

THE OVAL SCHOOL



English Policy

Written: February 2020

Review: February 2022

English Curriculum Policy

This policy needs to be read alongside other school policies including:

- *Teaching and Learning Policy*
- *Feedback/Marking Policy*
- *Assessment Policy*
- *Early Years Foundation Stage Policy*
- *Inclusion Policy*
- *English non-negotiables*

This should also be read alongside the new National Curriculum (2014) and Ofsted School Inspection Handbook for inspecting schools in England under section 5 of the Education Act 2005 (E.I.F), referring specifically to “intent, implementation and impact.”

Rationale

English is part of the ‘essential knowledge’ (National Curriculum 2014 – p6) that is needed in society:

‘Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.’ (National Curriculum 2014 – p10)

The use of English in spoken and written form is the foundation of all learning. At The Oval School, we believe that literacy and communication are key life skills. Through a rich and varied English curriculum, we support pupils to develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large. We know that a high-quality education in English, and embedding these skills across all subjects, will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them.

Aims (Intent)

Here at The Oval, we aim 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
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are encouraged to become fluent and confident speakers.
- dedicated interventions close gaps and support disadvantaged and SEND pupils in speaking, reading and writing.

The National Curriculum for English is divided into 4 areas of study: Spoken Language, Reading, Writing and Spelling, Vocabulary, Grammar and Punctuation.

It is the role of the English Lead to ensure that the teaching of English is covered effectively throughout the school. Monitoring of teaching and learning (e.g. planning monitoring, work scrutiny, learning walks/drop-ins, formal observations and pupil conferencing) by Senior and Middle Leaders, allows for continued development and progression of the English Curriculum.

Spoken Language

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the National Curriculum.

Aims (Intent)

The National Curriculum states that *'pupils should be taught to speak clearly and convey ideas confidently using Standard English.'* (National Curriculum - p10)

Early years

Across Key Stage 1 and 2 we aim that children:

- value the language of their families, community and culture
- express themselves in an effective and appropriate manner to a range of audiences and for a range of purposes
- confidently and accurately use (grammatically correct) standard English
- use spoken language to support and extend their learning across the curriculum
- listen to others attentively, with an increasing capacity to understand more complex information and ideas
- offer and exchange ideas in both formal and informal discussion
- express their own ideas clearly to others in a manner which allows for an exchange of opinions and viewpoints

Entitlement

Pupils with specific speech and language and auditory problems will be identified and receive appropriate support. Where appropriate, specialist help sought. School employs a speech therapist.

Implementation:

At The Oval, pupils have access to a wide range of opportunities to support progression in Spoken Language.

These include:

- activities which are planned to encourage full and active participation by all pupils
- encouraging reading and talk about books
- retelling stories and poems
- school plays
- class debates
- weekly assembly/class assembly
- pupil voice meetings and discussions
- talk partners
- drama/role play
- Jigsaw P.S.H.E.E. lessons

Reading

Aims (Intent)

'The school is determined that every pupil will learn to read, regardless of their background, needs or abilities.' (Ofsted E.I.F.)

The National Curriculum states that, *'Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.'* (National Curriculum – p13)

The 2014 Curriculum divides reading skills into two sections:

- word reading/decoding
- comprehension

At The Oval School, we appreciate that both of these elements are essential to success and we support the attainment of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary.

Entitlement

At The Oval, we are working hard to raise the profile of reading across the entire school. Many cross-curricular reading opportunities are planned and pupils are encouraged to read for pleasure. We understand that reading is a developmental process and part of life-long learning and we encourage and praise pupils at every stage of it.

Children who are disadvantaged, receive additional provision to close the gaps in their learning.

Implementation: The subject curriculum *'is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.'*

All classes enjoy a class storytime at least once a day. (Ofsted E.I.F.) 'Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.'

Pupils are encouraged to read for pleasure by selecting books from a variety of stimulating, high quality books in the classroom, the use of the Reading Room and School Libraries and other designated reading areas in school. Texts available to pupils are replenished and updated throughout the year.

Every classroom has an attractive book corner containing a range of books, with a range of fiction and non-fiction books that reflect the current topic. Each Year Group has their own focus author with a range of books available in the book corner written by that author.

Every pupil has a reading diary. Parents are encouraged to complete this when a pupil has read at home. Teachers monitor and write a comment in reading diaries once a week.

A weekly Parent Library is held for each class where parents are encouraged to come and share a book with their child in school.

The four skills of Reciprocal Reading are taught from Reception: predicting, clarifying, summarising and questioning. Reciprocal Reading skills are displayed in class book corners and KS2 guided reading sessions are planned using these skills.

Peer reading groups across school develop both the skills of the reader and peer tutor.

To further enrich the reading offer, school subscribes to Fiction Express (an online book platform) and First News (a weekly newspaper for children).

EYFS

- Sharing books and storytelling are daily activities in the Early Years.
- Pupils are encouraged to enjoy books during all child-initiated activities and adults share stories with the children at various points during the day.
- Pupils are encouraged to talk about the pictures, characters and story and to recognise familiar sounds and words. As the Reception year progresses, pupils will be encouraged to start reading books more independently as their knowledge of sounds and words develops
- Early reading skills are practised throughout the day in child-initiated activities. These may include tasks and games such as: matching letters or words; being encouraged to join in with repeated refrains in stories; singing; recognising familiar logos and their own name; word building with resources such as magnetic letters and recognising print in the classroom.
- Each pupil chooses a new book each week to take home. Parents / carers are asked to share the book with their child at home. Nursery children respond to their book by drawing a picture about it. Reception children have a teacher comment in their book about the appropriate reading and phonic skills and tricky words taught that week and how parents can support their child at home.
- Daily phonics lessons take place using the 'Letters and Sounds' approach. Children work systematically through a synthetic phonics scheme.
- EYFS (Reception) have weekly guided reading sessions.

Key Stage 1

Pupils learn to read fluently through daily phonics and reading sessions. Regular reading to adults in school and reading at home are further opportunities to develop reading at Key Stage 1.

- Pupils take home phonetically decodable books which are changed once a week until they are secure at Phase 6 (Turquoise Book Band).
- In Year 1, there are two whole class shared reading sessions per week and three guided reading sessions.

- In Year 2, there are two whole class reading sessions per week and three guided sessions. Children work with a teacher and/or TA at least once a week and complete independent activities on other days.
- During Guided Reading sessions, the class teacher will select books, which are suitably challenging for the reading ability of the group/child. Tasks are then set for pupils to complete based on what they have read. Children in Year 1 have a heavy focus on word reading and understanding the main events of the story. In Year 2, once children are able to decode words accurately, their sessions will take on the format of a structured Reciprocal Reading session. During this session children are asked to use four key reading skills, predicting, summarising, clarifying and questioning. Records for Guided Reading are completed by the class teacher or teaching assistant.
- Shared reading sessions take place weekly, whereby children are exposed to many different text types and media, aimed at a level higher than they can access themselves.
- Reading for meaning is developed through questioning and other activities to ensure pupils have a clear understanding of what they are reading. This also includes an understanding of new vocabulary. Pupils are provided with opportunities to understand new vocabulary.

Accelerated Reader Scheme

More able pupils in Year One move onto Accelerated Reader Scheme. All pupils who are ARE or above follow this scheme from Year Two. All children take an online reading assessment (Star reader Test) each half term. This assessment gives each child a reading level and children then have the freedom to select books within this level. On completing a book, children then take an online comprehension test (quiz) to assess their understanding of the book. Targets are set based on quizzes and the amount of words a child has read. This is monitored by both the class teacher and English Leader. "Word Millionaires," and classes achieving most points are celebrated in school. Progress is recorded in pupils' reading diaries.

Key Stage 2

- Pupils are encouraged to read widely, through our use of differing class texts and high quality books in classrooms. Class book corners contain books specific to topics and the writing curriculum is based on a text linked to the topic in order to make learning more meaningful for children.
- Throughout the year, pupils are exposed to a variety of genres. Reading of these genres also helps support the pupil's writing for different purposes and audiences.
- Pupils select a book to take home using the Accelerated Reader scheme. The book the pupil chooses is entirely their choice and does not follow any reading scheme. Parents / carers are asked to share the book with their child at home and record this in their reading diary. This further promotes reading for pleasure.
- Pupils also need to read to find information in all lessons. Cross-curricular links with topic work and Science further support reading skills.
- Each class completes four reading sessions a week: shared reading; comprehension; a reciprocal reading session and follow-up work.
- Teachers plan guided reading sessions using Reciprocal Reading skills and VIPERS (vocabulary, infer, predict, explain, retrieve, sequence/ summarise)

range of reading prompts based on the 2016 reading content domains found in the National Curriculum.

- Year Six prepare for the KS2 reading SATS by reading C.G.P. texts and completing the associated comprehensions based on the reading content domains.

Impact: as a result of our Reading curriculum, pupils at The Oval School are enthusiastic, fluent and independent readers who pupils who enjoy reading for pleasure and to gain information. Pupils develop a broad range of reading skills that they can apply across the wider curriculum subjects. They are confident readers who are able to use and apply their reading skills to new texts as well as being able to take risks in their reading and have an understanding of the importance of reading in the wider world beyond school. They are able to apply concepts learned in their reading to their writing.

Writing

Aims (Intent)

The National Curriculum states that *'pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.'* (National Curriculum – p10)

The 2014 Curriculum divides writing skills into two sections:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

At The Oval School we provide opportunities for pupils to plan, revise and evaluate their writing, considering audience and purpose (composition). Vocabulary and grammar knowledge is developed and applied in writing. We also develop spelling strategies, sounds and letters, word structures and spelling structures, whilst ensuring legible, fluent handwriting (transcription).

Handwriting

The Oval School follows the Nelson handwriting scheme. Children are taught a regular focused handwriting session and accurate letter formation is taught through careful marking, feedback and intervention where necessary.

Entitlement

At The Oval, we recognise that both composition and transcription are essential to success and we support the achievement of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: Spoken Language, Reading, Grammar and Vocabulary.

Implementation:

At The Oval, pupils have access to a wide range of opportunities to support progression in Writing.

These include:

- Modelling and guided/collaborative writing to demonstrate good practice. Models are referred to as WAGOLLS (What A Good One Looks Like) These are displayed for children and used as editing tools to encourage independence.
- Writing opportunities based on high quality texts, relating to the year group topic, or other curriculum work in order to establish continuity for the child.
- Use of Spoken Language objectives and drama/role play to further develop ideas and opinions.
- From Reception, a clear sequence of lessons which include regular assessment opportunities (Chance to Shine). These ensure that Writing lessons build on prior learning and further challenge the child to.
- From Year One, Chance to Shine checklists are completed for each assessed piece – these are used to identify next step targets.
- From Year 2, children complete their own writing checklists before the teacher annotates them.
- KS2 Children complete their own A.R.E. and G.D. checklists during A Chance to Shine opportunity and this is highlighted by the teacher.
- Objectives for grammar, punctuation and spelling are also covered incidentally throughout all lessons.
- Display material in each classroom to support composition and transcription (working walls and general display materials).
- Marking of all writing follows the Marking and Feedback Policy. Working on comments are set to consolidate or extend learning. Children have the opportunity to edit and self-correct their writing.
- Success Criteria are used to support the writing process. These are shared with the pupils during the teacher input.
- Year Six pupils write their own Success Criteria according to the skills required for the particular genre and their personal writing checklist.
- Writing is shared and celebrated. Work is displayed both in classrooms and around school. Achievement certificates for writing are awarded during 'Good Work' assemblies.
- Assessment in writing follows the school's assessment policy.

It is the role of the English Lead to ensure that the teaching of the writing programme of study is covered effectively throughout the school. Monitoring of teaching and learning (e.g. planning monitoring, work scrutiny, learning walks/drop-ins, formal observations and pupil conferencing) by Senior Leaders, allows for continued development and progression in this area of the English Curriculum.

Grammar, Punctuation and Spelling

Aims (Intent)

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

School follow the ethos of, “if it has been taught, it must be used accurately by children within their work.” To this end, classroom displays for spelling, grammar and punctuation show clear progression.

Entitlement

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupils’ own writing and on the exploration of language as a system. The aim is to develop pupils’ curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language.

Implementation:

At The Oval School, teachers:

- directly teach and accurately model grammar and punctuation
- provide resources and an environment which promotes a developing understanding of grammar and punctuation
- assess pupils, monitor progress and determine targets for development
- ensure grammar is not just about learning terminology. Pupils are taught to transfer grammatical knowledge into independent reading and writing
- provide shared reading and writing to provide a context for the discussion of writing. Guided writing gives opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide contexts for investigations and application of grammatical knowledge in pupils’ own writing
- offer opportunities to revisit and consolidate particular aspects of work. Pupils are given opportunities to edit and redraft work to improve grammar and punctuation.

Continuity and Progression in Grammar, Punctuation and Spelling

Foundation Stage

Pupils expect written text to make sense and they recognise sentences in their shared reading of texts and in their own play and experimental writing. They write simple sentences based on speech and begin to use significant punctuation, for example capital letters for their own name and at the beginning of a sentence.

Key Stage 1

At Key Stage 1 the emphasis is on developing pupils’ general awareness of language, both written and spoken. Pupils are encouraged to attempt more complex spoken language and to observe the use of punctuation in written texts as a pointer for pausing, intonation and as an aid to meaning. They recognise sentences, expect them to make sense and use basic sentence structures in their own writing. Some punctuation marks are used in context. More complex sentences are developed through the use of an increasing range of conjunctions. Use of the Teacher Assessment Frameworks enables teachers to guide pupils with their grammar, punctuation and spelling.

Key Stage 2

In **Years 3 and 4** pupils are introduced to the grammatical functions of different types of word and they continue to explore how sentences are constructed. The emphasis here is not about grammatical labelling (the naming of parts of sentence) but on discovering their function, i.e. what words can be made to do. Explicit teaching of a wider range of punctuation marks occurs and this is reflected by their use in pupils' writing. However, care should be taken that punctuation is taught within the context of what is being read and what the pupils need to use in their own writing.

In **Years 5 and 6** this basic knowledge is extended through the close reading and discussion of carefully chosen examples from a range of text-types. In their writing pupils are encouraged to draw on this understanding to develop a sense of style, to experiment with the construction of complex sentences and to restructure sentences for clarity and effect. This will necessitate the use of a wider range of punctuation marks, including punctuation within a sentence. Punctuation is taught within the context of what is being read and what the pupils need to use in their own writing.

Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is. (*National Curriculum 2014 - page 49*)

School

- Pupils learn words that they see or remember them from their reading.
- From EYFS and throughout Key Stage One Pupils are provided with common exception words (words used most often in pupils' writing). These words are displayed in all classrooms, appear on word mats and have been sent home to support the learning of spellings at home. They follow Letters and Sounds which is implemented through Sound Start Phonics for Letters and Sounds. There is a shift from reading focussed lessons to more spelling focussed lessons in Year 2.
- All EYFS and KS1 classrooms display a large version of the grapheme chart which is used in daily phonics lessons.
- Pupils in Years 3 and 4 and Years 5 and 6 have a set of statutory words from the National Curriculum. These words, and words taught previously, appear in the classroom environment, and on word mats.
- Key Stage 2 follows the 'Read, Write, Inc' spelling scheme. All pupils have a 15 minute daily focused spelling session where the different spelling words are taught. They have two spelling tests: to assess which words need to be taught, and then to assess whether it has been learnt successfully.
- Teachers also ensure incidental coverage of spelling rules is part of their daily practice.
- Within the teaching sequence of spelling rules, the teacher supports learning by helping pupils understand the relationship between word meaning and spelling. *'For example, understanding the relationship between medical and*

medicine may help pupils to spell the /s/ sound in medicine with the letter 'c'.
(National Curriculum 2014 – page 49)

- All Key Stage 2 classrooms display Complex Speed Sound Charts to support and encourage independent spelling.
- Marking of spelling also helps develop pupils' spelling skills. The teacher will correct some new words that have been attempted by the pupil. However, the teacher will not always correct those spellings which pupils should be able to spell. To encourage independence, pupils will be expected to correct words themselves. Pupils understand which resources they could use to help support spelling (working walls, dictionaries etc)
- Pupils in Year 6 will sit a Spelling test as part of their end of key stage tests (SATs).

Impact: as a result of our Writing curriculum, pupils at The Oval School are able to independently write a range of genres using correct Grammar, Punctuation and Spelling knowledge across all subjects. They have an understanding of the importance of writing in the wider world beyond school and for future employment.

Assessment

Ofsted E.I.F.185. 'When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.'

The principles that underpin our new assessment system are:

- Every pupil can achieve: teachers at The Oval School have the mind-set, 'What do I need to do next to enable a pupil in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all pupils.
- Assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all pupils achieve.

Insights Online Assessment Tool is used to track progress of children over time.

National Tests

Children's performance is formally assessed at the end of each Key Stage.

At the end of Reception, this is Teacher Assessment.

There is a Phonics Screening Check in June for Year 1 pupils.

Year 2 children do National Tests and Teacher Assessments in English, Maths and Science.

Year 6 children do National Tests and Teacher Assessments in English and Maths, and Teacher Assessments in Science.

All parents receive an annual written report on which there is a summary of their child's progress in English over the year. At the end of the Foundation Stage and Key Stages 1 and 2, each pupils' achievement against national standards is included as part of their annual written report.

Tracking Progress over time

Writing

EYFS

Regular assessments of children's learning ensures that future planning reflects identified needs. Assessment in the EYFS takes the form of observations which involve the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Journey' booklets. Children regularly complete Chance to Shine assessment opportunities called "Shiny Writing."

KS1 and 2

Chance to Shine Assessments provide regular writing progress checks for every pupil, throughout the year. Years 1 and 2 teachers complete A.R.E. Writing Checklists (see previous reference) after each Chance To Shine. From Year 2, these are completed by pupils and highlighted by teachers. From this piece of work, individual targets are set to help them understand their next steps in learning.

End of KS1 and 2 Writing is assessed against The Teacher Assessment Framework. Moderation of Year 2 and Year 6 writing is completed regularly, within school and during planned meetings with schools within the MAT.

Children in Years 3, 4 and 5 complete NFER (National Federation for Educational Research) reading and grammar tests each term. The results are analysed in order to plan for any gaps in children's skills.

Reading

EYFS

Assessment in the EYFS takes the form of observation, involving the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Journey' booklets.

Phonics Assessments

Phonics assessments take place every half term throughout Reception and Year 1. Children who did not reach the required standard at the end of Year 1 are also re-assessed in Year 2. These assessments monitor the children's progress in relation to

what they have been taught and are used, alongside teachers' ongoing assessments, to inform the need for interventions.

Key Stage 1 and 2

Judgements for Teacher Assessments in reading are based on evidence in reading records and follow-up work in books

Professional development

- The English Lead attends training and reports back to all staff.
- CPD is held in school to ensure all stakeholders are up-to-date with curriculum changes.
- Moderation takes place in house, within the MAT and with support from the Local Authority.
- The Assessment Leader holds a writing moderation file.

The role of the English Lead is to:

- Write and update the curriculum policy for English.
- Monitor long-term plans to ensure progression in the teaching and learning of English throughout the school.
- Ensure that the teaching of the English programme of study is covered effectively throughout the school. Monitoring of teaching and learning (e.g. planning monitoring, work scrutiny, learning walks/drop-ins, formal observations and pupil conferencing) by Senior and Middle Leaders, allows for continued development and progression in the English Curriculum.
- Support all stakeholders with planning and implementation of the English curriculum. This may involve peer-support, team-teaching, moderation and peer observations.
- Lead CPD meetings to ensure all stakeholders are up-to-date with curriculum changes.
- Review and order resource to enable the delivery of the English Curriculum.
- To be aware of attainment and progression in all areas of the English Curriculum.
- To work alongside other leaders to ensure a coherent approach throughout The Oval School

Review

This policy will be updated, reviewed and developed in line with changes to the National Curriculum. Books and resources will be updated in accordance with requirements outlined in the School Development and Improvement Plan.

Louise Roberts English Lead

February 2020
The Oval School