



Grouville School English Policy 2019

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. In the Foundation Stage children are taught phonics discreetly on a daily basis. Shared stories and guided reading also take place throughout the week. Planning in the moment approach ensures that all children are supported to develop their emerging writing skills from their individual starting points. In Key Stage 1 children are taught phonics in groups or classes by trained tutors who may be teachers or teaching assistants. Reading books in these sessions are linked to their phonic knowledge. Alongside this both Key Stage 1 and Key Stage 2 children experience whole class/group reading, spelling, handwriting, speaking and listening, drama and varied writing activities..

There is a balance between fiction, non-fiction and poetry; this is a combination of whole texts and 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 and reading at the start of the day. In addition, the class teacher and Teaching Assistants may lead smaller intervention groups for reading and writing.

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

Reading is a life-long skill and as a school we teach reading in a variety of ways to promote engagement and enjoyment, including reading quality texts and stories to the children. Guided reading, opportunities for children to be inspired and work with poets and authors. As children begin to read we focus on decoding, primarily through phonics and 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, summarizing, clarifying, questioning, inference and prediction. We believe that high-quality literature is key to motivating children to read, and instilling in children a love of reading. Therefore, children throughout the school are read to regularly.

Writing

We strive to create an environment that will promote both reading and writing. Teachers carefully plan writing to link to the termly topic and children's needs, 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 within a context. 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 using the RWInc handwriting guidance.

Spelling, Punctuation, Grammar and Vocabulary

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

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planned to fit in with relevant genres of writing where appropriate. Spelling is taught, from the National Curriculum, with a focus on phonology, etymology and morphology at least four times a week.

Early Years

Communication and language is prioritised in Nursery and Reception and WellComm is used to assess language skills and to provide intervention where needed.

The REAL approach is used in Nursery to ensure parents understand how to support their children at home all aspects of English.

Nursery

In Nursery children are encouraged to develop their sound discrimination and listening skills in preparation for letter sounds. This is taught through a fun games based approach and in a variety of contexts.

Reception

Children are assessed on entry to Reception to identify their early literacy skills. Phonics teaching is then planned around children's needs. Reception are taught letter sounds and common letter combinations to support reading and the development of early writing. By the Spring term groups are differentiated. Provision is made for children who have not made expected progress in phonics. This is a targeted intervention using the "Five Minute Box" on a one to one basis. Parent support sessions are also available for parents of children who require some further support in the Summer Term.

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 and checklists). Often the children will be involved in co-constructing the success criteria for a given activity or task.

Writing targets are formed through teacher, pupil conferencing of extended pieces of (mainly independent) writing. Together the teacher and pupil decide what the child's next steps in writing are.

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 and should be marked with/alongside the child.

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.

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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.

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.DCO where necessary. Termly progress meetings take place between the Educational Needs Coordinator, Class teacher and Phase leader, children are prioritised according to need and support is planned. 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 and/or Occupational Therapy 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" meetings in the Autumn Term and we provide termly curriculum letters and weekly updates informing the parents on the areas of the curriculum that are being covered.
- Weekly updates are sent to parents informing them of the learning focus and homework for the week.
- We hold one-to-one parent evenings twice a year and particularly in the second meeting in the Spring Term, discuss strengths and next steps in the child's learning.
- During the academic year we provide many opportunities for children to share their learning experiences with their family. This includes class assemblies, sharing their learning at parent meetings and Celebration Afternoon.

Homework expectations

In both Nursery and Reception: The children have reading homework and parents are encouraged to share books with their child.

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Year 1: The children have reading homework and they will also have spellings from the National Curriculum.

Year 2: The children have reading, and spelling 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 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 Fiona Galvin June 2019

To be reviewed June 2021

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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 Single word spelling test Unaided writing assessment PM Benchmark Formative reading and writing assessments ongoing Rising stars reading	Half termly January Twice termly December, March, June Ongoing Twice termly
Year 2	RWI phonics Single word spelling test Unaided writing assessment PM Benchmark for all children Formative reading and writing assessments ongoing Rising stars reading Rising stars SPAG	Half termly September and July Twice termly Termly December Twice termly Termly
Year 3	Unaided writing assessment Single word spelling test Formative reading and writing assessments against new curriculum Ongoing spelling assessment against NC word list PM Benchmarking below L30 as	Twice termly September and July Ongoing termly Termly Term ongoing at least half

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Year Group	What	When
	appropriate Rising Stars reading Rising stars SPAG	Twice termly Termly
Year 4	Unaided writing assessment Single word spelling test PM benchmarking below L30 as appropriate Formative reading and writing assessments ongoing Rising Stars reading Rising stars SPAG	Twice termly September and July As needed ongoing Twice termly Termly
Year 5	Unaided writing assessment Single word spelling test PM bench marking for SEN Formative reading and writing assessments ongoing Rising Stars reading Rising stars SPAG	Twice termly September and July Ongoing Twice termly termly
Year 6	Unaided writing assessment Single word spelling test Formative reading and writing assessments ongoing Rising Stars reading Rising stars SPAG SATS	Twice termly September and July Ongoing Twice termly Termly May

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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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