

## **English Policy**

Northwick Park Primary Academy

At Northwick Park Primary Academy, we believe that a high level of literacy and communication skills are key to success across the curriculum. Through the English curriculum, children will be supported to develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. Our aim is for children to enjoy and appreciate literature and its rich variety. We ensure that we provide opportunities for the development of children's skills across all areas of the Primary Curriculum.

**As a school we aim to:**

- **Provide a rich and stimulating language environment, integrating reading, writing and spoken language.**
- **Provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.**
- **Ensure pupils become confident, competent and expressive users of language.**
- **Foster an enthusiasm for and love of reading for life.**
- **Introduce pupils to a language other than English.**
- **Plan effectively to ensure high quality use of English across the whole curriculum and school day.**

**We encourage pupils to:**

- **Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.**
- **Be interested in books and read for enjoyment within lessons and beyond.**
- **Have an interest in words and their meaning, developing a broad and varied vocabulary**
- **Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to a given context.**
- **Understands some basic words of a language other than English.**
- **Develop skills imagination, inventiveness and critical awareness.**
- **Have a suitable technical vocabulary to articulate their responses.**
- **Spell words accurately and consistently.**
- **Understand how the English language works in terms of grammar and punctuation.**

## **Statutory Requirements**

The school fulfils all statutory requirements across Foundation Stage and Key Stages 1 and 2.

## **Subject Organisation - Overview**

### Foundation Stage

From the moment children enter the schools nurseries, they are immersed in a language and print rich environment as they begin their learning journeys. Pupils are taught to speak clearly and articulately and communicate effectively with each other. They are read a wide range of stories and are encouraged to fully engage with imaginary story characters and situations. Please see the EYFS policy for more information.

Within the first half term of starting in their reception classes, children begin to learn their letters and sounds through the Read, Write Inc programme. Children are ability grouped for these sessions. RWI develops early reading skills in terms of reading (word decoding and comprehension), spelling and writing. Please see the RWI policy for more detail. A wide range of other literacy opportunities are structured by class teachers to sit alongside the RWI programme. Children take home books to share with their parents. Children make a start with understanding spelling and grammar conventions of the English language.

### Key Stage 1

Children continue to work in differentiated RWI groups and, once they are ready, move on to a structured English session each day. In addition, they have writing sessions built into to the day to supplement the RWI programme. Children learn to speak confidently and listen to what others have to say. They learnt to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children understand and begin to use in their own work simple spelling and grammatical rules of the English language.

### Key Stage 2

Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts fluently and respond to differing layers of meaning within. They explore the use of language and consistently and accurately employ spelling and grammar rules in their own work, adapting these for different effects in their work. Children have a daily English lesson (1 hour) and a reading set session (half an hour) to encourage their engagement with a longer text and to encourage reading for pleasure.

## Groupings

Children are grouped by ability for their English and Reading Set sessions. RWI sessions are split across the key stage. SEN children are taught in smaller sets. Children are set by ability and need, not just age.

## Planning

Teachers plan units of work from the overview sheets provided by the Subject Leader. Staff follow the same agreed planning formats for RWI and English Hours. These plans identify not only the teaching structure and outcomes of the lesson, but also how work is differentiated and how adults are deployed to support the learning.

## Resources

The school is well resourced in this area. Reading books are frequently replenished and updated. Guided reading books, large format books and class sets of reading books are available in the large hall. RWI and 'Bug Club' reading books are located by the Year 2 classrooms. Along the link corridor a wide selection of 'banded' books are set out. The library area is currently under development. Resource requests should be made ahead of time to S Gould.

All classrooms have age appropriate dictionaries and learning aids e.g. magnetic letters, RWI resources etc.

A range of texts are available on class computers e.g. the Longman Big Book series. The 'Rising Stars' comprehension texts are being trialled by members of the reading team and will be available shortly.

All classrooms have internet access, an interactive whiteboard and a visualizer.

Multi-modal tests and the use of film to stimulate writing are used across the school.

## Handwriting

KS1 children follow the RWI teaching structure for handwriting. When they are ready towards the end of year 2 in most cases, children are taught to join their cursive letters. The Nelson Handwriting Scheme is used within school.

Neat handwriting and presentation is encouraged at an age appropriate level. On occasions, children are asked to 'top copy' a piece of work for the purposes of handwriting development. Children are expected to write neatly and present their work well in all areas of the curriculum.

The school cursive handwriting style is displayed in all classrooms and used by teachers as a model.

Children use pencils (with grips if appropriate) to write with when they are younger but when their handwriting is judged to be neat enough they receive a 'Pen Licence'.

### Spelling

Spelling is taught through the RWI programme in the lower age classes. Children then follow the spelling progression outlined in the English National Curriculum appendices.

Spellings are sent home regularly as part of homework and correct spelling and spelling rules are taught throughout lessons across the day. Children are expected to correct their own spellings at an age appropriate level.

### Grammar and Punctuation

Teachers teach key grammar and punctuation skills as outlined in the National Curriculum. These skills may be taught as part of analysing the features of a given text, as a way to develop their own writing following feedback or as a discreet lesson when a knowledge gap has been identified or if a new skill needs to be focussed on. All children from Year 2 onwards participate in 4 GPS tests a year.

### Assessment

Children are assessed frequently and thoroughly to determine next steps in learning and inform the school of how to best meet the needs of individual cohorts of children. Current assessment procedures in English are set out in the 'Assessment, Recording and Reporting'. Recent changes in the curriculum mean the assessment processes at Northwick Park Academy are currently under review.

### Modern Foreign Languages

Northwick Park Academy currently offers sessions in French. These are overseen by subject leader Mrs L Abbott.

### Recording and Reporting

Parents receive a written report on their child's progress in the spring term.

They are advised of their child's current attainment at termly parent evenings through Pupil Profiling Sheets and through the end of year summary report.

All teacher assessments and test results are centrally recorded and copied to the HT, DHTs and Subject Leaders. Progress of children with SEND are reported to and overseen by the SENCO (Mrs S Brooks).

### Governors

Governors receive updates regarding results through the Head Teacher's Report at Main Governors Meetings and Curriculum Committee Meetings. Mrs J Gwilliams is currently the governor responsible for English.

### Monitoring

English is thoroughly monitored – the DHT (subject leader) observes every teacher teach an English lesson at least once a year. The focus of these observations is taken from the School Development Plan.

Lesson planning is saved centrally onto the school's computer system and is monitored at least once a term. Individual feedback is then provided and training needs are identified.

Teachers assess their pupils' written work in pairs to ensure standardised judgements; the DHT then samples pupils' work at random to ensure consistency of judgement between staff. The DHT then compares the school samples with national exemplars to further ensure consistency. Two members of staff are trained KS 1 moderators and two members of staff are trained KS 2 moderators. All four moderators completed external visits to a number of local schools in the 2014 cycle.

Pupil progress for individuals and cohorts of children are monitored by the head teacher, deputy head teachers, subject leaders and SMT.

Teachers' Performance Management sets out measurable objectives in English to fulfil the school's objectives.

### Inclusion

We believe that all children should be empowered to reach their potential with their English skills. Children with SEND receive quality first teaching and the class teacher takes overall responsibility for their progress. A range of support packages are available for children to access e.g. RWI tutoring, writing booster groups, 1:1 GPS tutoring, BRP, Individual reading programmes and individual comprehension sessions.

The needs of highly able children are overseen by Miss R Hedgeley. Teachers differentiate their work to ensure quality first teaching and there are enrichment opportunities available e.g. more able communicators take part in the 'Speakers' Bank' public speaking competition at the local secondary school.

## Parental/Community Involvement

We recognise and value the role parents and the wider community play in helping children on their journey to literacy.

Parents are involved with reading from as soon as children enter school. They are invited to reading induction and RWI meetings to inform parents of teaching strategies and expectations.

Parents are encouraged to comment on reading progress in the home/school reading diary throughout the primary phase. In KS1 they may attend an after school homework/reading club. In Key Stage 2 rewards are given for regularly reading at home to a parent/carer.

Suggestion sheets for how to help pupils move forward in each stage of their reading journey are available at parents' evenings and teachers are available after school to discuss any queries or concerns on an informal basis.

The school has enjoyed working with many outside agencies, recently the local secondary school and the Creative Partnership team. Northwick Park teachers continue to work alongside other schools in the area as part of academy goals in a support role.

Book fairs, visits from the library service and visiting authors all take place on regular occasions.

## Staff Development

Termly English Update staff training sessions take place to ensure staff are informed of current initiatives and skills are constantly being developed. These staff meetings include formal training where a need is identified via staff requests or through lesson observations/results scrutiny.

This policy will be updated in the Summer Term 2017