



# Grouville School English Policy 2016

Article 28: Every child is a right to an education.

Article 29: Every child has the right to be the best they can



At Grouville School we strive to offer our pupils intellectual excitement and challenge; to equip them with knowledge, skills, attitudes and dispositions; to provide them with a sense of wonder and delight; and give them the opportunity and confidence to use and apply the skills to meet the needs of the present and future society.

## **Aims:**

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in, and for, a range of contexts, purposes and audiences;
- develop the confidence, desire and ability to express their views and opinions both orally and in writing;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Planning - Teaching and Learning Strategies**

Knowledge, understanding and skills are taught daily within English lessons. Lesson planning is guided by the 2014 Jersey Curriculum for English. At Grouville School we use a variety of teaching styles in our English lessons. English is taught through daily lessons using the English Curriculum 2014, the principles of which are embedded in the Read, Write Inc (RWI) phonics programme used in Foundation and Key Stage 1 and the RWI. Literacy and Language programme used from Year 2 to Year 6. In both Key Stage 1 and Key Stage 2 children experience whole class/group reading, spelling, speaking and listening, drama and varied writing activities. Throughout the school children are taught in groups or classes by trained tutors who may be teachers or teaching assistants.

There is a balance between fiction, non-fiction and poetry and an emphasis on whole texts rather than extracts.

Teachers use a variety of interactive teaching methods to deliver the curriculum, and to achieve set learning objectives.

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Teaching and learning takes place within a whole class setting for the majority of the school. There is a small differentiated group focus in Key Stage 1 for phonics teaching at the start of the day. In addition, the class teacher and Teaching Assistants may lead smaller ability focussed guided reading and writing groups during a whole class lesson.

### **Speaking and Listening**

At Grouville, we believe that speaking and listening form the foundations of learning in English. In formal and informal situations we create and facilitate opportunities for conversation, discussion, questioning and talk around learning. We strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment

### **Reading**

Our priority is both the teaching of reading skills through the RWI phonics scheme and the Literacy and Language scheme, and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and through questioning we look at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read, and instilling in children a love of literature. Therefore, children throughout the school are read to regularly every day.

### **Writing**

We strive to create an environment that will promote both reading and writing. Teachers carefully plan writing to link to the termly topic, as well as links to RWI phonics and Literacy and Language ensuring that there is a purposeful outcome to each piece of writing. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and systematically. Writing takes place daily within English lessons and in other lessons linked to the wider curriculum. Children write two pieces of unaided writing termly as part of ongoing assessment and progression.

### **Handwriting**

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years there is a big emphasis upon the development of fine motor skills. Children are encouraged and supported to develop a correct pencil grip. We use a range of resources to practise these basic skills. Children are taught correct letter formation with a focus on both upper and lower case letters and then joining of letters.

### **Speech, Punctuation and Grammar**

An understanding of how to use speech, punctuation and grammar correctly, and identifying word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. This is linked to the Jersey Curriculum guidelines for year groups. Speech, punctuation and grammar is taught and planned to fit in with relevant genres of writing.

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## **Early Years**

In the Early Years communication is a major focus and we endeavour to build a high talk environment, where conversations are stimulating and fun. Much of the learning in the Foundation stage is about fostering a love of literature and therefore books are often used as a vehicle for learning. Familiar stories and rhymes are used to develop children's speaking and listening, and reading skills. A box of core books can be found in all Foundation stage classrooms. Children are read to daily in both formal and informal settings. RWI is introduced in Nursery in the summer term, Reception begin the RWI programme in September. Writing is developed through a range of activities for fingers. Mark making is encouraged and the children are shown how to improve manipulative skills, and form letters when ready.

Communication problems are identified early on and referrals for assessments are made to the Speech and Language therapy department as and when necessary. Most Foundation Stage practitioners are "Language 4 Life" trained which allows for class action interventions in Nursery and Reception.

## **Assessment, Recording and Reporting**

The assessment and recording of English is part of the overall assessment of the whole child and is seen alongside all the other areas of development. Children are assessed both summatively and formatively. It is expected that any summative testing will be used in a formative way. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely linked to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Children are encouraged to make their own judgements about how they can improve their own work and will often work with partners to do this as part of the editing process. This includes referring to, and evaluating success in relation to predetermined success criteria (Steps to Success). Often the children will be involved in deciding the success criteria for a given activity or task.

Writing targets are formed through teacher assessment of extended pieces of (mainly independent) writing. These are then turned into Next Steps and shared with the children: the detailed assessment of the termly writing sample may provide an overarching writing target in addition to this throughout the term.

Twice each term an unaided piece of writing is assessed. These will cover a range of genres in every class from Year 1-6. The sample is marked using the 2014 Jersey Curriculum objectives.

Recording: Class teachers record termly on the School Pupil Tracker Online which shows previous attainment and progress. Class teachers keep individual records which inform their planning and teaching.

Reporting: Teachers meet formally with parents twice a year in the Autumn and Spring term and Parents receive a written progress report. In the Summer term a final written report is written. If a parent or teacher is unsure about a child's progress, then additional meetings will be organised.

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## **Inclusion**

We believe that teachers have responsibility for the learning of all of the children in their class. All children have an entitlement to the English curriculum at a level they can access. Consequently, we aim for all children to participate in mainstream lessons. Work is differentiated and extra support is in place for children with S.E.N. where necessary. Termly progress meetings take place between the Educational Needs Coordinator, Class teacher and Assessment Coordinator, children are prioritised according to need and support is planned. The Special Educational Needs (SEN) team meet weekly to plan for the week. Where it is felt appropriate, a pupil may receive individual or small group support from an intervention programme which will best suit their needs. EAL(English as an additional language) children receive support from the EAL service to develop key language. Where appropriate, in school support will be given to children who are on a Speech and Language programme. We aim to provide a range of resources that reflect the diversity of culture and language within our school community and beyond.

## **Homework and Parental Involvement**

We value the relationship we have with parents and believe they play a very important role in developing their child's English skills. We believe that homework is an important part of school life as it consolidates and extends current learning. It also develops home/school links and teaches organisation and responsibility.

We involve parents in their child's learning in a number of ways:

- We hold a "Meet the Teacher" evening in the autumn term and we provide termly curriculum letters informing the parents on the areas of the curriculum that are being covered.
- We hold one-to-one parent evenings twice a year and particularly in the second meeting in the spring term, discuss levels of progress in English and set targets.
- During the academic year we provide many opportunities for children to share their learning experiences with their family. This includes Shared Learning Days, Review sessions and a Celebration Afternoon.

## **Homework expectations**

In both Nursery and Reception: Parents are encouraged to share books with their child.

In Nursery children take home tasks encouraging them to talk each term. In Reception in the Autumn term each child takes home a letter sound/word time sheet to practise. By the Spring and Summer term children are taking home differentiated activities, such as, revising speed sounds, word time sheets and ditty books.

Year 1: The children have reading homework and they will also have spellings appropriate to their RWI group.

Year 2: The children have reading, and spelling through RWI (depending on what level group they are in) every week. In class they have a choice of levelled reading book. They occasionally have writing projects linked to topic.

Key Stage 2: The children have reading which should take about 20 minutes daily. Even fluent readers need to practice reading aloud regularly to keep up this important skill. Children may sometimes have

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another piece of written work or other English activities. In Year 6 there will be regular reading and written homework based on the learning focus in English.

**Monitoring and Review**

Reviewed by Caroline De Luca July 2016

To be reviewed July 2018

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## Appendix 1

### Assessment Overview for English

Year Group	What	When
Nursery	Ongoing assessments in both child led and skills development which feeds the Development matters proforma	October + July Prime areas and communication.
Reception	Development matters Evidence from Learning journeys Sounds/ reading assessment Formative writing assessment	October February + July and ongoing Ongoing every term Termly
Year 1	RWI phonics Writing assessment unaided PM Benchmark Formative reading and writing assessments ongoing	Half termly Twice termly December, March, June ongoing
Year 2	RWI phonics Writing assessment unaided PM Benchmark for all children Formative reading and writing assessments ongoing New curriculum appendix sheet Guided reading teacher assessed against key objectives Rising stars reading and writing assessments twice termly	Half termly Twice termly  Termly December  Twice termly
Year 3	Writing assessment Formative reading and writing assessments against new curriculum Ongoing spelling assessment against NC word list Dictation used for SPaG PM Benchmarking up to level 30 Rising Stars reading and SP&G	Twice termly Ongoing termly  September Termly Term ongoing at least half termly
Year 4	Unaided writing assessment Single word spelling test PM benchmarking below L30 as appropriate Formative reading and writing assessments ongoing Group reading records ongoing	Twice termly September As needed ongoing  Twice termly

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Year Group	What	When
	Rising Stars reading and SP&G	
Year 5	Unaided writing assessment CATs PM bench marking for SEN Formative reading and writing assessments ongoing Rising Stars reading and SP&G	Twice termly September September Mid September Termly Ongoing
Year 6	Unaided writing assessment Formative reading and writing assessments ongoing Rising Stars reading and SP&G	Twice termly termly Twice termly

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**Appendix 2 - National Curriculum and child speak objectives for Writing, Reading and Speaking and Listening - see school website**

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