

# Kentmere Academy and Nursery

## English policy



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## Mission statement

We are proud to be a happy, diverse and inclusive school where everybody matters.

## School Aims

- **H**elping to challenge inspire and motivate each other.
- **A**iming high, achieving excellence.
- **P**romote and value excellent progress.
- **P**ositive contributions to the school and wider community.
- **Y**OU CREATE YOUR OWN FUTURE!

## Rationale

At Kentmere Academy we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that it has an impact across the curriculum and is a constant through-out school life and beyond. It is part of the 'essential knowledge' that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice.

## Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

## 2. Aims

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We know that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- Class debates
- Class assemblies
- Events within the community
- School Council
- Talk partners
- Library sessions
- Drama / role play
- PSHE and circle time
- Spelling Bee
- Participation in the Borough's music festival
- Children to be invited to talk at governor meeting every half term

## Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading allows pupils to acquire knowledge and to 'build on what they already know'.

We provide library sessions and encourage parents to join in with reading sessions. We also visit the local Smallbridge Library.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that each of these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

## Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in EYFS and Key Stage One, following the Read Write Inc Programme. Children read with adults in school, reading partners and are encouraged to read with parents at home.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using the Reading Championship, reading partners, quiet reading time, listening to an adult read and reading independently.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- As part of Guided Reading lessons, pupils with a teacher or teaching assistant twice per week and also engage in whole class Guided Reading Sessions where comprehension strategies are explicitly taught and practiced.
- In all year groups, children working below age related expectations are listened to read by an adult on a daily basis.

## Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

## Our aims and connected provision

- From Year 2 onwards, we teach grammar as dedicated sessions, following the whole school GAPS long term plan which ensures full coverage of the new National Curriculum
- We teach spelling as dedicated lessons, following the school's long term spelling plans for each year group. These are based on the common exception words for each year group plus

the spelling patterns in the National Curriculum, and supplemented by the Twinkl Planit spelling programme.

- We teach handwriting using Kentmere Script (our own version of cursive writing). Children begin to learn how to form letters in Kentmere Script in the Early Years Foundation Stage with the view to the majority of children joining them by the end of Year 3
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice which link to other areas of the curriculum
- We encourage and promote 'talk for writing'
- We provide writing frames to support writing composition
- We provide time for the teaching and independent application of planning, editing and revising
- We follow the phased approach to writing
- We mark extended pieces of work in-depth and provide RICH comments which pupils respond to. RICH comments in Phase 3 become less scaffolded to encourage greater independence when pupils are editing and revising
- We use success criteria for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joined handwriting to support spelling and speed in KS2
- We use drama and hot-seating to help pupils to think about another point of view
- We provide support for pupils with learning and motor difficulties in our inclusive classroom environments.

### Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

### Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Using Guided Reading and other texts to explore vocabulary choices and the effect they have
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate
- Working Walls are used to enhance and support children's learning in writing, spelling and grammar.

## Planning and Assessment:

### Planning:

- Long term overviews for Key Stages One and Two
- Pupils are taught in mixed Key Stage Classes and planning shows differentiation
- Medium term (half –termly) planning is stored centrally.
- Schemes of work for phonics, grammar and spelling are used to ensure developmental learning building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions

### Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Formal assessments of Reading Comprehension ability are carried out, tracked and monitored termly. PM Benchmarking takes place termly to ensure children read texts at an instructional level in Guided Reading and at an independent level at home. Reading and Spelling Ages are also tracked and monitored two times per year
- Staff attend writing moderating sessions within and across their phases
- End of Key Stage Assessments are analysed by the Co-ordinator; Assessment Manager and Head teacher and feed into the school SEF, development plan and performance management
- Pupils take ownership of their learning in English by engaging in termly Pupil Conferencing
- Writing attainment trackers are updated regularly and inform both teacher and pupils of their required next steps

### Professional development:

- The English Co-ordinator attends termly training and reports back to all staff
- Staff are expected to attend relevant courses during the school year
- Moderation takes place within the local authority, with the Manchester Teaching Alliance and within school, with support from an in-house qualified moderator.

### Specific groups:

- Analysis of English achievement is carried out termly
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly
- Pupils with EAL are given additional support as required
- Pupils who are gifted and talented receive additional support and a differentiated curriculum
- Pupils with SEN will have English based targets on their IEP. These are reviewed termly

## Cross-curricular links

### Maths

Children are expected to use the skills of reading, writing, speaking and listening. For example, we encourage children to read and interpret problems in order to identify the mathematics involved. The children explain and present their work to others during plenary sessions. Younger children

enjoy stories and rhyme that rely on counting and sequencing. Older children encounter mathematical vocabulary, graphs and charts when using non-fiction texts.

### Science

During science lessons, children are able to use their speaking and listening skills to explain their thought processes and make predictions. Children are also able to use a wide range of written recording methods when completing their Science Investigation Boards in response to experiments. Twice a term, children from Year 1 upwards complete a piece of extended writing linked to their Science work.

### Information and communication technology (ICT)

Children use ICT to retrieve information and type up reports using word processing skills. Children use ICT to edit and improve their writing. Children with additional needs benefit from presenting their written work using Clicker.

### Personal, social and health education (PSHE) and citizenship

Speaking and listening contributes to the teaching of personal, social and health education and citizenship. The planned activities that children do with the classroom encourage them to work together and respect each other's views. Children deal with real-life situations and use skills such as debating.

### Homework

We recognise that parents make a significant difference to children's progress in English and encourage this partnership. Children complete Learning Logs where the teachers set a challenge every two weeks which covers the different aspects of the curriculum. Additionally, the children are given homework linked to English such as Reading each night; learning phonics sounds; learning key words and spelling and grammar activities (see Homework Policy).

### Marking

Refer to school policies for marking and setting out of children's work.

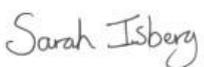
### Display

Each classroom has an English, spelling and grammar Working Wall which is used daily within the English lesson and in other areas of the curriculum. RWI Phonics charts are displayed in Foundation Stage and Key Stage 1 classrooms. An additional display of new vocabulary linked to current topic learning is also displayed in each classroom to include Criminal Words. Reading and Writing areas are used in Foundation Stage and Key Stage 1. Application Stations are used to support phonics learning. Clearly labelled resources are available for children to independently select to support their learning.

### Resources

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesaurus readily accessible in Key Stage 1 and 2. Text tubs have a wide selection of books to be used in Guided Reading sessions which link with the current termly topic area. It is the class teacher's responsibility to ensure adequate and suitable resources are available

for the children to complete their work to the best of their ability, and to ensure that, by forward planning, all necessary resources are available when required.

Signed: 

Sarah Isberg (Head Teacher)

Agreed by the Governing body: 

Mr Simon Day (Chair of Governors)

Reviewed: July 2018

Next review: July 2019