



Gildredge House Primary School English Policy

Learning is defined in the Ofsted handbook as ‘An alteration in long-term memory.’ In order to achieve this, the curriculum needs to be in an order so that new knowledge and skills build on what has been taught before, meaning pupils can connect new knowledge with existing knowledge and work towards clearly defined end points.

Purpose

This document draws on the knowledge, understanding and experience of our staff and provides a current picture of our intent, implementation and impact statements as well as planning strategies and teaching methods.

SEND Provision

We recognise as a school, the importance of ensuring that children identified with Special Educational Needs and/or Disabilities have access to an ambitious English curriculum. We will therefore aim to plan first for our students with SEND, with appropriate tasks, support and level of challenge to enable them to access the curriculum. Advice can be sought from the school’s SENDCo where applicable.

Intent

The main intention of our English curriculum is to deliver the cornerstone curriculum, the foundations on which all other curriculum areas are built upon, which is accessible to all and maximises the outcomes for every child. We intend that every child leaves school with a confident readiness embellished with the literary tools required to become effective communicators of society. Our intention is that the learning of English is creative and rich through the discussion and analysis of reading and writing.

As a result of our intention, at Gildredge House our aim is to:

- Ensure that as teachers, we use a varied and appropriate range of strategies, to deliver an inclusive curriculum for students of all abilities and needs, including those with SEN and more able students.
- Provide all students with the opportunity to read, write and speak with confidence, fluency and listen appropriately and with understanding.
- Enable students to have an understanding of the sounds and spelling system and to use it to read and spell accurately.
- Ensure students have fluent and legible handwriting by the time they leave Primary School.
- Develop students’ understanding in order that they are able to write in a range of genres in fiction and poetry, being familiar with some of the ways in which narratives are structured through basic literary ideas of setting, characters and plot and use and be able to write a range of non-fiction texts.
- Develop planning and editing skills in order that students can control their own writing.
- Develop a suitable technical vocabulary through which students can understand and discuss their reading and writing.
- Encourage an interest in books so that students read with enjoyment and develop an ability to evaluate and justify their preferences.
- Develop their powers of imagination, inventiveness and critical awareness through reading and writing activities.
- Set targets to encourage high achievement from all students, appropriate to their ability.



Implementation

At Gildredge House, we passionately believe that the strands of English - reading, writing and GPS - go hand-in-hand. Therefore, in our approach to the delivery of our implementation, we have decided to collaborate the three as one. The writing is made better primarily by rich reading, and the areas outlined by GPS are supported by making links with the texts in which the children are exposed to. We strive for excellence through the merging of these strands and ensure there is an equal balance in the delivery of each.

- We intend for the English teachers to deliver with passion and infectious enthusiasm through first-class storytelling, immersing the children in vocabulary-rich learning environments.
- Our teachers pay careful attention to the cohorts in the school and tailor their teaching and learning to meet the needs of the children in the lesson.
- English lessons are fresh and move continually with the ever-changing publications that become available. Through the exploration of authentic high-quality literature and carefully selected stimuli, we intend that all children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across all areas of the curriculum through adopting and adapting published examples to support their own independence within the skills of English.
- Children are taught to read texts as a reader and as a writer, putting on their metaphorical analytical hats when a rich text is exposed to them.
- Through intricate modelling supported by the finest of exemplars, children will become top-notch literate community members.
- All children will read 1 to 1 with an adult at least once a week.
- All classrooms have access to an Information Station which the children are able to locate non-fiction texts.
- We expect family at home to read these books with their child daily and make comments in their child's reading record.
- English lessons occur daily at Gildredge House and, as the cornerstone to the rest of the curriculum, teachers are mindful that English skills are encompassed across all areas of learning and ensure that a piece of writing in History covers English skills, though not to the detriment of the History skills.
- We ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. Not only is the finalised published writing purposeful, but children are taught to make the content of writing purposeful too. Each sentence is carefully constructed, keeping the reader in mind from beginning to end.
- Children are encouraged to mix in their learned grammar and punctuation skills to accompany their creative writing skills, ensuring that the finished piece of writing is well-constructed technically and imaginatively.
- Teachers use their working walls effectively showing the process of writing with toolkits visible to the children. Appropriate grammar and punctuation flipcharts may well be highlighted to encourage the children to use these features as they best suit the writing genre of the week.
- At Gildredge House we use the Department of Education approved document 'Letters and Sounds' and Jolly Phonics actions for our teaching of early reading and spelling. This allows our phonics teaching and learning to be progressive. As the children start Reception they will continue to build on their listening skills and are introduced to Phase 2 which marks the start of systematic phonics work. They have discrete, daily phonics sessions where they revise previous learning, are taught new



graphemes/phonemes, practise together and apply what they have learnt. Through Letters and Sounds, all children are taught and exposed to the 44 phonemes that make up all the sounds required for reading and spelling, regardless of their starting point. Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound.

- In Year 3 - 6, our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. We promote the learning of spellings, through the use of multi-sensory strategies, including combining the teaching of spelling and handwriting. Our teaching of spelling includes common exception words, high frequency words, statutory words and personal and topic spellings in an investigative and explorative manner. Our children are taught explicitly how to use a dictionary in order to investigate word meaning, origins and spellings. Spellings are sent home weekly for the children to practise.

Planning

Although the Cambridge Curriculum is our starting point, along with the National Curriculum, it is used flexibly in order to encourage a thematic approach with appropriate cross-curricular links being made. It is down to the discretion of the class teacher and phase leaders which English units of work are going to be cross-curricular with learning journeys that are commencing in class. There are times whereby the learning journey compliments the aforementioned high quality texts, particularly in history-based topics where there is such a fine range of texts supporting historical events. However, when it is a struggle to find a high quality text based on the topic of the learning journey, then teachers are directed to find alternative texts which are unrelated.

The length of time for each genre or skill is not prescribed but instead a short-term plan is developed according to the needs of the class and the area being covered. Teachers adjust their planning and teaching to take account of the results of their on-going assessment.

<u>Impact</u>	PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	OUTCOMES
	Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.	Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.	Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.	At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention

Teaching and Learning

During English lessons, teaching should be:

- Discussion based - characterised by high quality oral work;
- Interactive - students' contributions are encouraged and extended;
- Well-paced - driven by the need to make progress and success;
- Confident - teachers should have a clear understanding of the objectives;
- Ambitious - there is optimism about and high expectations of success for all students.



A range of teaching strategies will therefore be used, including:

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanation to clarify and discuss
- Questioning to probe students' understanding, to cause them to reflect on and refine their work and to extend their ideas
- Initiating and guiding exploration
- Deconstructing published texts in order to adopt author techniques and adapt them into the child's own writing
- Discussion
- Drama

<p>Recommended Teaching Sequence</p> <p>Debra Myhill, Professor of Education at the University of Exeter, states that teaching grammar for writing carries four main teaching principles, and these principles are the foundations for us here at Gildredge House.</p>	<p>Reading a text, appropriate in age and content, checking understanding</p> <p>Make a link between the grammar being introduced and how it works in the writing being taught (Myhill, D. (2016) Essential Primary Grammar - UK Higher Education - Open University Press)</p>
	<p>Analysing texts studied in terms of structure and language</p> <p><i>Explain the grammar through examples, not lengthy explanations</i> <i>Use examples from authentic texts to links writers to the broader community of writers</i> (Myhill, D. (2016) Essential Primary Grammar - UK Higher Education - Open University Press)</p>
	<p>Studying, learning and practising relevant grammatical and vocabulary based skills</p> <p>Build in high-quality discussion about grammar and its effects (Myhill, D. (2016) Essential Primary Grammar - UK Higher Education - Open University Press)</p>
	<p>Shorter writing composition opportunities and activities to respond to Reading</p>
	<p>Planning longer pieces of writing</p>
	<p>Creating longer pieces of writing</p>
	<p>Evaluating and self/peer assessing pieces of writing</p>
	<p>Editing and Improving writing (including re-drafting where appropriate)</p>

<p>Possible Pedagogical approaches used in English</p>	<p>Behaviourism</p>	<p>Direct teacher instruction; modelling of skills and techniques; demonstration</p>
	<p>Constructivism</p>	<p>Inquiry-based learning; outdoor learning</p>
	<p>Social Constructivism</p>	<p>Teacher modelling; questioning; mix of individual, paired and group instruction</p>
	<p>Liberationism</p>	<p>Pupil-led learning; opportunities to showcase learning</p>
	<p>Learning, working and talking like an author / writer</p>	<p>Being introduced to the key vocabulary that an author / writer would use; defining the key vocabulary that an author / writer would use; high expectations of pupils 'talking' like an author / writer.</p>



Effective use is made of teaching assistants' time and expertise to develop students' skills further, in all year groups.

Use of ICT

The use of ICT will be built into the delivery of the English programme wherever appropriate. In particular, activities can be demonstrated through the use of the interactive whiteboard. Each classroom has a visualiser, an effective tool which acts as a desk video camera and provides live coverage of work-in-action on the teacher's desk. In this instance, texts can be shared under the visualiser, children's work can be displayed and analysed (with the permission of the child in order to do so) and the writing process can be modelled more accurately through the use of handwriting than it is on a flipchart or written work on the interactive whiteboard. In addition, wherever possible, good use will be made of ICT by the students for a range of purposes connected to the English programme, eg research using the internet, word processing programs to present and digital animation.

On some occasions, children will be encouraged to use a computer when the quality and quantity of work is limited due to a particular educational need. In these instances, all aids on the computer will be turned off so that the work on screen is wholly independent through no reliance on spellchecks and grammar/punctuation checks.

Resources

Each year group has its own stock of resources appropriate to their age and ability. All classes have access to computers and iPads. Teachers are encouraged to visit their local ESCC library to gain access to thousands of high quality texts.

Equal Opportunities

We are committed to an environment that promotes equal opportunities for all students, regardless of their race, colour, gender or ability and work undertaken reflects this commitment.

Assessment, recording and reporting

Assessment in English should reflect the general principles and procedures laid down in the Primary School's assessment and marking policies. The following points should be adhered to by all teaching staff in Primary School:

- Individual reading records are maintained and communication home is maintained via the contact book in relation to assessment objectives;
- A writing portfolio for each student is maintained, via the assessed writing book which is passed on from Reception and holds examples of independent writing;
- Two parent consultations are held, in the autumn and spring term, in which targets in English are discussed with the student's parents/carers.
- A written report on each student's achievement in English is sent to parents as part of an overall report on the student's progress to date in the summer term of each academic year.
- Both formative and summative assessment is carried out across Years 1-6 and on-going formative assessment through observations is carried out in the Early Years Foundation Stage.
- Long-termly PIRA Assessments are used to monitor and track attainment in pupils across Years 1-5. Year 6 pupils are monitored through the use of past SAT papers, no further than two years prior to the current year due to the ever-adapting curriculum.

In Upper Key Stage Two, children are beginning to work towards the 'End of Key Stage Two' assessment framework - a compulsory assessment form that all children in Year 6 across the country are assessed against. With this in mind, children are challenged to extend their thinking in their extended writing activities through the use of a 'Justification Page'. This is whereby pupils start to write on a double-



page spread on the right-hand side of the page. The left-hand side of the page is their Justification Page - a space to justify their writing choices to the reader, keeping them at the forefront of the writer's mind when writing. Children are also encouraged to mark their work against the GPS framework and direct the class teacher towards the features of writing they have showcased in their writing.

Children who are working towards the Greater Depth writing standard are directed towards:

- 1) Ensuring they are using the appropriate register in their writing - that is, keeping the reader in mind and deciphering how they were to edit their writing based on different audience types;
- 2) Ensuring they keep a conscious control over their writing, embedding appropriate features of writing within the text.

Feedback

Marking will be carried out regularly and in accordance with the Primary School's marking policy. We encourage the active involvement of our students in their own learning by providing oral feedback and giving them time through the day to act upon this. We encourage students, through paired and individual working, to assess themselves and also understand how to improve.

In Key Stage Two, children aim to earn a pen through neat handwriting and neat corrections to mistakes. Children will write in a blue pen and will then edit in a black pen so that it is clear to see where the child has gone about making edits and improvements to their work both in terms of their own self-assessment and in peer-assessment where the peer assessor will initial their contributions at the bottom of the workbook. Feedback is varied through some pieces of work being marked by the class teacher, and some pieces of work being marked through verbal feedback. Verbal feedback is seen to be more effective amongst practitioners across the County and at Gildredge House, we have seen a vast improvement in the quality of writing since this form of feedback was adopted.

Moderation

Termly staff meetings are held with all Primary School teaching staff involved in moderation of different year groups' independent writing. Opportunities are sought to moderate with colleagues from other schools, wherever possible, in order to validate our judgements.

Cross - Curricular Writing Opportunities

Teachers will provide opportunities for pupils to practise and apply their writing skills across the curriculum by creatively making links where there is opportunity. School also plans basic skills application days on occasions through the year which enable children to apply their writing skills through a variety of activities.

Links with parents

We regard the school/parent relationship as important in the educational progress of our students. Parents are encouraged to approach staff with any queries, view a child's recent classroom achievements through visits to the class and during parent consultations. We also hold year group support sessions for parents, to enable them to help their children at home with phonics, reading and writing.

From Reception to Year 6, students are expected to practise reading at home and learn word families for spelling. Contact books are used as reading diaries throughout the Primary School and these provide a link for parents and teachers on the progress the student is making.

Professional Development

As a staff, we seek to ensure that our knowledge base is regularly updated by seeking appropriate training and offering support for colleagues through discussion and observation. The English Subject leaders are



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Damon Willar, Kate Paul, Sheri Wilkinson and Laura Rummins. The English Subject Leaders are responsible for raising standards of teaching and learning in Writing. They will analyse data each year to pick out strengths and identify areas for improvement. From this analysis, the Reading and Writing School Development Plans will be born with a key issue to be driven through school. This Key Issue will be implemented, monitored and the impact evaluated at regular points using some of the following monitoring strategies:

- Auditing staff, in order to plan CPD opportunities;
- Moderation of pupil work;
- Monitoring English planning;
- Lesson observations;
- Learning Walks;
- Discussion with pupils;
- Keeping up to date with important English developments;
- Purchasing new resources;
- Leading staff meetings.

Governors

The Director of Lower School will report to Governors at termly Education Committee meetings, on the progress of all students.

D. Willer & K.Paul

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