



Malpas Alport
Primary School

Malpas Alport Endowed Primary School

ENGLISH POLICY

At Malpas Alport we strive to provide a high-quality education in English. We 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 in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. We want all children to develop a passion for reading and we aim to ensure that all children have a love of books as well as being able to read independently. The use of a wide range of high quality, language rich texts, plays a key role in such development.

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, 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 in order 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
- At Malpas Alport, we place high value on reading and aim to develop a love of reading from a very young age. Every classroom has a class library with high quality books to choose from. There are several initiatives across the school to develop and promote a love of reading, including our 50 recommended reads for each year group. We also have links with our local library including going along to author visits.

READING

At Malpas Alport we aim to provide our children with the necessary knowledge, skills and understanding to both read fluently and understand what they have read. Our early reading curriculum includes a systematic, focused synthetic phonics programme (Read Write Inc). As a school we believe that reading and language skills are vital for a child's prospects at school and in life. Our aim is to teach all children to decode unfamiliar words by the time they leave Year 1. From Year 2 onwards, we aim to teach children to read with fluency, expression and understanding and to use what they have read to broaden their understanding of the wider curriculum. As a school, we strive to encourage and foster a love of reading. We encourage pupils to be able to answer with confidence and understanding when asked how reading can

impact them both now and in later life. We aim to create a love of reading, by sharing daily high quality books with our children, by reading to and with them, and by supporting our parents to make reading an enjoyable part of their daily routine.

We choose books that make our children think and question. Our books both reflect the community in which the children live and introduce them to lives different from their own. Children read widely across the curriculum, in all forms, including non-fiction books.

How our vision is translated into practice

At Malpas Alport Primary School we link reading and writing using a text based approach in our daily lessons. Our class text, and other books studied in class are used to enhance our language and love for story telling to further improve our own writing skills. Phonics is taught in groups which occur daily. Phonics provision is also supplemented by a wide range of speaking and listening, English, spelling and grammar activities.

We take children's interests into account when providing reading material and ensure the children have a voice. For children who are accessing our phonics scheme we ensure that their books directly match the stage at which they are on. Children further up the school follow the reading bands.

We celebrate and reward those children who "*strive for five*" and read five or more times a week.

Shared Reading

In KS2, children take part in regular reading response lessons as well as having the opportunity for silent reading time where teachers may listen to individual children read. Every class has a class text which is read to the whole class at the end of the day. English lessons are delivered and taught around a quality text selected by teachers and children. Children in lower KS2 are expected to read for 20 minutes a day at home and record this in their reading records.

In upper KS2 the teaching of reading focuses much more around developing comprehension skills. For those children who still need to develop reading fluency, more targeted reading sessions will take place.

Key Concepts

These are explored through different texts and text types appropriate to the age and ability of the child.

- **Word Reading:** Children are taught to apply their developing phonic knowledge to read fluently and accurately.
- **Comprehension:** Children are taught the skills to understand and question the texts which they are reading.

Pupils are taught a range of skills in order for them to understand texts through:

- **Vocabulary:** Children are exposed to increasingly adventurous vocabulary in order to widen their knowledge and understanding.
- **Inference:** Children are taught to draw conclusions based on their reading both explicit and implied information.

- **Prediction:** Using prior knowledge, children are taught to predict what may happen next.
- **Explain:** Using prior reading of the text, children are taught to explain events of the text.
- **Retrieve:** Children are taught to retrieve information quickly and accurately.
- **Summarise:** With precision and conciseness, children are taught how to give a statement of the main points in specific parts of paragraph.

WRITING

At Malpas Alport, our overarching aim is to equip children with the necessary knowledge, skills and understanding to communicate fluently and confidently for a range of purposes. We recognise that being able to write well is vital for a child's prospects at school and in life. We are determined to teach every child to write regardless of social and economic circumstances, ethnicity, language spoken at home, and most special educational needs or disabilities. We aim to ensure all of our children develop a genuine love of language and the written word through taking a text-based approach to teaching writing.

It is essential that teaching develops pupils' competence in the following two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary. You will find the end of year expectations for writing, reading and spoken language for each of our year groups in the attached documents. For further detail on the skills that your children are learning on a termly basis, please contact your class teacher.

Within writing sessions, children are taught a range of skills in order for them to develop as confident writers.

Planning – Looking at real texts, children are taught different features of types of text and how to plan both orally and written.

Structure – Children are taught to write cohesively within a range of texts.

Vocabulary – Using awareness of the reader, children are taught to use a range of adventurous language.

Grammar – Children are taught to construct sentences which are grammatically correct.

Punctuation – Children are taught to use accurate and increasingly higher level punctuation including punctuation to create specific effect.

Spelling – In accordance with their age and ability, children are taught different spelling strategies to improve their writing following the Pathway to Spell programme.

Handwriting – Children are taught to form letters correctly according to the school handwriting policy.

In measuring the impact, we will be looking for evidence that there is high quality writing throughout the school beginning with a firm foundation in EYFS. By the end of Key Stage One pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. By the end of KS2, we expect that the vast majority of our pupils are equipped with the writing skills they need to succeed at secondary school when they leave us. Pupils should be able to confidently talk about their work in writing lessons and apply age-appropriate skills and knowledge in their work. They should be willing to take risks and learn from their mistakes, showing both perseverance and resilience in developing their writing.

EYFS

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others

-Fine motor skills: hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

The books at the core of the Pathway units have been carefully selected to engage and inspire, and to provide plentiful opportunities for following the interests of pupils. The Plan, Do, Review model is followed to encourage child-initiated learning and to respond to the interests of the child, additional suggestions for which are included in each unit.

SPELLING

Contextualised grammar and punctuation objectives are taught as part of the Pathways To Write units. We use our knowledge of the mastery process to give children the opportunity to practise fluency, reasoning and application of grammar skills. We provide all children the opportunities to review, learn, practise and apply their grammar learning throughout the curriculum.

Further explicit grammar sessions (which link to the Pathways objectives) may also be planned in to ensure children master the most important grammar knowledge and skills for their year group. Any gaps in key skills from previous year groups are plugged to unblock learning and accelerate progress. With these building blocks in place, children are in a strong position to apply grammar in a range of contexts.

From Year 1, we follow a mastery approach to the teaching of spelling through the programme '*Pathways to Spell*'. It is a programme designed to deliver the statutory content of the Primary National Curriculum for spelling in key stages 1 and 2. Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proof-reading, the programme aims to develop children as proficient spellers.

As a school, we have moved away from weekly spelling lists and tests. Research suggests that most pupils do not benefit from weekly tests as they do not transfer their knowledge used in tests to their writing. At home, we would like parent/carer to encourage their child/ren to select activities from a multi-sensory 'spelling menu' to help practise and memorise common exception and statutory words. We suggest focusing on between 5 and 10 words each week. Over the term, pupils may also bring home some target words to practise that they have identified

through our daily lessons and their writing.

We regularly assess spellings to help identify areas of need along with giving children time to take ownership of their own spelling errors through proofreading or practising words from personal spelling logs.

HANDWRITING

(see separate handwriting policy)

Equal Opportunities:

At Malpas Alport Primary School we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class.

Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. Where identified some pupils are considered to require targeted support to enable them to work to age appropriate objectives.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention strategies include the use of IEPs, LSA support and support programmes, in particular Early Literacy Support (ELS) and precision teaching.

Gifted and talented children are identified and set suitable learning challenges. This can take the form of a variety of different activities, sometimes taken from subsequent year groups.

The needs of children with English as an additional language will be met through planning and support. This is supported by our Equal Opportunities Policy.

Assessment and Record Keeping:

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Ongoing assessment involves:

- Observing children at work, individually, in pairs, in a group, and in classes. -
- Questioning, talking and listening to children.
- Holding open discussions with children based around their work.

Children's progress is continually monitored and tracked throughout their time in school. Feedback must be given regularly in order to provide children with clear learning points and next steps to move them forward. This should be in line with the school's feedback and marking policy (marking codes for writing can be found here)

Writing will be moderated at least termly within and across teams and externally through The Literacy Company and cluster meetings

Staff Development

- Supported by the English Subject Leads, teachers are expected to keep up to date with subject knowledge and use current materials that are available
- 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 Improvement Plan and subject specific plans.
- Additional adults who are involved with intervention programmes will receive appropriate training.

The Role of the Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating English:-
 - · pupil progress
 - · provision of Literacy (including Intervention and Support programmes)
 - · the quality of the Learning Environment;
 - · the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments

Monitoring and Evaluation

English is regularly monitored by teachers, phonics, reading and writing Subject Leads, the Head teacher and curriculum governors.

Review

This policy will be reviewed according to the School Policy Review Timetable.