

MAPLE SCHOOL ENGLISH POLICY

Updated February 2015 by Nan Younger and Lauren Day (English Co-Ordinators)

Reviewed

Aims and Objectives

In line with the aims of Maple School and The National Curriculum we plan to teach children:

- to enable children to speak clearly and audibly in ways which take account of their listeners
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- to develop children's abilities to reflect on their own and others' contributions and the language used
- to read with confidence, fluency and understanding using a range of strategies
- to show an interest in books, read for enjoyment and information, evaluate and justify their preferences
- understand phonics and use this knowledge to read and spell accurately
- to write with confidence, fluency and understanding
- to enable children to write with accuracy and meaning in narrative and non-fiction
- to increase the children's ability to use planning, drafting and editing to improve their work
- to develop a fluent and legible handwriting style
- to develop their powers of imagination and creativity
- to have an interest in words and their meanings and develop vocabulary
- to acquire a sound understanding of grammar and punctuation
- to apply all of the above skills throughout the curriculum

Learning

We aim to actively engage pupils in their learning by sharing lesson objectives with them.

We believe that children learn effectively when offered a range of opportunities and experiences including:

- interaction with adults and other children
- debate and discussion
- play
- application of skills
- multi-sensory activities
- visual, oral and kinaesthetic approaches
- drama, improvisation and role play
- I.C.T

Teaching

- We aim to teach using a wide range of styles/strategies
- demonstration
- modelling
- scaffolding
- explanation to clarify and discuss
- questioning
- initiating and guiding exploration
- investigating ideas
- discussing and debating
- listening to and responding
- practice and consolidation, including links to other curriculum areas
- role play and drama

Marking, Assessing, Monitoring and Reviewing

Children's work is marked in accordance with the Marking Policy, and usually with a specific focus.

Errors are corrected in a positive light: as an opportunity **for** and an essential aid **to** learning.

Not every piece of work or error will be corrected. The age, ability and level of self-esteem of the child, and the learning objective(s), are always taken into account.

Regular unaided writing is used to inform assessment and teaching.

One piece of unaided writing is done by each child each term in their green 'Maple Book'. For each term, the genre of writing is different. (See grid)

National Curriculum levels for individual pupils for Speaking and Listening, Reading and Writing are set annually by class teachers in consultation with other colleagues and the Headteacher and recorded on AM7. These targets are reviewed October, February and July and updated as appropriate.

Specific targets for individual children are given in the form of 'Next Steps'. These are recorded in children's books. Next Steps show children where to go next with their learning.

Guided Reading

Each child, Foundation - Y6, has a reading diary, which provides an ongoing record of reading habits, guided reading and adult comments. KS2 reading diaries are modified from those used in KS1 to show progression. In Y4-6 diaries children are encouraged to respond to various texts and review some of their books in writing, both fiction and non-fiction. A Guided Reading record is also included in the diaries.

Teacher assessment for speaking and listening in Year 1 - 6.

National Curriculum Tests in Year 6

Statutory Teacher Assessment in Year 2, informed by some National Curriculum Test materials in both Reading and Writing

NFER Tests in Y3, Y4 and Y5 in Reading & Spelling

Annual Phonics Screening Check in Y1

Regular RWI Phonics Assessments in Reception, Y1 and Y2

Monitoring progress using APP Data every term to identify target groups.

Monitoring and evaluating through pupil voice, undertaken by the co-ordinators.

Concerns are referred to INCO and/or parents

Children's progress in Communication and Language is recorded as part of the Early Years Profile at the end of Reception.

Planning

English Programmes of Study - National Curriculum

EYFS/ KS1 - R.W.I Phonics Programme

Y2/ KS2 - R.W.I Language and Literacy Programme

EYFS/ Y1 - R.W.I Handwriting Scheme

Y2- Y6 - Spectrum Handwriting

Weekly planning in accordance with school practice.

Differentiation to meet individual needs. Liaising with specialist teachers, TAs and outside agencies when appropriate

A planned guided reading session takes place daily outside the English Lesson EYFS - 6

Regular, short unaided writing activities are planned once a week

Cross curricular links are included where possible

Support teachers and TAs are timetabled for each class and included in teachers written planning.

Organisation

We use a range of organisational methods to deliver the English curriculum:

Whole class teaching

Ability group teaching and scribing when appropriate

Mixed ability pairs/groups

Self- differentiation

Group / collaborative work

Independent work

Paired work

Adult led work including support for S.E.N children and delivery of their IEP targets.

Visits

Visiting speakers

Management and Co- Ordination

The English co-ordinators will:

Evaluate data; identify strengths and weaknesses and plan accordingly in consultation with the Headteacher

Annually review the SEF and update the SDP

Conduct pupil voice interviews, feeding back to the staff as appropriate

Attend INSET

Review school practice in the light of new initiatives

Implement appropriate changes in school in consultation with Headteacher

Oversee the implementation of the requirements for the English curriculum

Monitor and assist in developing skills and knowledge of the whole staff using: INSET and professional discussions.

Undertake regular monitoring of written plans; regular work sampling

Undertake lesson observations and feedback to colleagues and Headteacher

Monitor unaided writing samples from the whole school: tracking progress using the Maple green books

To develop a school portfolio of agreed levelled examples of unaided writing

Organise, maintain and monitor the use of resources, including I.C.T.

Resources

Every classroom has an IWB.

Every classroom has access to a set of laptops and Ipads with wireless connection

Each class has a selection of fiction and non-fiction texts which are updated regularly.

Each class has a selection of dictionaries and Y2 -Y6 have thesauri

KS2 have a set of comprehension and SPAG books

Y6 have NC Tests preparation books.

Sets of books for guided reading are kept in the appropriate classrooms. Infant Guided Reading texts are levelled as to Book Bands. These are audited and reviewed on an annual basis.

KS1 Individual Reading books (fiction and non fiction) are kept in the Dining Hall. They are arranged in baskets, levelled as to Book Bands.

KS1 has access to a selection of Big Books - fiction and non fiction.

Presentation

Children present their work in a variety of formats both written and oral

Written work:

In KS2 all written work is dated.

The cursive style of handwriting is taught in Year 2 and by the end of the year the expectation is that all children use a legible and joined style.

From Y3 children are increasingly encouraged to use ink when confident and ready for the transition, but it will be expected by the beginning of Year 4.

Children's work is valued and displayed throughout the school

Oral Work:

Assemblies and class performances

Individual or group presentations to the class

Drama / role play

Recording using ICT

Debates and discussions

PSHE and Circle Time

School and Class Council

House meetings in KS2

Inclusion

In accordance with the Maple Equality Policy, teachers organise and plan activities so that all children, irrespective of ethnicity, culture, gender, ability and social circumstance have access to the curriculum.

Within the English curriculum we differentiate for all abilities.

Teachers discuss and refer children to INCO and IEPs are put in place as appropriate.

Materials are modified if necessary.

Outside agencies are involved when necessary.

SEN resources are available to support the development of literacy skills.

Detailed analysis of test results in order to support individuals and targeted groups.

The Hearing Impaired Unit adapts and differentiates objectives and tasks as appropriate.