



## The Fairlawn and Haseltine Federation English Policy 2017-18

### Overview

At the Fairlawn and Haseltine Federation, we believe that literacy and communication are key life skills. Through the English curriculum, we help children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language, and equip them with the skills to become life-long learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all of our children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development, it plays an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

### Purpose

- **To promote a shared love and understanding of English;**
- **To establish an entitlement for all pupils;**
- **To establish high expectations for teachers and pupils;**
- **To promote continuity and coherence across the federation.**

### Content

This policy consists of key paragraphs that explain how English is taught and appendices that give further guidance about:

- Reading – appendix 1
- Writing – appendix 2
- Speaking and listening – appendix 3
- Spelling and Phonics – appendix 4
- Characteristics of effective teaching for learning – appendix 5. Please also see our Teaching for Learning Policies.

## **Aims**

To encourage children to:

- be effective, enthusiastic and competent communicators and good listeners;

- express opinions, articulate feelings and formulate responses to a range of texts (both fiction and non-fiction) using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy, engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of English;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written learning.

### **Expectations**

By the time children leave our schools, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding in a range of situations. We want every child to take pleasure in reading across a range of genres and to have a strong motivation to read for a variety of purposes.

We expect every child to be appropriately challenged at all times and to therefore make outstanding progress over time.

### **Time Allocation**

The time allocated for English is in line with recommendations for both key stages. This amounts to 7.5 hours per week in both key stages.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum.

### **Teaching for Learning**

#### **Planning**

The new National Curriculum 2014 forms the basis of our school curriculum documents, and informs our teaching for learning. All children receive at least the minimum entitlement of a daily English

lesson. Teachers work towards independent learning and plan for learner's needs. Teachers use a range of imaginative teaching strategies to engage all learners.

Teachers use the schools' English Curriculum, which incorporates the National Curriculum 2014, as a starting point for creating their medium term literacy plans. These medium term plans follow the five stages of our English teaching sequence (see appendix 2). These plans are used as the basis for short term planning and are adapted according to the needs of the children. The length of a unit may vary. Teachers plan closely with year group colleagues within each of our schools to ensure consistency of opportunity for all children.

Clear learning objectives are set for each session and are shared with pupils in the form of a learning question. Teachers personalise learning according to the needs of the pupils and use a range of quality first teaching strategies for targeted support.

English skills are encouraged and developed across our curriculum, and links are made where appropriate.

Technology is used where it enhances, extends and complements English teaching for learning.

Additional adults may be used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals. The teacher is always accountable for the learning and progress of the children in their class or set.

Through a shared commitment to providing personalised learning and achieving challenge for all within an inclusive framework, it is our expectation that all children will make rapid, sustained and consistent progress. As such, all children receive quality first teaching on a daily basis.

### **Assessment, Recording and Reporting**

Assessments are made in line with our assessment policies.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. During sessions, our model of teaching for learning places assessment for learning at the centre of all intervention. Because of this, it is expected that teacher's assessments will move children forwards in their learning in every lesson.

Group or individual targets are set according to need and in line with the curriculum. These are arrived at as the result of a dialogue between teacher and learner. Children are supported in making progress towards these targets.

Marking is in line with our marking and feedback policies. Children are also involved in generating their own success criteria and are encouraged to review their progress towards these through self, peer and teacher assessment.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of all pupils. These records support teaching staff in making summative assessments and maintaining relevant data on the children they teach. This data, in turn, informs future learning to ensure progress is made by all.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in our schools or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English Subject Leaders will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English Subject Leaders lead or organise school-based training.

Individual members of teaching staff are responsible for their own CPD needs, and may use their allocated CPD time to develop a specific area of their subject knowledge or teaching for learning strategies.

Additional adults who are involved in the children's learning will receive appropriate training that may be school-based or part of central training.

### **Resources and Accommodation**

A comprehensive range of resources is available in our schools. Every class has a selection of reference books, e.g. dictionaries, thesauri etc. and a class library.

Teacher resources are located in classrooms. Guided reading books and whole class texts are kept in either the staffroom or classrooms at Fairlawn and in the KS1 corridor, SEN room, storage on the top floor and classrooms at Haseltine. These books are mostly banded according to the IoE book band system.

At Haseltine, the school library contains a range of fiction and non-fiction books, and is affiliated with Lewisham Library Services. All children are expected to have a library card and to access these resources.

### **Monitoring and Evaluation**

The Executive Headteacher, Headteachers, Assistant Heads, the English Leaders, Assessment Leaders and teachers monitor English. Having identified priorities, the SLT and English Leaders construct an action plan that links to the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place, e.g. classroom observation, learning walks, planning scrutiny, book looks etc.

### **Review**

**Policy written by:** Richard Newsome (English Leader at Haseltine), Will Kirner (KS2 Literacy Leader at Fairlawn) and Sarah McIntosh (KS1 Literacy Leader at Fairlawn).

## **Appendix 1 - Reading**

### **Aims**

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning in all curriculum areas;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding;
- develop different strategies for approaching reading and to be able to orchestrate the full range of strategies.

### **Entitlement**

Pupils have access to a wide range of reading opportunities that include:

- guided reading;
- shared reading;
- whole class reading;
- regular independent reading for pleasure;
- home/school reading;
- hearing books read aloud;
- selecting own choice of texts, including ICT texts;
- reading in other subjects, including ICT texts.

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, accessing the class library at both schools, and, at Haseltine, for accessing the school library, listening to whole class stories and research linked to other subjects.

### **Teaching for Learning**

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with texts in a variety of ways.

In shared reading, the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised

by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

During whole class reading sessions the text chosen is appropriate for the relevant year group. All children are exposed to quality texts that are pitched at the expected standards. Within sessions core reading skills are taught explicitly.

Children are given the opportunity to engage in independent activities planned by the teacher during reading sessions in KS1. The focus for this reading is to support fluency, provide practice and develop personal response to text as well as a range of comprehension skills.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher or additional adult for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age appropriate objectives, they may receive additional reading interventions to ensure rapid progress.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language-rich, and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading in their reading record if required.

Please refer to individual school curriculum documents for precise details in current approaches.

### **Reading Frequency**

All teachers are responsible for targeting children's fluency and TAs or LSAs hear focus children read on additional occasions throughout the week where necessary. In KS1 teachers add a written comment in children's reading records when they read with them individually and update their own records on a regular basis. Our curriculum documents give further guidance on the necessary content of these comments.

### **Resources**

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts.

## **Appendix 2 - Writing**

### **Aims**

Children should learn to:

- write in different contexts and for different purposes and audiences;
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling;
- plan, draft and edit their writing to suit the purpose;
- use technology as a medium for presenting learning and manipulating text;
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation;
- be creative, imaginative writers, using these skills to explore the world around them.

### **Entitlement**

Pupils have access to a wide range of writing opportunities that include:

- shared writing;
- guided writing;
- independent writing;
- writing different text types and narrative styles;
- writing in different curriculum areas;
- handwriting practice;
- collaborative writing;
- writing related to own experiences and enjoyment;
- writing from a variety of stimuli;
- planning, drafting, editing and presenting;
- using ICT.

### **Teaching for Learning**

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

The five phase teaching sequence for writing will be used as a framework. Further details are given in curriculum documents.

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to learning being undertaken in other areas should also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are personalised through the use of writing frames, scaffolds, word banks, collaborative learning and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

### **Handwriting**

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. Our children are taught a fully cursive script. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers, learning support assistants and teaching assistants model the school handwriting style at all times, i.e. when writing on the board or in children's books.

By the end of Key Stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

### **Resources**

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised, and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries and thesauri.

Teacher resources are kept in classrooms and shared between parallel year groups, or are located centrally for shared access.

## Appendix 3 – Spoken Language

### Aims

Children need to be able to:

- communicate effectively, speaking with increasing confidence, clarity and fluency;
- participate in discussions and debate in a variety of contexts;
- listen to the views, opinions and ideas of others with increased interest;
- articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience;
- respond to questions and opinions appropriately;
- re-tell stories and poems which are known by heart;
- ask questions with increasing relevance and insight.

### Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- talking about their own experiences, recounting events;
- participating in discussion and debate;
- talk for writing;
- re-telling stories and poems;
- expressing opinions and justifying ideas;
- listening to stories read aloud;
- presenting ideas to different audiences;
- taking part in school performances;
- responding to different kinds of texts;
- talking to visitors in school;
- listening to ideas and opinions of adults and peers;
- role-play and other drama activities across the curriculum;
- using dramatic techniques, including acting in role to explore ideas and texts;
- creating, sharing and evaluating ideas and understanding through drama.

### Teaching for Learning

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of **Standard English**.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc. This approach may be used to particular success in reciprocal reading sessions.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, learning collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language is a focus across the curriculum and across the school day in a variety of settings.

**Resources:**

Teachers have access to a range of resources for Spoken Language activities. These are kept in classrooms.

## **Appendix 4 – Spelling and Phonics**

### **Aims**

Children should be able to:

- blend and segment sounds easily;
- learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading;
- spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information;
- use a range of approaches to learn and spell irregular words.

### **Entitlement**

Pupils have access to a range of phonics opportunities that include at EYFS and KS1:

- whole class teaching of specific spelling patterns;
- daily discrete phonics teaching;
- using phonics knowledge in real life contexts;
- applying skills in cross-curricular contexts;

These include at KS2:

- whole class teaching of specific spelling conventions and rules;
- discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified;
- using phonological knowledge in real life contexts;
- applying skills in cross curricular contexts.

### **Teaching for Learning**

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds and / or The National Curriculum 2014 Spelling Guidance as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the words included on word lists for their particular year group.

### **Spelling Home Learning**

KS1 – Between 5 and 10 spellings per week, with Year 1 teachers deciding when in the year the children are ready for this;

KS2 – Normally 10 spellings per week.

Spellings may be taken from the Letters and Sounds document, the differentiated lists from Weekly Spelling Lists or based on spelling patterns being learnt in class. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose. Children with specific learning needs relating to spelling may be exempt from regular testing as this may diminish motivation.

### **Resources**

Letters and Sounds and No Nonsense Spelling are saved centrally on the system. Each class is provided with a range of games, including Scrabble and Bananagrams. Additionally, iPad apps may be downloaded to support the teaching of spelling and phonics.

## **Appendix 5 - Some Characteristics of Effective Teaching for Learning**

### **Spoken Language**

Children:

- feel their ideas and opinions are valued;
- listen to verbal instructions;
- offer ideas and opinions which may differ from others;
- verbalise ideas in a variety of situations;
- ask and answer questions appropriately;
- think before they speak;
- appreciate opinions of others;
- speak aloud with confidence for the appropriate audience;
- communicate collaboratively.

All Staff:

- plan for speaking and listening;
- speak clearly;
- listen;
- consider oral outcomes;
- encourage discussion, debate and role play;
- value and build on pupils' contributions;
- understand how to develop skills progressively;
- use resources effectively;
- set realistic goals;
- use a range of approaches.

### **Reading**

Children:

- enjoy reading;
- are motivated to read a variety of genres for a range of purposes;
- have access to a range of stimulating books;
- enjoy reading at their level;
- talk about reading and reading material;
- use a range of comprehension strategies to engage with text.

All Staff:

- enjoy reading;
- offer a range of reading opportunities;
- encourage independence;
- read to children;
- teach the full range of reading strategies;
- understand the progression of skills in reading development;
- plan for shared and guided reading;
- monitor independent reading;
- promote reading for pleasure and as a life skill;
- use reading in other subjects to consolidate skills;
- maintain home/school links.

## Writing

Children:

- enjoy writing;
- take pride in their writing and know when different writing styles are appropriate;
- understand why they are writing;
- experiment and draft ideas;
- talk about what they are going to write (orally rehearse);
- are confident to share ideas with others;
- write for different audiences and purposes;
- use a variety of sentence types and structures;
- plan effectively;
- use support materials effectively;
- use ICT as a tool.

All Staff:

- enjoy writing;
- make clear links between reading and writing;
- offer a wide variety of writing opportunities, including handwriting practice;
- are confident in modelling the writing process with a high degree of technical accuracy;
- know key features of different text types and narrative styles;
- use modelling/scribing and supported composition;
- plan outcomes and clarify audience and purpose;
- provide equipment to allow children to achieve their best results;

- clearly outline objectives and targets;
- encourage children to self-correct and redraft learning;
- identify and use cross-curricular links;
- plan to use ICT in writing activities;
- provide prompts and scaffolds to support independence.