



English Policy

Date Ratified	Review Date
April 2017	April 2020

Revision History

Date of Revision	Summary of Changes	Approved	Approved

Mossley CE Primary



A curriculum policy for English

Mission Statement

Mossley School is an inclusive community where all are safe, happy, valued and nurtured in a stimulating, motivating environment that challenges everyone and promotes a life long love of learning.

SCHOOL AIMS ARE:

ETHOS/CHARACTER

- To provide a firm Christian foundation.
- To maintain a happy, secure, harmonious community built on mutual respect and shared goals.
- To create an atmosphere of value and worth, developing confident people.
- To encourage a climate of self-motivation, discipline, responsibility and personal excellence.
- To develop an awareness and understanding of others, their religions, cultural and social characteristics, so that the children may become caring and tolerant members of society.

CURRICULUM

- To provide a broad, balanced, and differentiated curriculum that will develop their emotional, physical, social, academic, creative and spiritual growth.
- To provide a stimulating environment.
- To put opportunities for learning into suitable contexts.
- To provide opportunities for first-hand experiences.
- To establish an environment in which teachers, parents and the community can work with each other as partners for the achievement of these aims.

At Mossley we believe the most important skill any child can leave primary school with is the ability to communicate, read and write independently and effectively. Through our enriched curriculum, reading, writing, speaking and listening encompasses all areas of learning. We promote a culture of reading and writing, not simply as life skills, but to also develop in pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives.

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.



AIMS

At Mossley our aims in teaching English are that all children will:

- be able to communicate effectively and confidently in standard English. Have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- be able to listen to the spoken word attentively with understanding, pleasure and empathy;
- have an interest in books and be able to read a range of materials fluently, critically and with understanding for enjoyment and for information;
- be able to write effectively with confidence, fluency and understanding for a range of audiences and purposes using spelling, punctuation and grammar accurately. To orchestrate a range of independent strategies to self-monitor and correct.
- Be able to develop the powers of imagination, inventiveness and critical awareness.

Speaking and Listening Aims:

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently about a range of topics through class discussions and debates
- To provide a range of opportunities for children to talk and listen in formal and informal settings
- To use drama and role play and talk for writing to develop confidence when addressing an audience
- To use discussion during shared and guided reading and writing sessions
- To create an environment in which children feel safe when speaking about their thoughts and feelings

Teaching and Learning:

- Use of talk partners
- Class discussions and debates
- Retelling stories and poetry
- Talk for Writing
- Role play and drama
- Listening to a range of texts – fiction, non-fiction and poetry
- Story time
- News sharing
- Listening, responding to and evaluating their own and others' contributions
- Incorporating days where no pens are allowed – no pen day



Assessment:

- Observations of children taking part in the above activities
- Observations of children in more formal situation eg class assemblies, whole school assemblies, performances, presentations, group work

Reading Aims:

- To create a reading culture that celebrates a love and enjoyment of books
- To help children become critical readers to give them greater understanding of the wider world
- To provide a wide range of reading materials, e.g. big books, comics, newspapers, encyclopedias, posters
- To develop children's reading skills through using books graded according to challenge and difficulty
- To develop retrieval skills through a range of information texts, including those related to the class topic
- To develop children's comprehension skills through taught guided reading and comprehension activities daily

Teaching and Learning:

Children read through a set of book banded books that runs throughout Key Stage one and Key Stage two. Each colour in the book band is a different stage. We do not subscribe to a specific reading scheme. We provide a diet and range of genres at different stages within a book band. The children know which book band they are working at and recognise the book band that they are working towards. Children are bench marked on a regular basis to confirm the levels that the children are working within. Guided Reading - Teachers work with small groups of children to teach children specific and targeted reading skills in a book that is sufficiently challenging. We use the Kingscourt guided reading scheme. Guided reading takes place for each child on a weekly basis and reading skills such as inference, comprehension, language choices, expression and understanding of the text are explored and discussed.

Children also read regularly in other areas of the curriculum and in other parts of the school day through:

- Experiences of hearing high quality texts through shared and guided reading
- Use of big books, digital books, topic related texts and guided reading texts for class/group reading and the teaching of reading strategies
- Modelled and shared reading of fiction, non-fiction and poetry
- Read and see plays performed



- Opportunities to pre-read texts, engage in a post-read activity and comprehension activity to further develop understanding of texts and key comprehension skills
- Regular opportunities to share books with the class teacher, TA's and parent helpers in every year group
- Interventions when appropriate, including reading volunteers and early morning reading sessions
- Opportunities for independent reading, both at school and at home
- Opportunities to access E books as well as individual reading books from the reading scheme
- Studying books by significant authors, including visits and projects (World book day)
- Reading competitions to encourage a love of reading – Extreme reading/Summer reading challenge linked to the local library
- Visits to and from the local library
- Secret storytellers encouraged to come in and read to the children
- SATs reading booster sessions in year 2 and year 6
- Termly targets shared with parents at parent's evenings or through reports

Assessment:

- Regular summative assessment during guided and individual reading of skills that the children can achieve on the Mossley skills grid – See Mossley skills grids(taken from the new curriculum 2014).
- Regular assessment using bench marking scheme to assess children's level of reading and comprehension used alongside the Mossley skills grids.
- Regular comprehension tests to be completed termly/half termly to assess children's comprehension skills.
- End of KS1 and KS2 reading assessments (SATs)
- All of the above are used alongside each other to assess children's reading and comprehension and to feed into the planning of guided/individual reading sessions.

- Four data entry point throughout the year to track children's progress in reading and to pinpoint children making expected, more than expected and less than expected progress. Actions can then be put into place by teachers for individuals and groups of children.

Phonics Aims:

Teaching and Learning:

Assessment:

Writing Aims:

- To understand the importance of audience and purpose
- To develop strategies to communicate effectively through the written word



- To write in a variety of forms
- To recognise that writing can be a collaborative effort
- To recognise that drafting and redrafting is an essential part of the writing process and to be able to edit and improve their own and other's work
- To recognise that spelling is an important skill and ensure that children have a range of strategies to move towards the conventions of the written word
- To recognise that grammar and punctuation are important skills and to apply skills taught in PAG sessions to their written work

Teaching and Learning:

At Mossley we follow the Pie Corbett "Talk for Writing" method of teaching writing throughout the school. This involves children learning a text by heart, putting actions to them and doing lots of drama activities around that text. We follow the three stages of imitation, innovation and invention. This structure provides a scaffolding for the children to learn, adapt and then create a brand new story, report, poem etc of their own.

Writing is also taught through:

Modelled, shared and guided writing

- Using dictionaries and a thesaurus to support the use of interesting vocabulary
- The use of big books and topic related texts to develop key skills in writing
- Children knowing and applying the steps taken in the drafting and editing process
- Opportunities to write from real life experiences
- Opportunities to write in a variety of forms and for different audiences, using high quality children's books as a stimulus
- Grammar and punctuation skills being taught in the context of writing for real purposes as well as discrete sessions
- Opportunities to publish work through a variety of media
- Opportunities for writing linked to topics and in other curriculum areas
- Marking, children are required to make improvements from teachers' comments
- Peer marking against Learning Intention and Success Criteria
- Termly targets shared with parents at parents evening and through reports

Assessment:

- Regular summative assessment during writing sessions against the success criteria of skills that the children can achieve – See Mossley skills grids(taken from the new curriculum 2014).
- Pink and green highlights
- of writing against the national curriculum/Mossley skills grids.
- Regular assessment to check that spelling, punctuation and grammar being taught in discrete sessions is being applied into writing.
- End of KS1 and KS2 writing assessments (SATs)
- All of the above are used alongside each other to assess children's writing and to feed into the planning of writing sessions



- Four data entry point throughout the year to track children’s progress in writing and to pinpoint children making progress used to show next steps/areas to improve and where targets have been met. Children are encouraged to edit and improve their work continually.
- Regular moderating of writing within year groups/key stages/whole school/between schools to assess children’s level expected, more than expected and less than expected progress. Actions can then be put into place by teachers for individuals and groups of children.

Spelling Aims:

Is a continuation of the teaching of synthetic phonics through Letters and Sounds – See phonics section. Also spelling patterns and words lists set out in the 2014 National Curriculum for each year group – See Mossley Spelling Planning.

Teaching and Learning:

- At Mossley each class follows the Mossley Scheme for spellings which is adapted from the new curriculum. This concentrates on spelling patterns and links with the different phonics phases in “Letters and sounds”. The children have a 10 minute spelling session each day where they will have the opportunity to practise and apply the spelling pattern for that week. The spelling patterns are shared with parents on newsletters and via the website to enable them to practise at home. The children are then tested once a week on spellings from this pattern and their knowledge of their spelling patterns is assessed by whether they apply the patterns in their writing.

Spelling is also taught through:

- The marking of work
- Use of jotters/”have a go” books to embed new/difficult vocabulary and words that do not conform to general conventions
- Regular teaching of spelling linked to individual children’s needs and according to the requirements of the 2014 National Curriculum
- A range of strategies taught through interactive activities
- Encouragement of dictionary/thesaurus use.
- Spelling interventions where and when this is needed

Assessment:

- Regular assessment of spelling through marking (pink and green) to check that patterns are being applied in writing
- Spelling tests weekly
- Testing of high frequency words, common exception words and words from year 1/2, 3/4 and 5/6 words list from the new national curriculum
- All of the above are used alongside each other to assess children’s spelling and to feed into the planning of spelling sessions.

Grammar and Punctuation Aims:



As set out for each year group in the 2014 National Curriculum – see Mossley punctuation and grammar coverage year one-six.

Teaching and Learning:

Punctuation and grammar is taught in discrete 20 minute sessions everyday from year one to six as well as being embedded into English and cross-curricular teaching. At Mossley we have the characters “The Puncs” who were introduced in an assembly. Staff and parents dressed up as puncs are focused on in different year groups and the children are taught how to use these different punctuation characters and came around the classes to meet the children and read them the story of their character. Different puncs in their writing and how to notice them in their reading.

Grammar and punctuation is also taught through:

- The marking of work
- Regular teaching of punctuation and grammar linked to individual children’s needs and according to the requirements of the 2014 National Curriculum
- A range of strategies taught through interactive activities
- Punctuation and grammar intervention where and when this is needed

Assessment:

- Regular assessment through the marking of work (pink and green) to assess whether children are applying skills taught in punctuation and grammar sessions into their writing
- Termly/half termly SPAG tests to assess ability and used to plan further SPAG teaching
- End of KS1 and end of KS2 SPAG tests
- All of the above are used alongside each other to assess children’s knowledge of punctuation and grammar and to feed into the planning of SPAG sessions.

Handwriting Aims:

By the end of KS1 pupils will be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

By the end of KS2 pupils will be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Teaching and Learning:

As a school we use the Penpals scheme for handwriting. This concentrates on letter formation to start with in reception and then moves on to link into



spelling patterns and phonics sounds. Handwriting is taught through discrete sessions in both key stage one and two and is linked to phonics and spelling patterns. It is also embedded into the teaching of English and other cross-curricular subjects. In year 4 the children have the opportunity to gain a “pen licence” once their teacher feels that their handwriting is of a high enough standard. We put an emphasis on the children applying skills taught in handwriting to their everyday writing.

Handwriting is also taught through:

- Shared and modelled writing
- The marking of work
- Phonics sessions
- Spelling sessions
- Handwriting interventions when this is needed

Assessment:

- Regular assessment through marking of work to see whether the children are applying the skills taught to them in handwriting sessions into their writing
- Regular assessment of handwriting during handwriting sessions

Planning:

- High quality children’s books are carefully chosen as a basis for rich learning experiences and to provide opportunities for writing with a purpose. They are topic related where possible
- All teachers use the Mossley literacy planning format and Curriculum Maps which set out written outcomes, including purpose and form, for each class book
- Plans include clear Learning Intentions, Success Criteria, independent and plenary activities, the support staff and class teacher’s focus groups and differentiation. The SPAG learning for the week is also included on the plan
- Phonics is planned on a separate plan for the week indicating which sounds and tricky words are to be covered
- Learning goals are taken from the Mossley reading and writing skills grids, the Mossley progression of PAG from year 1-6, letters and sounds and the Mossley spelling scheme. These are in turn taken from the new 2014 curriculum.
- All teachers use the ‘weekly reading rota’ to plan for guided reading. This states the class teacher’s focus group as well as independent activities such as the pre-read, post-read and comprehension activities
- Plans are monitored by the literacy subject leader and SLT according to the monitoring timetable

The Governing Body:

Regular reports are made to the governors on the progress of English provision and to our English Governor. This policy will be reviewed every three years or in the light of changes to legal requirements.

Cross curricular English opportunities:

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and



understanding acquired through literacy lessons to other areas of the curriculum. Topics will also be brought into English lesson where possible through topic linked texts.

The use of ICT:

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate with the aim of embedding ICT throughout the curriculum in particular in the digital literacy section of the ICT curriculum.

Parental Involvement:

Parents are encouraged to assist with English in many different ways including listening to their own child read at home and assisting with homework. As well as this we actively encourage parents to come in and assist the child's class teacher whenever possible whether it be as a reading mentor or a secret storyteller. Reading, writing and phonics workshops and sessions are regularly put on for parents to attend to find out how they can help their children at home.

Intervention programmes:

Intervention is administered when required through support within the classroom environment and through intervention programmes for children with identified SEN provision. Where possible, more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. Very occasionally, special arrangements will be made for an exceptionally gifted pupil e.g. they may be taught with children of a similar ability or may follow an individualised programme with more challenging tasks and activities, in order for them to broaden and deepen their understanding

Equal Opportunities:

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background

Role of the Subject Leader:

The Subject Leader, English team and SLT are responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress – tracking progress and attainment termly throughout the school
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments
- English book scrutinies, planning scrutinies and learning walks (with SLT)
- Action plans – progress made and areas to develop

Inclusion

- We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their



attainment. Gifted children will be identified and suitable learning challenges provided.

Monitoring of the teaching and learning

- The co-ordinator and SLT will monitor the children's work by sampling books, reviewing planning and discussion with teachers and children.
- On occasion the co-ordinator will observe and/or team-teach with colleagues as appropriate
- The SLT will monitor teaching and learning through observation and sampling.

Background Information:

- This policy is in line with other school policies and therefore should be read in conjunction with the following school policies:
- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

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