



# Upton Westlea: English Policy 2017-18

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## 1. Mission Statement

Our school mission statement is to provide every child with a safe and healthy environment in which to learn and develop the skills they need to be effective future citizens. We aim to inspire children to become good learners and achieve their very best which is embedded in our motto – Inspire, Learn, Succeed.

## 2. Aims

To encourage children to:

- *be effective, 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 and 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 literacy;*
- *use grammar and punctuation accurately;*
- *understand spelling conventions;*
- *produce effective, well-presented written work.*

## 3. Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

**In the Foundation Stage (Reception)**, children are given opportunities to:

- *speak and listen and represent ideas in their activities;*
- *use communication, language and literacy in every part of the curriculum;*
- *become immersed in an environment rich in print and opportunities to communicate.*

**At Key Stage One (Years 1 and 2)**, children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

**At Key Stage Two (Years 3-6)**, children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body, receive termly reports on the progress of English provision. This policy will be reviewed every year or in the light of changes to legal requirements.

## 4. Subject organisation and planning

### Subject organisation

#### Foundation Stage

In Foundation stage, children have daily discreet phonics lessons (Lola and Yellow Door – Nursery, Phonics Play - Reception). When ready, children are taught and grouped according to their needs and abilities. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child-initiated activities. The Early Learning Goals are used to ensure continuity and progression from the Early Years Foundation Stage (EYFS) through to the National Curriculum.

#### Key Stage 1

In Key Stage 1, children continue to have daily discreet phonics lessons (Phonics Play) in the afternoon and, from Year 2, have 4 discreet spelling lessons per week. Children are taught and grouped according to their needs and abilities. Children also have daily English lessons, in the morning, with an emphasis on real texts across a range of fiction, non-fiction and poetry. Children take part in both guided and independent reading sessions, in the morning, and have story times at the end of the day to develop a love of reading. Handwriting (Letter Join) is taught explicitly 1-2 times per week. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention approaches (see Inclusion) and additional levels of differentiation within class teaching.

#### Key Stage 2

In Key Stage 2, children have daily English Lessons, in the morning, with an emphasis on real texts across a range of fiction, non-fiction and poetry. In addition, children take part in both guided and independent reading sessions in the morning. Handwriting (Letter Join) is taught explicitly 1-2 times per week. Spelling is taught daily using the Read, Write, Inc. Spelling scheme. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention approaches (see Inclusion) and additional levels of differentiation within class teaching.

### Planning

#### Long term planning

The school has created its own curriculum map that ensures appropriate and progressive coverage of fiction, non-fiction and poetry text types (Appendix 1). From there, teachers map the text type, where appropriate, to their termly topics in the Long Term Plans (available on the school's website) to ensure purposeful, cross-curricular links. However, the school believes that an ideal/engaging text or stimulus should not be sacrificed solely for the sake of such links. Therefore, when writing narratives, teachers have the freedom to identify texts which, they feel, will engage their children in the best way. Wherever possible, teachers should ensure that text-types used in reading and writing lessons are done so simultaneously.

#### Medium term planning

At the outset of creating a Medium Term Plan (MTP), teachers first identify the 'end product' and its purpose (for example, a letter to their local MP) in order to give children an exciting reason to write. Teachers use the National Curriculum (NC) 2014 as a starting point when creating the content for their English MTPs. In planning, teachers are expected to deliver the NC for the year group they teach, however, they may also need to refer to previous age-related NC expectations in order to close any gaps in learning which will be specific to the cohort they teach. NC Grammar and punctuation requirements are taught at the point of writing as often as possible so that children learn how to apply the skills in context and Sue Palmer skeletons are used to assist teachers in identifying when, and in what order, they are best taught.

The school has adopted a consistent approach to the teaching of writing and, as a result, MTPs should follow the five key aspects of English teaching which are, in order:

- *familiarisation with the genre and text type;*
- *gathering content/capturing ideas;*
- *teacher demonstration (including how to create a plan);*

- *teacher scribing through shared and guided writing (including how to create a plan);*
- *independent writing.*

These elements of the writing process are taught through the school’s three-phase approach – Imitation, Innovate, Invent (outlined below).

<b>Planning stage</b>	Baseline assessment (Cold task – have a go) Refine your language focus & adapt the model text Test the model: box it up, analyse it, plan your toolkit
<b>Imitation</b> <ul style="list-style-type: none"> <li>• <i>familiarisation with the genre and text type;</i></li> <li>• <i>gathering content/capturing ideas;</i></li> </ul>	Creative hook & context Warm up words/phrases/sentences/short-burst writing (speed words) Internalise the model text – text map Deepen understanding – Drama, etc Read as a reader – vocabulary and comprehension Read as a writer – box up, analyse (features) & co-construct toolkit
<b>Innovate</b> <ul style="list-style-type: none"> <li>• <i>gathering content/capturing ideas;</i></li> <li>• <i>teacher demonstration (including how to create a plan);</i></li> <li>• <i>teacher scribing through shared and guided writing (including how to create a plan);</i></li> </ul>	Box up the new version & talk the text Shared writing – Innovate the model Pupils write own version – self and peer assess Teacher assesses work – plans next steps Feedback and Improvement
<b>Invent (Independent application)</b> <ul style="list-style-type: none"> <li>• <i>independent writing.</i></li> </ul>	Next steps based on assessment Pupils write independently (Hot task)
<b>Further application</b> <ul style="list-style-type: none"> <li>• <i>independent writing.</i></li> </ul>	Children apply their new genre skills in other contexts Teacher to assess application to decide level of competency to mastery

At the independent writing stage, opportunities are planned for children to follow all of these stages of the writing process:

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

Once the children have gone through the process, they will be given opportunities to apply their skills across the curriculum. Specific opportunities to do so are identified within each MTP.

### Short term planning

MTPs provide the basis and teaching sequence for short term plans (STPs). Although the length of a sequence may vary slightly, it is expected that three weeks will be spent teaching a specific non-fiction text type whilst four weeks are typically allotted to fiction units. When planning STPs, teachers start by identifying clear objectives for each day (outlined in the MTP). Teachers differentiate these objectives according to the needs and abilities of the pupils. Teachers then identify the tasks/activities which will allow children to achieve the objectives and, where applicable, any planned additional support. Following that, teachers detail the main teaching and key questions they plan to use in each lesson. After each lesson, teachers evaluate children’s progress against planned objectives and adapt future plans as necessary.

## 5. Approaches to speaking and listening

Our aims are for children to be able to communicate effectively, speaking with increasing confidence, clarity and fluency and listen to the views, opinions and ideas of others. We endeavour to support children in understanding how to respond to questions and opinions appropriately and ask their own relevant questions with increasing insight. Additionally, we aim to equip children with the skills needed to clearly articulate their own ideas and thoughts using appropriate tone and vocabulary suitable to their audience. We achieve these speaking and listening aims throughout our curriculum provision.

Whilst not an exhaustive list, we try to do this by providing children with the following opportunities:

- *class assemblies;*
- *talk partners;*
- *participating in discussion and debate;*
- *talk for writing;*
- *role-play and drama;*
- *performances (including the retelling of stories and poems known by heart);*
- *presentations to different audiences;*
- *listening and responding to stories.*

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

## 6. Approaches to reading

We aim to support children in developing positive attitudes to reading so that it is a pleasurable and meaningful activity. This begins by teaching children word recognition through phonics and strategies such as decoding. Once children are skilled in word recognition, we focus more heavily on the ability to comprehend texts. Skills key to this include retelling, inference and prediction. As often as possible, teachers should select reading material that coincides with the text-type being learned in writing lessons so that children can understand the interconnectivity between reading and writing.

### How this is done at Upton Westlea:

#### *Shared reading*

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. This occurs once per week within the weekly reading carousel. In KS1, children are also read to twice per week as a class. Throughout the school, each class has a weekly poetry session which teachers use to develop oracy skills, amongst others.

#### *Guided reading*

In guided reading, texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Teachers follow the five-part structure when planning guided reading sessions, outlined below:

1. *Book introduction/recap & walkthrough*
2. *Teaching section and strategy check*
3. *Independent reading*
4. *Returning to the text*
5. *Respond to the text/Follow up*

Each child reads with an adult at least once per week during their focused guided reading session within the weekly reading carousel. Teachers record the focus of the session, key questions asked and assessment of responses and progress on their guided reading record sheet (Appendix). In EYFS & KS1, Phonics Bug, a phonetically decodable reading scheme, is used to support guided reading and phonics. For those children whom are behind age-related expectations, the Project-X decodable reading books may be used to compliment the main scheme. By Year 2, the majority of children will have met the standard expected by the Phonics Check (see Inclusion for those that don't) and should move to more challenging books; the Bug Club reading scheme by Pearson are used for these children (sometimes complemented by the Lighthouse reading scheme at Year 3 where necessary).

### *Independent reading*

Children are given at least one session a week, during the weekly reading carousel, to read independently. This provides children opportunities to read a variety of texts, from those used in shared and guided reading to those selected by the children themselves. In KS2, children also have the opportunity to read for pleasure through the use of Kindles.

### *Reading for pleasure*

We prioritise reading for pleasure and give children dedicated time to read and listen to stories as well as incorporating this into our home reading expectations (see Home Reading). Whilst not an exhaustive list, we also have a rolling programme of visiting authors who provide assemblies and workshops for children, visit the local library every half-term, run competitions, have class favourite author assemblies, run clubs linked to reading and arrange events such as book sales and World Book Day. We also regularly replenish the school library and have a rotation system for class libraries.

### *Phonics*

Phonics is taught daily throughout EYFS and KS1. At Phase 1, this begins with the Lola scheme and Yellow Door materials. Once the children move to Phase 2, Phonics Play is used and teachers adopt a uniform four-part structure to phonics lessons, outlined below:

1. *Revisit and review*
2. *Teach*
3. *Practise*
4. *Apply*

Children are grouped and taught according to their phonic ability. (See Guided Reading for materials used to support phonics.) Additional support is provided for children whom are behind age-related expectations (see Inclusion).

### *Home Reading*

Throughout school, children are expected to read every night and it is recorded in their reading diary. Particularly in EYFS and KS1, parents are encouraged to write comments on how their child did and staff liaise quickly with parents when this is not happening.

Until children reach the expected standard required of the Year One Phonics Check, they will take a fully decodable phonics book home from school which will be linked to the sound/s currently being taught (arrangements may differ slightly for older children with Special Educational Needs). Upon reaching the expected standard, children will take home an 'instructional level' book chosen by their teacher. Earlier in the primary phase, this may be a levelled/colour banded book which indicates the child's current skill level. However, further into KS2, this will likely be a 'real book' linked to the Badger materials and chosen by the teacher to provide the right level of challenge. In addition, children will be given the opportunity to select a second book for pleasure from the school or class library. Alternatively, children can read their own book to encourage independence and reading for pleasure.

## 7. Approaches to writing

We want children to enjoy writing and understand its purpose, providing regular opportunities to publish and share their work. We aim to develop children whom produce writing which is thoughtful and engaging, well-structured and technically accurate. It is important that our children see themselves as writers and understand a clear process to writing. We endeavour to provide children with ample opportunities for extended writing and for applying their skills across other subjects. We also give explicit focus to key skills such as handwriting and endeavour to support children in forming and joining letters correctly, fluently and with sufficient speed and due regard to presentation.

### How this is done at Upton Westlea:

#### *Phonics and spelling*

Phonics provides an essential core for the teaching of spelling and is taught daily from Nursery to Year 2 (see Phonics, above). Once children enter Year 2, children are taught spelling explicitly, using the Read, Write, Inc. Spelling scheme which is fully in-line with the NC spelling expectations. Spelling is taught 5 times per week in Year 2 through to Year 6. Spelling sessions are at least 20 minutes long and a rule is typically taught across 5 sessions (typically a week). Each session follows the same structure so that children quickly become familiar with a systematic teaching approach that allows them to focus on each rule. Teachers will also use some of their timetabled sessions to address previous rules/patterns which are not yet embedded. This is done through consolidation units and re-teaching previous units.

The philosophy of spelling lessons is for children to learn a rule/pattern which they can then apply to other similar words. Therefore, children are not always tested weekly and the focus is on children's understanding of a rule/pattern, not their ability to rote-learn a set number of words. As a result, children have separate home and school spelling journals, rather than spelling test books, which they use to learn and rehearse taught rules/patterns. However, children are tested formally each half-term and the final session of a unit has an informal testing activity which is delivered through a peer-teaching approach.

Spelling homework is provided weekly which is linked to the spelling rule that week. Each week, children will select/be directed to an activity, from a given bank, to practise spelling rules/patterns which they will record in their home spelling journal. The words provided are specific to the child and based on the words they didn't spell correctly during the weekly sequence of lessons. This will usually be between 6-12 words. When learning words provided, children are encouraged to use the Look, Cover, Write, Check approach. Children are then expected to use learned words in context by putting them into sentences. Teachers may also extend more able learners by directing them to investigate further words related to the pattern.

#### *Handwriting*

In EYFS, children are prepared for handwriting through activities that develop their fine and gross motor control. Access to exercises such as finger gym can be found across the phase. Children are also given opportunities throughout the EYFS environment to write in various ways. In KS1 and KS2, children are explicitly taught handwriting 1-2 times per week for 15-20 minutes. Teachers use NC expectations as a basis for planning and use Letter Join for modelling correct formation and joins. As children move into Upper KS2, more of a focus is given to dexterity and children practise through dictation exercises once per week. An agreed font is used throughout the school (Letter Join 16) and should be used on all labels and captions for displays.

Upton Westlea uses bespoke books with triple-lined paper in English and all other subjects that require writing in order to ensure high expectations of handwriting presentation. Gaps between lines are progressively reduced in accordance with children's age and development.

#### *Grammar and punctuation*

As often as possible, grammar and punctuation are taught at the point of writing. This allows children to see such skills in context and apply them more accurately and appropriately. The school uses the NC expectations as the basis for all planning and uses Sue Palmer skeletons to identify which text-types are the most appropriate to teach individual expectations. Each class also has an explicit grammar and punctuation lesson timetabled once per week. During these lessons, teachers will address any gaps in previous age-related NC expectations that are specific to their

cohort. In addition, staff use their lesson starters to focus on particular grammar and punctuation focuses. During this time, staff are expected to follow the '4i' model: immerse, imitate, innovate and invent.

### **Modelled and Shared Writing**

Modelled and shared writing are seen as crucial parts of teaching children how to become good writers. It is expected that teachers regularly demonstrate writing throughout the teaching process. Modelled and shared writing can be broken into the following three key elements:

- *(Modelling) demonstration – the teacher acts as the expert, articulating the process and models their thinking, emphasising specific teaching points related to the lesson's objectives;*
- *(Shared Writing) scribing – the teacher involves the children in composition by structuring discussion and asking for their ideas before refining them;*
- *(Shared Writing) supported composition – the teacher encourages children to work together to make their own choices linked to a taught element. For example, choosing new verbs for a sentence from a scribed or demonstrated piece.*

Although these elements are often used in a linear fashion, teachers must use them fluidly in response to the needs of the children. Teachers may also use these elements concurrently in the same session or separately over a series of lessons. Teachers will then transfer modelled and shared pieces to the class working wall and, when starting a new unit of work, store in their class for future reference when applying the skills across the curriculum.

### **Guided Writing**

As children transition from shared writing into independent writing, teachers will use guided writing to support children and target their individual writing needs. At key assessment points (see Assessment and Target Setting), teachers will analyse outcomes and identify development needs for each child. For some sessions, teachers will then group children according to similar needs and/or ability and, in the context of the text-type they are learning, will tailor their teaching with the aim to address said needs within a guided writing session. Each child should receive at least one guided writing session in every unit of work.

### **Independent and extended writing**

All units of writing will work towards producing an independently produced extended piece of writing. Once children have received scaffolded teaching which guides them through the features and structures of a text-type, children are expected to write independently and at length. It is here that children are given opportunities, and expected, to apply the process of writing:

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

Through this process, children will produce extended writing pieces to demonstrate their understanding of the genre they are working in. The children know the process of writing as three stages - 'Imitation', 'Innovate', 'Invent' (see Planning).

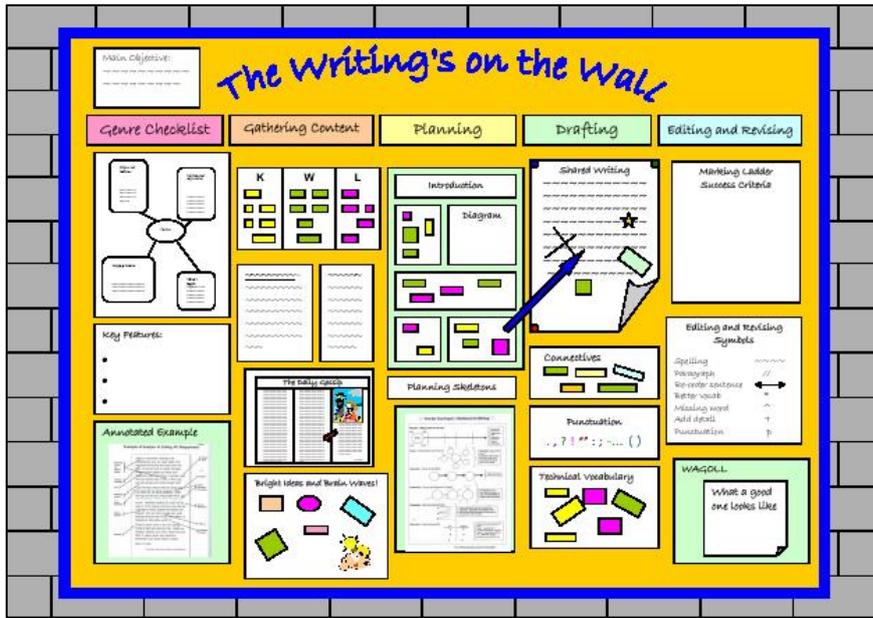
Once the children have finished a unit of writing, they are then given opportunities to apply their extended writing skills in other curriculum subjects. Teachers are expected to identify these opportunities at the Medium Term Planning stage. Additionally, children will produce extended pieces of writing during the termly 'Take One Book' week (see Assessment and Target Setting)

### **Children's planning**

Teachers use story maps/text maps (pictures that indicate a word, phrase or sentence) from Year 1 to assist children with text recall and for planning (Year 1 to Year 3). Teachers continue to use this method until their children are ready for 'Boxing up'. This begins to occur in Year 2 but it is up to the professional judgement of the teacher as to when, and to whom, it is introduced-'Boxing Up' is used with children to plan for writing all genres from Year 2 through to Year 6. It is a simple format where paragraphs and/or sections are planned, in note form, within boxes. This aids children's understanding of composition and text structure.

## Working Walls

In KS1 and KS2, each class is expected to have a working wall for English. The layout of the working wall is uniform throughout the school and is underpinned by the five key aspects of English teaching. Each working wall should be set out as follows:



Teachers add to the working wall as they move through each aspect of English teaching. Modelled and shared writing pieces are added to the working wall and later stored in a class book for future reference. The working wall is an interactive resource which children are able to access and add to. It must contain key elements which are outlined in further guidance (Appendix).

## Writer Toolkits

Teachers will ensure children have 'Writer Toolkits' to assist them with their independent writing. Writer toolkits include a series of suggestions on how to improve writing and are to be co-constructed with the children. Teachers will use a model text which emphasises different skills and styles which link to the text-type/unit taught. Children then use this model to identify said features.

## Dictionaries and independent spelling corrections

In all classes, teachers will provide access to dictionaries which will be placed on tables. The school will ensure that the ratio of dictionaries to children is 1:2. Children will be encouraged to use dictionaries to take responsibility for self-correcting spelling errors. However, children will only be expected to self-correct spellings including patterns/sounds they should already be familiar with (see Marking). If an unfamiliar word has been attempted, the teacher may model the correct spelling in the book for the child to copy. Thesauruses are available in all classes and at least one copy is available to each table in Year 5 and Year 6.

## 8. Cross-curricular literacy opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will formally plan for opportunities to apply genre specific writing skills in MTPs; these will take place following the completion of a unit of writing. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

## 9. The use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

## 10. Assessment and target setting

### Marking

In the main, work will be assessed in-line with the school's Assessment Policy. However, the frequency of comment marking will differ. During the familiarisation with the text-type and gathering ideas phases, teachers may only give in-depth comment marking in 1 in 3 pieces of work. However, once children start to write at length, work should be in-depth comment marked each day.

In addition to this, spellings that children 'should already know' will be picked up by the teacher and children should practise them three times. (These spellings are outlined in the NC word lists and patterns.)

### Cold Tasks

In preparation for teaching a future unit/text-type, children will produce a piece of writing within that text-type without providing any prior support or teaching. This is known as a 'Cold Task' and will be written on blue paper to indicate it. Teachers will then review the Cold Task to assess what the class are already able to do/their current knowledge regarding a particular text-type. This is used to inform planning for the following unit and ensure that planning is pitched appropriately to the needs of the specific cohort. Each child will be given three individual text-type specific targets that will have been identified from the cold task. These same targets will then be reviewed after the hot task is completed.

### Hot Tasks

At the end of each unit/text-type, during the 'Invent' phase, children will independently apply the skills they have learned and will write at length within that genre. This is known as a 'Hot Task' and will be written on pink paper to indicate it. Teachers and children will then review their progress across the unit from the Cold Task to the Hot Task to see how they've improved and what development points are still present. This is used to inform summative assessments of children's capabilities as well as inform future planning.

### Take One Book

Once a year, the whole school uses a shared writing stimulus for a week.

## 11. Inclusion

We aim to provide for all children so that they achieve their potential in English, regardless of gender, ethnicity or home background. In the main, inclusive practices outlined in the Inclusion, SEN and Pupil Premium policies are adhered to in English. Briefly, those in need of support are formally identified during pupil progress meetings which are held at least termly but may also be informally identified by the class teacher prior to that. As a result, teachers will arrange to meet with the parents and/or the SENCo and/or other senior leaders.

### Intervention programmes

The SENCo, in collaboration with senior leaders, is responsible for arranging intervention programmes. During the 2015-2016 academic year, the school will be moving towards more bespoke approaches to children's needs.

However, the school also utilises certain intervention programmes, which include:

- *Time to Talk*
- *Rapid Phonics*
- *Rapid Reading*
- *Rapid Write*
- *Beat Dyslexia*
- *Fast Forward Grammar*

## 12. Role of the Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating standards of English:
  - *teaching and learning (including lesson observations, learning walk and work scrutiny);*

- *pupil progress;*
- *provision of English and Literacy (including Intervention and Support programmes, in collaboration with the SENCo);*
- *learning environments;*
- *the deployment and provision of support staff (in collaboration with the SENCo and senior leaders);*
- *Taking the lead in policy development;*
- *Auditing and supporting colleagues in their CPD;*
- *Auditing, purchasing and organising resources;*
- *Keeping up to date with recent developments in English and literacy.*

### **13. Parental involvement**

We aim to involve parents directly in the life of the school, and thus in the development of children’s skills, knowledge and understanding in English. Parents are invited in to hear children read, and are encouraged to discuss books with them. Lifelong learning classes are arranged by the school each half-term and many focus on English and supporting children in this area.

There are opportunities each term when parents can discuss their children's progress with their teacher. Each year, teachers provide parents with helpful guides on how to support their child. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom; in Reception, this is done through ‘stay and read’ activities each morning. Each term, the school holds a ‘parent to school’ session which encourages parents to see how their children are taught so they can better support them at home.

### **14. Conclusion**

This policy also needs to be in-line with other school policies and therefore should be read in conjunction with the following school policies:

- *Teaching and Learning Policy*
- *Assessment Policy*
- *Special Educational Needs Policy*
- *Inclusion/Equal Opportunities Policy*
- *Pupil Premium Policy*
- *Health and Safety Policy*

### **15. Appendices**

*These may include:*

*A curriculum map*

*Scheme of work*

*List of resources*

*Additional advice specific to the subject*

*Update to policy record sheet*