

August 2019



Eveline Day School English Policy

The purpose of this policy is to describe our practice in English education and the underlying principles. It supports our belief that when children are listened to and valued they feel they belong and therefore continue to achieve and grow.

At Eveline Day School we believe that the ability to read effectively for meaning is one of the most important skills a child can learn at primary school as it underpins understanding in every subject. Great importance is placed on teaching English within the day-to-day curriculum and the development of English skills is seen as a key part of the curriculum. They are essential to success in every subject. The skills, though distinct, are interrelated:

- Speaking and listening
- Phonics (in the EYFS and KS1)
- Grammar
- Reading for meaning and pleasure
- Writing for different purposes and audiences
- Handwriting and spelling

Children progress in each of these skills as they move through the school.

AIMS

Through high quality teaching all children will be able to:

- listen to the spoken word attentively with understanding, pleasure and empathy
- communicate effectively and confidently in standard English
- read a range of materials fluently, critically and with understanding for enjoyment
- write effectively for a range of audiences and purposes using accurate spelling, punctuation and grammar
- succeed at 11+ level thus ensuring progression to good secondary school
- achieve the expected standard in KS1 and KS2 SATS tests

To provide a rich and stimulating environment; integrating speaking and listening, drama and role play, reading and writing.

Speaking and Listening Aims

To create an environment in which children feel safe when speaking about their thoughts and feelings

- To listen, evaluate and respect the opinions of others

- To speak expressively and confidently about a range of topics through discussion and debate
- To provide a range of opportunities for children to talk and listen in formal and informal settings
- To use drama, role play and 'Power of Reading' teaching approaches to develop confidence
- To use discussion during shared and guided reading and writing sessions

Teaching and Learning to deliver the speaking and listening aims

- 'Power of Reading' teaching approaches; 'conscience alley', 'role on the wall', 'freeze frame', role play, talk for writing and talk partners
- Retelling stories and poetry
- News sharing and show and tell – often through presentations
- Listening and responding to and evaluating each other's' contributions
- Speech and drama opportunities

Reading Aims

- To foster a life-long passion for reading and an appreciation of literature in every child.
- To help children become critical readers to give them greater understanding of the wider world.
- To provide a wide range of reading materials; books, newspapers, websites, comics.
- To develop reading skills through graded reading books.
- To develop research and retrieval skills through a range of information texts.

Teaching and Learning to deliver the reading aims

- Listening to high quality texts; Power of Reading and other carefully chosen materials
- Use of shared books and digital materials for class reading and teaching reading strategies
- Read and watch plays
- EY, KS1 and lower KS2; 1-1 reading and guided reading
- Independent reading at school and home
- Studying books by significant authors; authors' visits, Book Week focused studies of an author's works, performances of plays and poetry.
- Targets shared with parents at parent meetings
- Interventions when appropriate

Writing Aims:

- To understand the importance of audience and purpose
- To develop effective communication strategies the written word
- To write in a variety of forms
- To recognise writing can be a collaborative effort
- To recognise drafting and redrafting is an essential part of the writing process
- To recognise that spelling is an important skill

Teaching and Learning to deliver the writing aims

- Modelled, shared and guided writing.
- Use of dictionaries, word mats and thesaurus to support use of interesting vocabulary.
- Using high quality books as stimulus for writing; for example the Power of Reading texts.
- Opportunities to write in a variety of forms and for different audiences.
- Grammar skills taught in context of writing for real purposes.
- Teaching children to apply the steps needed in drafting and editing.
- Expectation that pupils improve work following teacher's marking; 'purple polishing time'.
- Peer marking opportunities; following the success criteria.

Spelling

We aim that pupils will be able to:

- attempt words for themselves using a range of strategies
- write an increasingly wide range of words from memory
- use a wide range of resources to help with spelling for example word banks, dictionaries, classroom environment
- develop an understanding of spelling patterns and rules and identifying the exceptions to those rules
- use a range of strategies to learn spellings, especially those miss-spelt in their own work

These aims are developed through

- Jolly Phonics in EYFS and KS1; using a range of strategies and interactive activities.
- Teaching spelling in KS2 linked to individual need and in accordance with 2014 NC.
- Marking for specific spelling objectives and giving feedback to pupils.
- Use of word books, thesaurus and dictionary use.
- Weekly spelling homework and tests

Handwriting

Children are taught cursive script from Reception onwards. They practise joined handwriting daily and use joined writing for all tasks demonstrating a clear, neat hand.

We aim that pupils will be able to:

- form letters correctly
- use upper and lower case letters appropriately
- Use a correct and comfortable pencil/pen grip
- write in a fluent, cursive style by the KS2

The ways in which the aims are implemented include

- Daily letter formation practise in EY and Year 1.
- Fine motor skill exercises in KS1.
- Reinforcement of correct pencil grip and use of pencil grips when required.
- Introducing cursive writing in Reception
- Using handwriting pens in Year 3 when child's writing is sufficiently legible,

- Frequent taught handwriting sessions in KS1.
- Daily handwriting sessions in KS2.
- Incentives; display showing best piece of work in each year and award Pen Licences

Homework

- EY – daily reading encouraged as well as revision of weekly sounds
- KS1 – daily reading, 1 piece of English and spellings.
- Lower KS2 – daily reading, 1 piece of English and spellings.
- Upper KS2 – spellings, 1 grammar and 1 comprehension and/or writing task.

Teaching and Planning

Teachers are responsible for planning and delivery of English teaching to their class, with guidance and consultation from the English Subject Leader (ESL) and Senior Leadership Team (SLT).

English will be taught each day (taking between five to seven hours of the weekly timetable)

- **Long Term Planning** is informed by The New National Curriculum 2014 and identifies the key objectives in literacy that we teach to each year.
- **Medium Term Plans** are also based on NC 2014 and detail the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term.
- **Short Term Plans** are completed by class teachers. They list the specific learning objectives and expected outcomes for each lesson and detail how the lessons are to be taught. They also include details of what each group of children will be learning. They are derived from a variety of sources including Power of Reading Teaching sequences and *100 English Lessons*.
- High quality children's books are carefully chosen as a basis for rich learning experience and to provide opportunities for writing with a purpose.
- All teachers include clear Learning Objectives, Success Criteria, independent and plenary activities, the support staff and class teacher's focus groups and differentiation.
- All teachers use rotas for individual, paired and guided reading.
- Plans are monitored by ESL and SLT.

How we cater for Higher Attaining Pupils

Children showing particular strengths and talents in any aspects of Literacy will be identified by the class teacher. Weekly planning should reflect the focus on developing their skills, whilst showing challenge for them to achieve mastery in this area. Class teachers should seek advice from the Literacy Coordinator if they need support in challenging their more able pupils.

Pupils with SEND and IEPs

Where barriers to learning are identified, the SENCO will work closely with the class teacher and the ESL to ensure that difficulties with English basic skills are swiftly addressed and a programme of learning is put into place to remove the barriers. If appropriate to their needs, the targeted children may access intervention groups including phonics, oral work, handwriting and grammar work. If the

child is on the Special Educational needs register, they will have an IEP with individualised learning targets. Support may include:

- Individual support provided within the lesson, planned using strategies suggested by SENCO and/or our educational consultant.
- 1 – 1 support with Educational consultant or TA in addition to the lesson.

EAL Children

Language development, which begins with talk, is central to all learning, so speaking and listening must be a fundamental part of the curriculum, supporting learners in expressing ideas and feelings, in respecting others and empathising with them. Our EAL pupils at EDS need support in understanding language and using it effectively to ensure they can access the English curriculum and make accelerated progress. EAL children should be provided with pre-teaching of key vocabulary (using communicating print style images) to support their understanding and use of language, and receive differentiated resources / additional support as appropriate during all English basic skills sessions.

Summary of Teaching

EY and KS1

We begin with the basics through teaching Phonics. Children acquire the essential building blocks needed to progress in reading and writing.

Targeted writing sessions consolidate emerging awareness of spelling, syntax and punctuation. Children work both independently and in small guided groups, and work is based around inspiring texts by well-respected children's authors.

Reading is taught both through shared reading of texts in class and guided reading in small groups, and children are given plenty of opportunity to put their newly learned skills into practice during one-to-one individual reading sessions with their class teacher or teaching assistant.

Speaking and listening is developed through many different opportunities to interact with peers and adults, including giving presentations, working in 'talk partners' and taking part in assemblies and plays.

Children are taught letter formation with our eventual aim being a fluid cursive script for every child by KS1. This ensures children work towards using more complex sentence structures and making more adventurous vocabulary choices, their creativity is enabled free rein by their ability to record their thoughts quickly and fluently.

Lower KS2

In KS2 children move from using the key skills underpinning excellent reading and writing, to a more developed application of these skills.

Children explore a wealth of literature in more detail and from different angles, beginning to develop the inference and deduction skills needed to read at a higher level of understanding. These

skills are further developed in weekly comprehension lessons using techniques such as P.E.E. (point, evidence, explanation). Fluency and precision are still checked through one-to-one individual reading sessions.

Writing is linked closely to reading, using examples of a wide range of text types to learn authorial intent and techniques.

Speaking and listening has a heightened focus, with children giving presentations on topics to their class, taking part in role-play, studying performance poetry and having the chance to audition for the annual poetry recital.

Upper KS2

Children take on greater autonomy in writing creatively and expressing themselves through the written word. Dynamic creative writing sessions using Power of Reading teaching sequences ensure that they are inspired by the wealth of literary devices available to them, and are encouraged to experiment with their own literary 'voice' in poetry and prose, across a wide range of genres. Author studies and comprehension lessons remain a key part of the curriculum. The children are expected to read texts from a breadth of genres independently. Reading comprehension lessons take a further step in understanding texts and ensure that all children are well prepared for their Entrance examinations in Year 6.

Year 5 and 6 are introduced to a wider appreciation of literature and criticism through performing and reading literature including Shakespeare, preparing them effectively for more detailed study in their years at senior school.

MONITORING AND STAFF DEVELOPMENT

The monitoring of the teaching and learning of English will be carried out by the school's senior leadership team and ESL and will involve:

- Learning walks
- Analysis of data
- Pupil progress meetings
- Work scrutiny
- Pupil interviews to gather pupil voice.

Eveline Day School has an expectation that all members of the learning community will take an active role in their own professional development and believes that all members of staff have a responsibility to support the professional development of colleagues.

Any CPD requirements will be identified as part of the monitoring process, staff audits and staff requests for developing their own practice. Relevant and timely CPD will be provided for staff internally through staff training, supportive actions, peer planning and teacher meetings, and externally through CPD or where a member of staff feels an advertised training session will be valuable to them and the current needs of the school.

Staff Responsibilities

Head Teacher/Deputy Head Teacher/Educational Consultant (SLT) and English Subject Leader

- Lead, manage and monitor the development of English in the school.
- Support the English subject leader in promoting English across EDS.
- Carry out annual audits, set targets, review and monitor the action plan.
- Feedback to parents and relevant bodies.

English Subject Leader (ESL)

- Assist SLT in carrying out the audit, review and amend action plan.
- Prepare and organise school based INSET meetings and workshops.
- Ensure dissemination of good practise.
- Assist in monitoring of teaching and planning.
- Assist in analysis of SATS results.
- Revise and update Policy annually.
- Assist, support and guide colleagues.
- Organise books and resources.
- Organise Library visits and liaise with local library about events.
- Organise author visits, workshops and competitions.
- Liaise with ESLs in other schools and look after own professional development needs.

SENCO

- Work together with the English Lead to implement support for **SEND** pupils.
- Provide information and INSET for staff on special needs.
- Advising staff on English objectives to include in IEPs for children with **SEND**.
- Advising staff on how to use support staff to help children 1 – 1 or in a group.

CLASS TEACHERS

- Planning, teaching and assessing English lessons.
- Marking and feedback to pupils.
- Working collaboratively with colleagues to support each other and share good practice.
- Identify their own training needs and attend relevant courses.

SUPPORT STAFF AND TAs

- Support teaching English, 1 – 1 or in small groups under the direction of the class teacher.

This policy was written by Sharon Holloway, ESL, in consultation with:

- *Rachel West – met to discuss EYFS, July 2019*
- *Teaching staff – summer 2019*
- *SLT – summer 2019*

Review date: Summer 2020

Appendix 1 Literacy Resources

EY and KS1

Book corner which includes:

- Picture books
- Range of fiction, non-fiction and PHSE themes
- Big books
- Books made by children
- Poems
- Comics
- Cushions, rugs, dressing up boxes
- Toys
- Story visuals

A writing area which includes:

- Variety of writing tools, e.g. pencils, pens, chalks
- Visuals
- Letter templates
- Envelopes
- Invitations
- Writing checklists
- Recipes
- Lists
- Sandpaper letters and sand trays
- Materials to support fine motor skills; tweezers and beads, malleable materials

KS2

- A comfortable Book corner in Year 6 and smaller corners in each classroom stocked with a variety of fiction and non-fiction texts, poems, books made by children.
- Access to ipads for research
- CLPE Power of Reading teaching sequences
- Grammar scheme
- Handwriting scheme
- Mac PCs and Ipads

Teaching resources across the school:

- Power of Reading resources from the CLPE website
- Jolly Phonics – reading, writing and grammar
- Pie Corbett – writing models non-fiction and fiction,
- Abacus Bug Club
- Classroom Secrets
- Rising Stars Assessment materials
- Pupil subscription to BOFA on-line learning in Year 5 and 6

Appendix 2

Eveline Day School - KS1 - Power of Reading Curriculum Map Overview 2019 – 20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UR	Billy's Bucket By Kes Gray	The Night box By Louise Grieg	Harry and His Bucket full of Dinosaurs	Digging Up Dinosaurs By Alik	Jack and the bean stalk	Three Three little pigs/The little red Hen
YR1	Claude in the city	The Jolly Postman	The Story Tree	10 things I can do to help my world	One day on our blue planet – in the Savannah	The Lonely Beast
YR2	Claude in the City	The Jolly Postman	The Story Tree	10 Things I can do to Help my World	One Day on our Blue Planet – in the Savannah	The Lonely Beast

Eveline Day School - KS2 - Power of Reading Curriculum Map Overview 2019 - 20

YR3	The Journey	The journey	The Iron Man	The Iron Man	Oliver and the Seawigs	Oliver and the Seawigs Cosmic Disco poetry
YR4	Arthur and the Golden Rope – Joe Todd-Stanton		Werewolf Club Rules – Joseph Coelho	Werewolf Club Rules – Joseph Coelho Hot Like Fire – Valerie Bloom (new)	Mouse, Bird, Snake, Wolf – David Almond	
YR5	Wonder		Odysseus			The Nowhere Emporium
YR6	The Last Wild		Running On Empty By S E Durrant			1001 Arabian Nights Pig Heart Boy

Appendix 3 - Assessment

Classroom Monitor

Making use of Classroom Monitor for Formative assessment, Summative Assessment, Tracking and Reporting

At EDS we record assessment in many ways to ensure

- every child achieves and learns to their potential
- teachers teach the requirements of the National Curriculum
- to share information within the school
- to share progress with parents
- to involve pupils in their progress

Assessing what's being taught

Within the parameters of the National Curriculum, EDS has some flexibility over what is taught and when. There *are* expectations in terms of content, skills and attainment which should be met by the end of each key stage. How this is achieved is up to teachers so that the curriculum suits the school and the context.

EDS uses this freedom to select topics, teaching sequences and to adapt schemes of work in a way that engages learners and really meets their needs; for example through The Power of Reading Scheme which has been introduced from Reception to Year 6 and through Forest School visits for Lower and Upper Reception. Many of the speaking and listening elements within the National Curriculum are covered through the various drama opportunities in the school.

The assessment framework of classroom monitor matches what's being taught. It is valuable as a tracking tool for pupils' progress within each specific year group; extending the pupils for mastery within each subject. It can be used for formative assessment and, with the *Rising Stars* tests, for summative assessment at specific points in the year.

The statements within monitor can be used to inform teaching for individual children, small groups or a whole class; matching frameworks to pupils' needs.

Help can then be implemented for those pupils causing concern at any point. In particular, for children with SEND; depending on the specific need of these individuals, it may be that they're following different programmes of learning or need smaller steps in order to make progress.

Using Classroom Monitor for AFL means the information can be helpful when setting targets with pupils, as a valuable resource for *tracking* progress and attainment and for information or when *reporting to parents*.

Appendix 4 - English Assessment - EDS

EYFS assessments

- On-going formative assessment through activities and observations
- Classroom monitor

Year 1

- On-going formative assessment through activities and observations
- PIRA Reading Assessments each term
- Classroom monitor

KS1 assessments

- External SATs tests are given to KS 1 pupils in literacy: 2 English reading papers and 2 English grammar, punctuation and spelling (GPS) papers. These tests are marked by teachers
- Writing is also teacher assessed, with judgements informed by the GPS test
- Assessments are submitted to the LA
- Internal age appropriate PIRA assessments are administered termly

KS2 assessments (SATs)

- KS2 National Curriculum assessments (SATs) are administered annually
- The following external tests are administered to KS2 pupils in literacy: 1 reading paper and 2 English GPS papers. Tests are externally marked
- Reading and writing will also be teacher assessed to give a broader view of attainment
- Results will be published as a raw score, a scaled score and a confirmation of whether or not he or she has attained the expected standard
- To meet the expected standard, pupils must achieve a scaled score of 100 or above
- The range of scaled scores available for each tests is between 80 and 120

Assessment at other points

- Pre-11+ and 11+ Practise papers for Upper KS2 children to prepare for external entrance exams.
- Termly writing assessments which are marked and kept as evidence
- Optional KS2 SATs assessments.
- Age appropriate PIRA tests at three times during the year. These support teachers in making accurate judgements about pupils and used as SA for classroom monitor.
- From the middle of Year 5 onwards, children sit practice 11+ tests.