1 receive a comprehension homework on a Monday, and a handwriting homework on a Wednesday. However, at the start of Year 1, comprehensions may be completed in class and a phonics related homework given on a Monday. The comprehension homework is phased in through the year.

KS2 receive a Collins comprehension homework on a Monday and a handwriting homework on a Wednesday. They also receive a spelling homework which is to be returned on a Friday.

### **Cover sheets**

Cover sheets are stuck in English books at the start of each new unit. They outline the current unit and the objectives. A copy of the current sheet is also sent home to parents. English objectives are also transferred onto topic cover sheets in foundation books.

### **Marking and Targets**

English books must be marked according to the school marking policy. Marking is used to inform future planning and targets. In KS1, verbal feedback may be given, in which case a (v) will be written. Children are encouraged to respond to marking feedback.

All children have a non-negotiable age related English overview stuck in the front of their English books. The children use the non-negotiables to set themselves targets to focus on.

### **The Role of the Subject Leader**

The subject leader will be responsible for improving the standards of teaching and learning in English through:

- Taking the lead in policy development and the production of schemes of work auditing

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- and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with developments in English and disseminate information to colleagues as appropriate
- Monitoring the delivery of the English Curriculum and advising the Headteacher on any action needed
- Monitoring and evaluating pupil progress and the quality of the Learning Environment

### Review

This policy will be reviewed as appropriate in response to local or national initiatives, evaluation of monitoring procedures and as detailed in the school improvement plan.

Regular reports are made to the governors on the progress of English provision.