

Kelvedon Hatch Community Primary School

English Policy



***SCHOOL STAFF WERE CONSULTED ON THIS DOCUMENT AND IT WAS
ACCEPTED BY GOVERNORS SEPTEMBER 2018:***

POLICY TO BE REVIEWED SEPTEMBER 2022

English Policy for Kelvedon Hatch Community Primary School

At KHCPS learning in every subject will be based on the key elements contained within our Learning and Teaching Pedagogy Policy:

Show Me Boards

- Use of Show Me boards ensure all children are actively engaged and that prior learning (memories) become stronger, thus creating stronger pathways in the brain, enabling learners to build on prior knowledge.
- Show Me boards also play a crucial part in using assessment for learning to identify misconceptions immediately, allowing adults to address these at whole class or individual level immediately.
- Use of Show Me boards generates pace.
- Show Me boards should be used at the start of the lesson to revise previously taught knowledge, processes or skills in order to strengthen memory pathways in the brain.
- Show Me boards can also be used during lessons in order to enable instant whole class assessment, particularly when an 'next step' concept has been taught midway through a lesson.

Additional themes that underpin our pedagogy:

- Lessons implicitly or explicitly reflect on our support of the UN Convention on the Rights of the Child (UNCRC).
- Our strong sense of social responsibility is explicitly discussed within the context of lessons whenever possible.
- Our concrete, pictorial, abstract approach enables all children to access learning.
- Lessons actively encourage children to undertake research based on self-interest (where possible, children have access to research materials, including iPads).
- Where possible, lessons are topic-based and have links with other areas of the curriculum. For example, English skills would be explicitly referred to when writing a method in science.
- Use of I.C.T. equipment supports research and enables enhanced access to the curriculum where appropriate and possible.
- There is a culture of celebrating children's work through referring to very specific elements of the child's work or learning behaviour.
- Adults model (explicitly) how children can meet the given success criteria.
- Adults model the desired learning behaviour through modelling enthusiasm, collaborative learning, use of resources, self-interest research, referring to steps of challenge and success criteria to know if answers are correct / objectives have been achieved.
- Parents are informed of the curriculum at meetings and access to the curriculum overview is on the school website.
- Whenever possible, exciting concrete resources, footage or trips bring topics to life and feed interest and a desire to research.

Inclusion and Equal Opportunity

Kelvedon Hatch Community Primary School, Mission Statement

Joyous, caring, respectful and ambitious

'We are a joyful, creative school that promotes a love of learning within a caring, respectful environment.'

Joyous

We aim to create learning environments that are inspiring, fun and memorable, within a school community that loves learning and celebrates the successes made by all children, at every stage of their learning journey.

Caring

Children, staff and the wider school community care about the wellbeing of others, both within the school community and the wider world community. We nurture and support one another's emotional and social development and respect and celebrate our differences.

Respectful

Our school community holds respect at the core of all we do; we consider carefully the consequence of our actions and words, mindful of the impact these may have on others. We celebrate the progress and effort of those around us.

Ambitious

We strive to be the best we can in all aspects of life: manners, kindness, effort, work, regardless of our starting points, disability, ethnicity, faith or culture. We are all capable.

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language, gender or economic status.

Our aim is that no child should be advantaged or disadvantaged due to their race, religion, language, gender or economic status.

Pupils with learning difficulties can be given greater access to the whole curriculum through the use of Computing. They are able to improve the accuracy and presentation of their work and this can improve their motivation and raise self-esteem. A variety of software and tools have been sourced to support this work. Where necessary, pupils are given additional support to provide access to the curriculum. Specialist software and hardware is made available for pupils with specific difficulties, for example, roller ball mice for pupils with co-ordination problems, magnification software for pupils with sight problems and software to support pupils with developing numeracy and literacy skills. Computing is used to provide additional activities to extend and challenge gifted and talented pupils.

English specific elements of our pedagogy:

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, 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.

Structure to deliver National Curriculum in KS1

Whole Class Reading Comprehension (15 minutes)

Teacher lead activity, allowing the children to revise and learn different comprehension skills on a daily basis.

Whole Class Phonics (30 minutes)

Teacher lead phonics sessions allowing the children to revise and learn different phonics skills on a daily basis.

Sentence Level (10 minutes)

Grammar skills to be taught and revised on a daily basis.

Structure to deliver National Curriculum in KS2

Pobble - Every morning (10-15 minutes)

Daily writing each morning to promote a love of writing. Model and teach skills, for example; sentence openers, use of punctuation, challenging vocabulary. This allows the children to experiment with features previously taught (punctuation, grammar and new vocabulary - especially when extending/challenging HA). Some children may read aloud to the rest of the class to build confidence and focus on pronunciation (developing speech and language).

Grammar, Punctuation and Spelling (G.P.S - 10/15 minutes every day)

G.P.S. - 10-15 minutes of grammar, punctuation and spelling. Teach and model new skills and allow for quick whiteboard assessments to see if the children can apply new skills. For example; adverbial openers followed by a comma, commas in a list, use of semi-colons etc.

G.P.S can be used as a recap to assess previous learning but also to teach specific skills for writing currently being taught in class. During teaching, allow for quick whiteboard opportunities for quick assessment. Give children opportunities to apply these skills in larger writing tasks.

Children to follow KHCPs spelling scheme. Spellings to be taught in class, applying rules relating to phonics etc. Tested weekly on high frequency and common year group spellings.

Reading Comprehension (20/25 minutes at least 3x's a week)

Whole class reading comprehension - a chance to show skills and how to answer specific types of questions. Assessment opportunity to see their level of understanding and address any misconceptions

Lots of class discussion, teach specific skills e.g. inference and deduction

Remainder of the lesson to focus on specific skills (can also be cross-curricular)

Resources: Bug Club, Testbase etc.

Promoting a love of reading

1.15-1.30 - Reading - children to read their own books or from the library to promote a love of reading. Allows the children to read for enjoyment and discover new vocabulary/build their own story bank

Planning

3 week planning uploaded to One Drive.

Making sure to cover a range of writing styles; diaries, narrative, report writing, persuasive writing etc. Teaching appropriate skills and vocabulary to develop children's writing for continuous improvement.

Year 6 - Example morning (8.45 - 10.25)

8.45 - 9.00 - Daily Maths

9.00 - 9.15 - Pobble

9.15 - 9.20 - Reading opportunities

9.20 - 9.40 - Reading Comprehension (teach skills and apply)

9.40 - 9.55 - G.P.S

9.55 - 10.25 - English - themed lessons based on three week planning including promoting the use of skills taught and allowing the opportunity for children to apply in independent writing.

Opportunities for Personal, Health and Social Responsibility Education

Use opportunities within lessons to promote the UN convention on the Rights of the Child.

Other examples could be: e-safety, exercise, relationships, food hygiene.

Planning

Long- term plans are published on the school website.

Medium-term plans include: learning objectives; at least two steps of challenge; use of concrete, pictorial and abstract resources to enable equal access and a mastery approach; and cross-curricular links where possible.

Resources Provision

Classes have access to a variety of English equipment depending on the age and experience of the children. All classes have vocabulary support ranging from focused vocabulary sheets to dictionaries and thesaurus's. All classes have a range of fiction and non-fiction books for children to use. All classes have one multimedia computer with Internet access linked to an LCD screen for whole class teaching. Teachers can therefore use a variety of internet based learning support tools, as well as Purple Mash and Espresso, which the school pays for. All classes have access to the computer suite. A class set of i-pads is available in mobile trolleys.

Health and safety

Children are taught to act safely when using computing equipment in terms of use of plugs, wires and keeping liquids away from electrical items. E-safety is integrated into every computing lesson; please read 'E-safety Policy'.

Assessment, record keeping and reporting

English books have key writing statements in the front, where teachers date objectives that are achieved.

For other assessments please see appendix I

Judgements are made against National Curriculum expectations and the school ROLO.

Teachers use formative assessments to provide immediate feedback to children to ensure good progress.

Teachers use formative assessments to inform planning.

Teachers make summative assessments half-termly using ongoing formative assessment, subject-specific tests, and work scrutiny against the school record of learning observation (ROLO) document. Judgements are recorded on the school Progress Tracker.

Children's progress in English is reported to parents through the pupil annual report and work is shown to parents at a termly 'book look'.

Developing and Monitoring the English Curriculum

| Role | Responsibility |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Role of Senior Management | <p>The overall responsibility for the use of English rests with the senior management of a school. The Head, in consultation with governors and staff:</p> <ul style="list-style-type: none"> • determines the ways English should support, enrich and extend the curriculum; • decides the provision and allocation of resources; • decides ways in which developments can be assessed, and records maintained; • ensures that English is used in a way to achieve the aims and objectives of the school; • ensures that there is an English policy, and identifies the English Lead. |
| The Role of the English Lead | <p>The designated lead should:</p> <ul style="list-style-type: none"> • ensure the development of an effective English Curriculum. • promote, support and monitor the use of English across the curriculum; • manage the provision and deployment of resources • coordinate the evaluation and review of the school's English policy. • There is a clear distinction between teaching about English and teaching with English. |
| The Role of The Teacher | <p>Even though whole school co-ordination and support is essential to the development of English capability, it remains the responsibility of each teacher to plan appropriate English activities and assist the English Lead in the monitoring and recording of pupil progress in English.</p> |

Appendix I

Autumn 1

| | English |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception | HfWs and phonics list - record on sheet and transfer to colour-code class overview sheet Update class overview sheet of Phase 2 letters as you read 1:1 weekly and highlight target letters to parents in reading record. |
| Year 1 | Letters and Sounds assessment (from Phase 2 + children) and HfW list- record on class overview sheet |
| Year 2 | <u>On entry</u> Past Phonics Screen test (Plus separate gap analysis for children working below) |
| Year 3 | Letters and Sounds assessment (for children who failed Yr 1 phonics) and HfW list- record on intervention overview sheet |
| Year 4 | N/A |
| Year 5 | N/A |
| Year 6 | N/A |

Autumn 2

| | English |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception | Letters and Sounds assessment (from Phase 2 + children) and HfW list- record on class overview sheet Update class overview sheet of Phase 2 letters as you read 1:1 weekly and highlight target letters to parents in reading record. |
| Year 1 | Letters and Sounds assessment (from Phase 2 + children) and HfW list- record on class overview sheet Bug Club comprehension |
| Year 2 | Letters and Sounds assessment (for children who failed Yr 1 phonics) and HfW list- record on class overview sheet Bug Club comprehension |
| Year 3 | Online Rising Stars Comprehension test |
| Year 4 | Online Rising Stars Comprehension test |
| Year 5 | Online Rising Stars Comprehension test |
| Year 6 | Test Base 'Progress' tests |

Spring 1

| | English |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception | Letters and Sounds assessment (from Phase 2 + children) and HfW list- record on class overview sheet Update class overview sheet of Phase 2 letters as you read 1:1 weekly and highlight target letters to parents in reading record. |

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| Year 1 | Past Phonics Screen test (Plus separate gap analysis for children working below) |
| Year 2 | Past Phonics Screen test (Plus separate gap analysis for children who had failed Yr 1) Past SHORT Reading SATs comprehension. |
| Year 3 | Letters and Sounds assessment (for children who failed Yr 1 phonics) and HfW list- record on intervention overview sheet |
| Year 4 | N/A |
| Year 5 | N/A |
| Year 6 | Past SATs |

Spring 2

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|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | English |
| Reception | Letters and Sounds assessment (from Phase 2 + children) and HfW list- record on class overview sheet Update class overview sheet of Phase 2 letters as you read 1:1 weekly and highlight target letters to parents in reading record. |
| Year 1 | Past Phonics Screen test (Plus separate gap analysis for children working below) Bug Club comprehension |
| Year 2 | Past Phonics Screen test (Plus separate gap analysis for children working below) Past KS1 reading comprehension (long and short) |
| Year 3 | Online Rising Stars Comprehension test |
| Year 4 | Online Rising Stars Comprehension test |
| Year 5 | Online Rising Stars Comprehension test |
| Year 6 | Test Base 'Progress' tests and ongoing class tick sheet. Class tick sheet (see above) and past SATs |

Summer 1

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| | English |
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|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception | Letters and Sounds assessment (from Phase 2 + children) and HfW list- record on class overview sheet Update class overview sheet of Phase 2 letters as you read 1:1 weekly and highlight target letters to parents in reading record. |
| Year 1 | Phonics Screen test |
| Year 2 | Phonics Screen test (for children who had failed Yr 1) Reading SATs |
| Year 3 | Letters and Sounds assessment (for children who failed Yr 1 phonics) and HfW list- record on intervention overview sheet |
| Year 4 | N/A |
| Year 5 | N/A |
| Year 6 | SATs |

Summer 2

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|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | English |
| Reception | Letters and Sounds assessment (from Phase 2 + children) and HfW list- record on class overview sheet Update class overview sheet of Phase 2 letters as you read 1:1 weekly and highlight target letters to parents in reading record. |
| Year 1 | Test Year 1-2 word reading list. Bug Club comprehension |
| Year 2 | Test Year 1-2 word reading list. Bug Club comprehension |
| Year 3 | Online Rising Stars Comprehension test |
| Year 4 | Online Rising Stars Comprehension test |
| Year 5 | Online Rising Stars Comprehension test |
| Year 6 | N/A |