



Queens Church of England Academy

Learning and Growing in the Love of God

English Policy

Adopted by the Leadership team

November 2019

Approved by full governing body

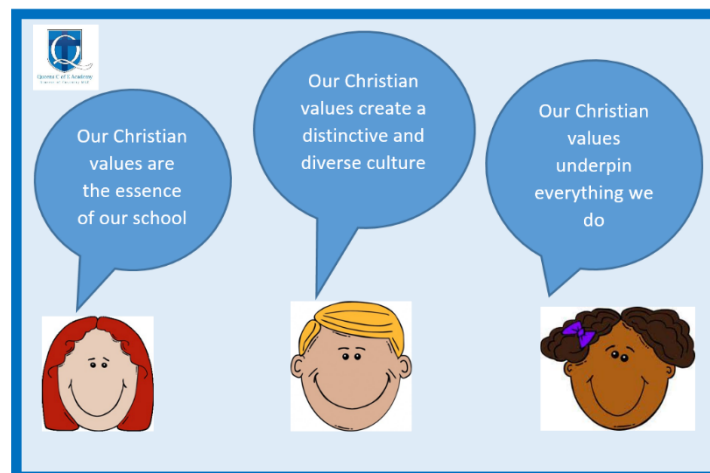
9 December 2019

Signed Chair of Governors

Paul Allred

To be reviewed

September 2020



OOMPH!

“Whatever you do, work at it with all your heart, as if working for the Lord and not for human masters.” - Colossian’s 3:23

Introduction

The National Curriculum (2014) states unequivocally that:

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.”

Aims and Rationale

This policy sets out how we, at Queens C of E Academy, interpret and apply the aims of the National Curriculum so that our pupils master the basic skills of speaking, reading and writing, whilst fostering a love and appreciation of literature.

This document should be read alongside the new National Curriculum in England, as well as other school policies, including:

- Curriculum Policy
- Curriculum Map and termly overviews
- Teaching and Learning Policy
- SEN Policy
- EAL Policy
- Assessment Policy
- Marking Policy

Reading

All children are assessed at the start of each term and given a ‘banded’ AR (Accelerated Reader) reading book, appropriate to their current level of comprehension, which they should take home daily. Communication between parents and teaching staff, recorded in Reading diaries, forms an essential part of assessment and the development of reading behaviours. Children judged to be independent readers record their own reading in their diaries. These books may seem simplistic but research has shown that children are able to word-read any book from the age of seven years old. As a result, we focus on developing children’s skills of comprehension without having a barrier of decoding. Children will then be quizzed weekly on the AR book they have read. They will use an online programme called Accelerated Reader that assesses the children’s responses and gives the teacher data which can be used to make their teacher assessments in reading. Not only does it encourage reluctant readers, but gives the teacher precise data to work from.

In addition to the ‘banded’ AR books, children are encouraged to borrow books from the school library and each class is allocated a timetabled slot. In order to balance the child’s reading skills, teachers encourage children to pick longer books which develop their speed and stamina of reading; an essential skill moving forward as a reader. To encourage reading for pleasure, there is also a selection of reading materials in each

classroom, including fiction and non-fiction books related to current topics, as well as comics for children to browse.

For most children in Key Stage 2, the focus is on developing reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically, identifying themes. All children will share class texts, including novels and poems in English lessons and non-fiction texts in other subjects, in order to hear, and learn new vocabulary and grammatical structures, and having a chance to talk about all of these together. Each child will be part of a 45-minute dedicated Reading lesson each day which centres on a whole-class novel which the children read as a whole class, regardless of ability level. Teacher modelling is the key to the success of these lessons as they will read to the children who have the opportunity to listen to an 'expert reader'. There are also opportunities for children to use metacognitive strategies to understand that there are different question types and each question has a different way of answering it in relation to the National Curriculum (2014) Reading Content Domains, as well as using a range of decoding strategies to decode unfamiliar words using the text.

Where necessary, specific phonic support is used to develop children's reading skills through the use of interventions, including synthetic phonic skills using the RWI scheme.

Writing

The National Curriculum divides the teaching of English into two dimensions: transcription (spelling and handwriting); composition (articulating ideas and structuring them in speech and writing), although it is clear that the two are inextricably linked.

Through analysis of a broad range of stories from different cultures, traditions and times, our pupils will learn to imitate their linguistic and organisational features on their journey to becoming independent, innovative writers. By reading and discussing the non-fiction texts in English, as well as other subjects, they will learn how to compose different styles of writing for appropriate purposes and audiences, against agreed success criteria. In order to do this, teachers use structured lesson plans building on writing strategies by breaking writing down into component parts before creating a composite piece. Regular, prompt feedback on each piece of extended writing is given using the school's marking policy, and pupils are given opportunities to redraft, edit and refine their writing for presentation.

The statutory requirements of the National Curriculum for Grammar, Punctuation and Spelling are clearly set out in the appendices. Using this structure, pupils are introduced to new concepts through Shared Reading sessions, so that they see them in context. After practising specific skills or rules, pupils are expected to demonstrate their use in guided or scaffolded writing, then independently, in appropriate styles or genres.

Building on the cursive style started at their infant schools, our pupils are taught to use legible and, eventually, speedy handwriting, using the 'Pen-Pals' scheme. At the beginning of year 3, all children write in pencil, until their teacher assesses their fluency and accuracy to warrant a 'pen-licence'. By the end of year 4, most children should write in pens, which are provided by the school.

Spoken Language

The National Curriculum states:

“Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills.”

At Queens Academy, we firmly believe that high quality writing is impossible without high quality discussion. Therefore, pupils are given opportunities to participate in discussions, presentation and drama activities to develop their thoughts collaboratively throughout the curriculum. Photographic evidence is displayed in pupils’ books as well as on classroom displays.

The Learning Environment

Every classroom is a Literacy-rich environment. Each class has reading material, with a selection of books related to current class topics, as well as dictionaries, thesauruses and reference books. An English ‘working wall’ in each classroom displays:

- examples of high-quality texts with organisational and language features highlighted as models for pupils’ own writing;
- scaffolds and prompts for different text-types, annotated with pupils’ ideas and working drafts (these may be shared, collaborative or individual);
- generic examples of grammatical conventions and cohesive devices to provide support for pupils in their independent writing;

Refined pieces of work are showcased outside of classrooms.

Organisation and Planning

English is taught for 75 minutes per day across the school. This includes reading, writing and speaking activities. Also, a 45-minute dedicated Reading lesson each day which centres on a whole-class novel which the children read as a whole class, regardless of ability level. In addition, each class has 75 minutes of ‘Topic’ which is strongly linked to learning in English lessons. Children are usually taught in classes for daily English lessons, although in some cases, sets have been agreed to help identified groups of children. However in Year 6, preparation for SATs involves further setting.

The School’s long-term plan identifies where units of fiction, non-fiction and poetry will be taught as part of a holistic, cross-curricular approach. This ensures that children in each class learn to read, write and discuss a range of texts in a meaningful context, which will deepen their understanding and enjoyment of the stories at the heart of the curriculum (outlined on termly topic overviews).

Children will have a range of books to work in for English and Reading-related lessons. This includes the following:

- Writing Skills (purple books) will include drafts of stories, plays and poems, as well as character studies, descriptions of settings and other ideas gathered from class or group novels. It will also have specific grammar and comprehension activities linked to the topic.
- Reading (blue books) will include answering specific questions based on National Curriculum Reading Content Domains and developing skills of decoding unfamiliar words based on metacognitive strategies.

In the Writing Skills book, pupils will be provided with differentiated success criteria grids to help them develop their independent writing, as well as appropriate scaffolding and structure. Editing, in response to feedback, should be in pencil, although longer pieces of redrafting will be in the original pen/ pencil, below the success criteria (ref: marking policy)

Pupils will complete 4 pieces of quality writing per half-term, based on allowing children to delve deeper into the planning stage of writing. This can last between 1-2 weeks. Therefore, teachers will plan three or four units per half-term and submit overview to the English Subject Leader before the start of each half-term. (Appendix 1)

W/b	3 rd September	10 th September	17 th September	24 th September	1 st October	8 th October	15 th October	22 nd October
Whole School Events	British Values Week			Friday INSET	NSPCC workshops		Online health questionnaire	Enterprise Week
Reading Lesson			Goodnight Mr Tom - Chapter 1	Goodnight Mr Tom -	Goodnight Mr Tom -	Goodnight Mr Tom -	Goodnight Mr Tom -	Goodnight Mr Tom -
Reading	Assessments	Stig of the Dump Chapters 1 & 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapters 8 & 9
Writing	Assessments	Instructions Barney's Guide to Home Improvements	Barney's Diary (informal, archaic recount)	Balanced argument – fox hunting	Formal letter from Barney to his parents about the <u>Snargets</u>	Police recount (use of passive verbs)	Argument – animals in circuses. Newspaper report – leopard spotted at children's party	Final Chapter Stig of the Dump
Maths	Assessments + Maths Day	Calculations	Long multiplication and division	Multiples/ Factors/ Time	Fractions/ Primes	Fractions and group work day.		
Science		Properties of materials	Electricity – history of electricity	Electricity – to recognise symbols used in circuit diagrams.	Electricity – to observe and explain the effects of differing voltages in a circuit.	Electricity – to plan and carry out a comparative test.	Electricity – to be able to make and test a switch.	

Appendix 1

Each unit should give the children an opportunity to look at the genre and its features through annotation. Children are able to identify SPaG features and structure of the genre to ensure they understand what these are and how to use them. Shared writing is also important for the acquisition of skills as the teacher will teach the skills of writing and how to structure it, acting as 'the expert'. A variety of stimuli is encouraged to engage children to allow them to explore different avenues in their mind and can finally produce an extended piece of writing per week with the opportunity to edit the writing

against the shared success criteria taken directly from the year group assessment criteria grids.



Set texts for English lessons feed into writing
Set texts for Reading lessons are discreet lessons for comprehension /vocabulary
More detailed content will be added throughout the year as the new half term's content is developed

Whole School Overview ENGLISH

SUBJECT LEADER: Tom Kidd
PLANNING COMES FROM: National Curriculum / School's own

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3	TOMB RAIDERS	THE POLAR EXPRESS	COVENTRY AND THE BLITZ (WW2)	A PRICKLY PROBLEM		THE ROMANS
Reading lessons	Iron Man – Ted Hughes	Bill's New Frock – Anne Fine	Diary of the Killer Cat – Anne Fine	A Midsummer Night's Dream – Shakespeare can be fun	Attracting and looking after Hedgehogs – Peter Bassett	Big Tom – Jean Uge
English lessons Set texts	The Egyptian Cinderella – Shirley Gibbon	The Polar Express – Chris Van Allsburg	War Boy – Michael Foreman	The Lion and the Unicorn – Shirley Hughes	The Hedgehog – Dick King Smith	Escape from Pompeii – Christina Balit
YEAR 4	ALL THINGS MAGICAL	RAINFOREST EXPLORERS	HEROES AND MONSTERS	DRAGON SLAYERS		
Reading lessons	Wild Moose Chase – Siobhan Rowden	The Firework Maker's Daughter – Philip Pullman	Five Children and it – E Nesbit	Twelfth Night – Shakespeare can be fun	Real life monsters, scary, slippery creatures – Simon Mendez	The Phoenix and the Carpet – E Nesbit
English lessons Set texts	Harry Potter and the Philosopher's Stone – J.K. Rowling		The Jungle Book – Rudyard Kipling	The Hobbit – J.R.R. Tolkien		How to Train Your Dragon – Cressida Cowell

Daily Learning Intentions and Pupil outcomes should be identified for Reading, Writing and Foundation subjects on a weekly timetable and entered into StaffPool at the beginning of every week. Differentiated Success Criteria must be provided for Writing and stuck in Pupils' books for each unit, with the exception of pupils working at ARE in year 6, who will be expected to set own success criteria using the TAFs.(Teacher Assessment Framework)

YEAR 5	CHOCOLATE	EARTH AND SPACE	TUDOR ENGLAND	SHIPWRECKED!
Reading lessons Set texts	Pig Heart Boy – Malorie Blackman	Revolting Rhymes – Roald Dahl	Mortal Engines – Philip Reeve	Eyewitness: Titanic – Dorling Kindersley
English lessons Set texts	Charlie and the Chocolate Factory – Roald Dahl	The BFG – Roald Dahl Biography / diary / glossary / newspaper report / poetry	The Terrible Thing that Happened to Barnaby Rooker – John Boyne	Shakespeare's Kingdom – Michael Moorcock
YEAR 6	HUNTERS AND HUNTED	LOSING OUR MARBLES	SATS REVISION	SATS REVISION
Reading lessons Set texts	Goodnight Mr Tom – Michelle Magorian	Who let the gods out? – Max Evans	Reading test practice (until SATS) / Macbeth – Shakespeare Can Be Fun	Reading test practice (until SATS) / Macbeth – Shakespeare Can Be Fun
English lessons Set texts	Stig of the Dump – Clive King Autumn 1: Instructions / diary (informal) / balanced argument / formal letter / police report / argument (animals in circus) Autumn 2: Informal recount / balanced argument / newspaper report / narrative	Terry Deary's Best Ever Greek Legends	SATS REVISION Macbeth – Shakespeare can be fun The power of Imagery Thames – greed / love / trust / betrayal / murder	The Future is Wild – DVD texts (evolution and inheritance) Non chronological reports Explanation texts – creatures Discussion – looking after the planet

Assessment

Pupils are assessed against National Curriculum attainment targets at the end of Key Stage 2, using the Teacher assessment Frameworks (TAF). In Reading, these have been divided into 7 Content Domains; in Writing, attainment is driven by pupils' ability to apply the key skills identified in the Statutory Requirements according to purpose and audience. Teachers input internal assessment data on iTrack which allows subject leader and Senior Leaders to identify children who are not making expected progress and implement extra interventions if necessary.

To provide guidance for staff, the English Subject Leader has developed a TAF-style assessment document for each year group, in writing and reading, where staff are expected to date each time a skill has been independently demonstrated in a pupil's work. These dates are cumulative over the year and progress can be easily identified by class teacher, subject leader and senior leaders.

Using these assessment criteria, teachers assess pupils half-termly, and use these assessments to set individual Pupil Targets for Reading and Writing.

To ensure that assessment is accurate and consistent, standardisation takes place at the beginning of each term to identify 'benchmark' pupils. Moderation meetings are held with teachers from partner-schools in the MAT and the Nuneaton Consortium.

Termly tests in Spelling, Punctuation and Grammar, and Reading Comprehension further inform Teacher Assessment and help identify pupils who are not making expected progress.

Year 5 Writing Criteria		Name: _____			
Composition					
Plan their writing by recording their ideas using reading and research to support.					
In narratives describe settings, characters and atmosphere					
In narratives integrate dialogue to convey character and advance the action					
Coherence within paragraphs (pronouns, synonyms and adverbs)					
Coherence between paragraphs (using adverbs of time, place and number)					
Organisational and presentational devices structure the text and guide the reader					
Colloquial language and contractions indicate informality					
Vocabulary and Grammar					
Formal vocabulary and structures are used in formal pieces of writing					
Passive verbs					
Noun phrases are expanded					
Modal verbs indicate degrees of possibility (might, should, will, must)					
Adverbs indicate degrees of possibility (perhaps, surely)					
Relative clauses (who, which, where, when, whose, that) or an omitted relative pronoun					
Tense is consistent throughout					
Subject and verb agreement					
Clause structures are varied					
Punctuation					
Commas clarify meaning and avoid ambiguity					
Hyphens					
Brackets, dashes or commas used to indicate parentheticals					
Semi-colons mark boundaries between independent clauses					
Colons introduce lists					
Bullet points are consistent					
Inverted commas and other punctuation is used accurately to demarcate speech					
Spelling					
Spell correctly most words from the Year 5 / Year 6 spelling list					
Silent letters					
Homophones are chosen correctly					
Handwriting					
Write legibly with joined handwriting					
Editing					
Propose changes to grammar, vocabulary and punctuation					
Ensure tenses are consistently using the correct tense through a piece of writing					

	Year 5 Reading Criteria	Name: _____
The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the assessment grids in Years 3, 4, 5 and 6 are very similar: the complexity of the writing increases the level of challenge.		
National Curriculum notes and guidance		

Word reading					
Use growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read words					
Comprehension					
In longer texts:					
2a	Explain the meaning of new words using context to help				
2a	Use growing knowledge of root words, prefixes and suffixes (morphology and etymology) to understand meaning of words				
2b	Use dictionaries to identify the meaning of unfamiliar words that are self-identified				
2b	Locate information using skimming and scanning				
2b	Pull out key information about the text explaining and justifying how this answers a question				
2b	Retrieve and present key details taken from fiction and non-fiction texts				
2b	Ask questions to improve understanding of the text				
2c	Summarise the main ideas from more than one paragraph				
2a	Draw inferences, such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence				
2a	I can distinguish between fact and opinion in non-fiction texts				
2a	Explain inferences and their evidence located in the text using P.E.E. (Point, Evidence, Explanation)				
2e	Make predictions from evidence implied in the text giving evidence and explanations using P.E.E.				
2f	Talk about the context of the text and how this affects our understanding of it				
2g	Recognise ways in which writers present issues and points of view in fiction and non-fiction texts				
2g	Identify where the writer has used grammar features from the Year 5 assessment grid and discuss their effect on the reader				
2h	Compare features of different fiction genres				
2h	Identify similarities and differences between texts with some				

Inclusion

SEN

By on-going formative and summative assessments, the class teacher identifies children who need support with literacy skills at the earliest possible stage. Within the classroom, the teacher targets children with difficulties and attempts to address them by differentiated activities and extra support where possible. Where a child has a greater need, the school's SEN policy is implemented. Classroom assistants and learning support assistants provide in-class support where appropriate. The class teacher and the SEN co-ordinator work closely together to formulate Provision Maps, which will support the child's acquisition of literacy skills.

EAL

The school maintains a register and children's needs are addressed both within the class, as far as possible, and through individual small group sessions delivered by trained classroom assistants.

Role of the Subject Leader

The Subject Leader supports colleagues through joint planning and assessment or modelling teaching strategies. Through rigorous monitoring of teachers' planning, pupils' work and the classroom environment, together with data analysis, the English Subject Leader is able to identify where changes need to be made in the teaching and learning of this subject. It is the responsibility of the Subject Leader to keep abreast of national developments in his/her subject and informing staff of these changes.

By reporting to the Head Teacher and Governors, the School Improvement Plan will be designed to address the issues arising, and external changes.

