



QUEENS PARK ACADEMY

English Policy

Reviewed by Governing Body on: _____

Date for next review: _____

Signed: _____ (Chair of Governors)

Signed: _____ (Head Teacher)

1. Introduction

English underpins everything that we do at Queens Park Academy. Children need to be secure and fluent in reading and writing to be able to access the curriculum. They also need to be confident speakers to be able to be understood, convey their needs and to explain their thoughts and feelings. The children at Queens Park Academy come from a range of backgrounds and have varying levels of spoken English when they join the school. This has an impact on how we teach English as the starting points of the children have to be considered.

2. Aims and Objectives

The aims of this policy are:

- To ensure that teaching, learning and expectations are consistent across the school.
- To explain methods and programs of teaching that should be followed by all staff.
- To ensure that the assessment process is adhered to.
- To ensure that the English National Curriculum is covered appropriately.

3. Policy

This policy will be implemented by all staff at Queens Park Academy and its implementation will be monitored by the English Leader with support from the Writing Leader and the Phonics Leader. They will oversee the development of English across the school and monitor its impact. This policy will be reviewed on a yearly basis.

4. Processes

English is a multifaceted subject. It is taught through;

- Phonics, to teach children to learn to read and spell words in the Early Years of education.
- SPaG (spelling and grammar), to teach children spelling strategies beyond phonics and to teach the grammatical structures found in the English language.
- Handwriting, to teach children how to hold a pencil, form letters correctly, write fluently and to present their work neatly and effectively.
- Speaking and listening, to teach children how to communicate in English in different ways and to build their spoken language structures and use of vocabulary.
- Reading, to teach children how to understand and respond to books that they read, once they can read fluently. To also give children the experience and pleasure of reading a wide variety of texts.
- Writing, to teach children how to form sentences, to structure different genres of texts, write for different purposes and edit and improve their own work.
- Assessment is used in all of these areas to ensure that children make progress and know how to improve their work.

Phonics

Phonics is taught through the program 'Read Write Inc'. All permanent staff will receive 'Read Write Inc' training within the first year of their employment at Queens Park Academy. The program will be taught from Nursery up to year six.

Nursery

In Nursery, children will be introduced to the phonics sounds and their mnemonic. This teaching will begin in the summer term of each year, starting in the academic year 2018-2019. It will ensure that the children are familiar with the phonics sounds when they begin following the program formally in Reception.

Reception, Year 1 and Year 2

In Reception, year one and year two (until the end of the Autumn term), the program will be followed as it states in the 'Read Write Inc' handbooks. The Reading Leader will monitor the teaching by observing lessons and providing coaching sessions. All staff who teach, or are expected to cover groups are expected to attend weekly training sessions to ensure the consistency and high quality teaching of the program.

Children have regular assessment points throughout the year. They will all have an entry level assessment for the first four weeks of teaching when they join Reception. After this initial assessment, children will have 'six weekly' assessments where groups will be changed, based on these assessments. The assessments will be carried out by the Reading Leader with a small team of key staff. This will give the Reading Leader an overview of the progress that is being made.

Years 2, 3 and 4

In years two (Spring and Summer terms), three and four, children who are working below age related expectations in reading will be assessed for 'Read Write Inc'. The program will be taught as above and will replace English lessons for the time that the children are following the program.

Years 5 and 6

In years five and six, the 'Fresh Start' program from 'Read Write Inc' will be followed for the children working below age related expectations in reading. This is a catch up program and will begin in the Academic year 2018-2019.

The Program

As 'Read Write Inc' replaces English lessons, it must take place every day. There will only be exceptions to this when a whole school event is taking place and normal English lessons have also stopped. Any non-teaching staff who do not take a 'Read Write Inc' group must be available to take a group in the case of staff absence. This will take priority over their usual duties.

One-to-one tuition will be given to children who are finding it difficult to keep up with their group. This will happen in an afternoon and should last no longer than ten minutes for each children. Key staff will work with the Reading Leader to train teaching assistants to deliver the tuition and to ensure that there is a cycle in place to choose children for the tuition and assess its impact.

Impact

Impact of the program will be assessed through tracking the progress during the regular assessments. Children are expected to have completed the program by the end of the Autumn term in year two. The year one 'Phonics Screening Check' will also be an indicator in how successful the program is in teaching the children to read words. We expect to be achieving results in line with national data from the academic year 2018-2019. The program should also have an impact on the key stage one reading and writing results. We expect to see an increase in the number of children achieving age related expectations in reading and writing beginning in the year 2018-2019.

Support, Training and Resources

External support from the 'Read Write Inc' trainer will be available for the academic year 2018-2019 to ensure successful implementation of the program. This will be reviewed at the end of the Spring term to whether it should continue or not.

Resources for the program will need to be purchased annually including, 'Get Writing' books, exercise books for speed sounds lessons, the online subscription and anything that we need to run the program successfully. Training will need to be budgeted for annually.

Children will need a speed sounds chart to use during the lesson and to use across the curriculum for spelling.

English Leader – Vanessa Wilson Assistant Head Teacher

Reading Leader – Hannah Atkinson Year 1 Teacher

Writing Leader – Sabera Richardson Year 5 teacher

Assessment data and resources can be found on the Y drive

Y:\Learning & Teaching\Curriculum\Planning\English\RWI

If new to the program please see Michelle Allison in the office to get a login to Oxford Owls, where you can access resources and to the Ruth Miskin portal, where you can access training materials.

Appendix A

RWI links to the NC

National curriculum programme of study Year 1

SPaG

Years 2, 3, 4, 5 and 6

SPaG lessons will begin at the beginning of year two up until the end of year 6. Children will have daily half-hour lessons that teach both grammar and spelling. Teachers will plan and teach the lessons through prepared screens (such as powerpoint). The previous years' planning should be used after being reviewed and improved if needed. Children have SPaG exercise books to write in for this session. Spellings should be practised in the back of the book and grammar in the front of the book.

Spellings will be taught using the spelling rules and guidance found in the appendix of the National curriculum. The sequence of teaching can be found in the 'Shakespeare and More' teaching sequence. Look, cover, say, write should not be used as the main strategy due to transcription errors. Use of mnemonics, word shape, spelling patterns, words within words should be used as they give children real strategies for remembering. Spellings should be sent home at the beginning of the week for children to practise. There must be a weekly dictation to include the spellings that the children have learnt. Children will be expected to write the whole sentence dictated to them. These will be marked and children will correct mistakes and practise those words again in the mornings and at home. When a spelling rule has been taught it should be available in the classroom for reference, either on a display or table mat. The year group list of spellings should be stuck into the back cover of the SPaG book. When children spell the words correctly in a dictation they can tick that word so that they know their progress towards spelling all of the year group/key stage spelling words.

Grammar will be taught following the grammar long term plan which includes all grammar from the National Curriculum. Children need to be taught the grammar, have the chance to practise it and apply it in a longer written form. Once taught, children should be given the opportunity to practise it across the curriculum in their writing. New teaching should be added to the classroom display or table top resource.

Assessment

Spelling and grammar will be assessed as part of the writing assessment. Children should be able to apply their learning into their written work. Termly NFER spelling tests will aid teachers to make a judgement about how well children can spell. Year group word lists will also be done termly (see assessment policy).

Grammar test questions will be used in grammar lessons to test children's knowledge of the grammar they have been taught. This will also help the children to get used to test-style questions. Children will not need a formal grammar test unless they are in a formal testing year.

Children who have difficulties spelling or using the correct grammatical structures should have a short intervention. The spelling intervention will focus on transcription skills, including copying and the shape of words and letters, it will also give children spelling strategies that they can use. This will be monitored through the weekly dictations by the person taking the intervention. Focussed children should also use the chrome books to practise the year group spellings using <https://spellingframe.co.uk/> from years two up to year six.

The grammar intervention will focus on one aspect of grammar that the child is finding difficult, it may be an aspect of grammar that they should have learnt in an earlier year group. This needs to be identified and the child needs an intervention that provides daily teaching, practise and application.

It should last no longer than fifteen minutes. Where possible, these interventions should happen during the SPaG lesson.

Impact

The impact of teaching SPaG will be seen in the year group writing assessments. These results should increase year on year.

Resources

Shakespeare and More and the grammar overview can be found on the Y drive

Y:\Learning & Teaching\Curriculum\Planning\English\2018-2019

Please see the document 'Shakespeare and More sounds and rules' to cross reference with spelling frame so that specific rules are focussed on. <https://spellingframe.co.uk/>

Grammar test questions can be found on <https://www.testbase.co.uk/question-banks/>. Please speak to Emma Bolton if you do not have a login for this. You can search for specific topic, choose a small selection of questions and export to PDF as a test question sheet with a mark scheme (see Appendix B)

Appendix B

National curriculum for English for each year group

PDF of test questions from testbase

Handwriting

Handwriting begins in the early development of children. It should continue through the school until year six.

The Early Years

In the early years children need to develop and strengthen their muscles to be able to write effectively. They need to strengthen their core muscles as this provides strength to the rest of their body. They also need to use their shoulders, arms and hand muscles to create different types of movements, all of which will help them to write as they develop. As part of continuous provision in Nursery and Reception, children should have access to large and small tools to use in practical situations. They need to use these tools to push, pull, twist, squeeze, pinch, throw and catch to help to develop and strengthen their muscles. Children also need to have resources that they can read and copy such as patterns, letters and words. Even if they are not yet writing, they should know what writing looks like. Using large letters and patterns that are used as trails or for air writing will help children to remember shapes, starting and finishing positions. When children choose to pick up writing/drawing/painting tools in the early years they should be shown how to grip them correctly and corrected regularly to form good habits.

Reception, Year 1 and Year 2

In Reception, year one and year two, handwriting should be taught as stated in the 'Read Write Inc' handbook. After 'Read Write Inc' has been completed in year two, the handwriting should continue to ensure that all children can form letters correctly. See guidance in Appendix 1. 'Handwriting Hero' certificates are available in the resources folder for children who are applying their learning across the curriculum. Children will have a handwriting book from the beginning of Reception to practise the handwriting that they have learnt in Read Write Inc.

Pen Licence

In year two when children have learnt the different joins and are using cursive handwriting consistently in all of their work they will earn a 'Pen Licence' (see resources). If the handwriting quality declines the pen licence can be taken away to show that we have high expectations. This will continue into KS2. Children can earn a pen licence when they are applying everything that they have been taught into their everyday writing. The teacher will decide when this is.

Key Stage 2

In key stage two the focus of handwriting should change. In years three and four children need to write in the cursive script, begin to write fluently and accurately and build stamina for writing.

In years five and six children will focus on increasing the speed of their writing and knowing the level of presentation that is expected for different tasks.

Year 3/Year 4 (Lower KS2)

Year 3 Term 1

Please see note above regarding pen licence, most children should have earned their pen licence by the end of the year.

As children enter KS2 they should be confident at forming letters and using the diagonal and horizontal strokes that are needed to join letters. During the first term in year 3 children should be taught to join whole words using the joins that they have learnt.

Year 3 children will begin to use A4 handwriting books as they need to build stamina. Handwriting lessons should include teaching children how to join letters in given words. Children should practise writing these words, then move on to writing them in a sentence. They should learn which letters are best left unjoined when adjacent to each other.

A range of words should be taught including words with blends such as cl, bl, fl sl, gl, pr, gr, dr, br, cr, fr, st, str, pl, spl, nt, lk, mp, ld, sc, sk, sm, sn, sp, st, sw, tr, tw, scr, spr. They should also consolidate the joins already learnt in KS1.

Children should be identified quickly at the beginning of the year who are not at the stage of joining letters or forming letters correctly. These children will need a daily intervention. RWI handwriting resources can continue to be used from year 2. However if a child has a specific issue that is not just letter formation or knowing joins, it needs to be identified quickly and provision put in place.

Year 3 Term 2

Most children should now be forming their letters correctly, joining letters in words and using the correct joins. Further intervention will be needed for children who are not yet at this stage. During this term lessons will need to focus upon the clarity of writing – making sure it is easy to read. To do this teachers will need to teach the correct sizes of letters and the spacing between words and letters. They will also need to teach the size and position of ascenders and descenders and ensure that writing is sitting on the line. Children need to be given time to practise these and apply them in their handwriting books and their general written work.

Year 3 Term 3

During this term children will need to be taught about presentation and consistency. They need to be able to write at length (A4 page) without the quality of their handwriting deteriorating. This will need to be built up across the weeks. Children need to be taught that the presentation of their work needs to be high quality when it is written for others to read. Notes for themselves and first drafts of work need to be clear but mistakes and editing will mean that presentation is not as important.

Year 4 Term 1

Please see note in KS1 about the pen licence. The majority of the class should have earned a pen licence by the end of term 1.

During this term children need to continue to be taught how to write with consistency. Writing with a slope may help some children whose writing is not straight. They will need to be shown how to sit and angle their book to do this effectively. The size of the writing and spacing between letters and words needs to continue to be taught so this is consistent across pieces of work. Writing should flow easily and should become quicker. Time to practise writing at length (more than 1 side of A4) needs to be built up over the weeks. Timed sessions will help to achieve this.

Year 4 Term 2

During this term precision of writing needs to be taught. Small letters should be the same size and height, as should ascenders and descenders. Ascenders and descenders should be equidistant apart and parallel to each other. Spaces between words should be the same size. The size of the writing should prevent ascenders and descenders from touching or crossing each other on different lines.

Year 4 Term 3

During this term, the presentation of a whole piece of work should be taught. This should include spacing between paragraphs, using a ruler for underlining, decorated capitals, margins and borders, planning the format of the page, including where to put pictures, and presentation to fit the purpose of the writing.

Year 5 and 6 (Upper KS2)

Year 5

All children should now be writing with a pen and have a pen licence.

Children should be given a choice of pens to write with for different tasks. They should also be given a wider range of writing tools to explore using and be taught when it is appropriate to use them. At this stage children should be writing fluently and consistently. If there are children who are not at this stage, they will need to be individually assessed and be given an appropriate intervention.

Year 6

Children should choose their own joined style of writing that helps them to write fluently and consistently. They should be taught what standard of handwriting is expected for different tasks and when it is appropriate to not use joined handwriting. Their writing should be quick but with a high level of presentation.

Resources

In the handwriting folder you will find;

- Videos showing the correct letter formation of each letter, in print and pre-cursive.
- Pen licence.
- Handwriting hero certificates.

Note: To find out if children have formed letters correctly you will need to either; watch children write, or look at their writing in books. You need to look at where the children have started and finished the letter, if they are joining in the correct ways and if they have taken their pencil/pen off the page during formation of the letter.

If the children are forming letters incorrectly, it needs picking up immediately. Children need to re-learn the correct formation or will quickly go back into their way of writing. Therefore they need daily practise with modelling either from an adult, video or worksheet until they form the letters correctly and automatically.

Impact

The impact of teaching handwriting will be seen in writing assessments as well as a child's body of work. Children will want to write and not get tired easily. By the time children reach year six they should be fluent writers who understand the level of presentation needed for their work. They should be able to write with stamina. These children will be working at age related expectations or above for handwriting.

Appendix C

Please see Appendix B for the National curriculum requirements for handwriting at each stage.

RWI handwriting guidance

RWI handwriting stage 1a (please see the RWI handbook for which stage you are teaching)

RWI handwriting stage 1b

RWI handwriting stage 2

RWI handwriting stage 3

Handwriting resources

Speaking and Listening

To be updated in 2018 – 2019

Please see Appendix B for the National curriculum requirements for Speaking and listening

Reading

Phonics

In the early years and year one, children are taught to read using phonics as their prime approach. As they begin to read fluently they are taught to discuss books that they have read and answer questions to show their understanding and help them to engage in reading for pleasure. The 'Read Write Inc' program teaches all of these early reading skills. (see phonics section above)

Daily Story Time

From Nursery up to year six children should be read to on a daily basis as part of story time or story assemblies. Each year group should read a range of texts including traditional stories and fairytales, poetry, non-fiction, books by the same author, classic and contemporary works, plays, text books or reference books and books from other cultures and traditions. This will help children to develop listening comprehension so that they can apply it to their own reading. It will also teach them to read widely and often and build their knowledge of vocabulary, grammar and the world around them.

During storytimes and assemblies, books from the RWI year group list (appendix D) should be read to the children to ensure that they listen to a range of quality texts and learn some favourite texts that they listen to over and over again. The list should be supplemented with staff's favourite books and text types stated for the year group in the National curriculum. Please add to the list each half term so that we can compile our own list to use. Books or texts for reading assemblies should be chosen in advance and written on the timetable half termly.

This story time should include high quality discussion where children relate to their own experiences, re-tell stories, learn poems by heart, notice and comment on language and vocabulary, summarise, discuss themes in books and get a chance to join in with reading or read aloud themselves. (See the national curriculum for each year group expectation)

Teaching Reading

In years two up to year six children will need to be taught how to read and comprehend books. They will have five half an hour sessions of reading a week. During those sessions the teacher will work with a group each day teaching reading skills using the 'Reading Explorers' planning. The children will do independent reading tasks that will engage them in reading, consolidate their learning, give them practise at using different reading skills and provide evidence for assessment. Teachers will plan using the VIPERS acronym (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising or Sequencing in KS1) to fit in with the content domains tested and the National Curriculum objectives. Children will also have the opportunity to read for pleasure and take part in reading competitions. They will use Education city to consolidate teaching and learning once a week. See appendix for an example and resources.

Learning support assistants will use this daily time to read with their reading partners. All LSA's will have reading partner training.

Reading books

All children will be expected to read at home on a daily basis. Children who are not yet a free reader need to read their reading book and change it regularly. Each class will record who has read at home the day before and if they haven't read they will need to stay in at playtime/lunchtime to read.

Children who read for five days a week will earn five dojo points. The reading leader in each class will take the responsibility to monitor this. For children in Reception and year one (and any children on 'Read Write Inc' in other year groups) they will take home a paper book of the book they have been reading in lessons. They are also expected to read everyday and the adult taking the group will monitor this.

Children who are working below age related expectations in reading are red readers. They should be listened to read as often as possible to ensure that they get extra reading practise and can move through books quickly. Volunteers and teaching assistants should listen to these children when available. All children will have a reading buddy in their class to read with regularly. More confident children will be shown how to listen to less confident children read. More confident children should also read to the less confident children in the same way. Please keep a list of how often these children are listened to so that they move on quickly.

Library

Children should have a library session once a week where they can borrow two books from the library.

Each classroom should have a reading corner with a range of books to choose from. Reading Leaders will be responsible for the book corners in each class. Children should be allowed to borrow books from the book corner using a sign in sign out system.

All books should be returned to school on time. Any books not returned on the due date will have seven days to be returned and then parents will be expected to pay the current price of the book so that it can be replaced.

Assessment

Class teachers will be expected to listen to each child read individually in a half term. They should prepare differentiated books so that they can ask pre-prepared questions. This will help them to assess the children. Transcripts should be taken and written in the child's reading journal as evidence. Next steps or targets need to be discussed and recorded so that children know how to improve.

Children will take the NFER reading test at the end of the Autumn term and at the end of the Spring term. This will give children an age standardised score to see if they are working at the age related expectations for the year group. It will also help teachers to see which reading AF needs focus for future teaching. These will be additional reading evidence for end of year assessments. End of year tests will be used as a baseline for the next year of teaching.

In year 2 termly and year 6 half termly children will take past test papers rather than the NFER tests.

Reading evidence will be in the form of reading journals, which will include teachers transcriptions of children's comments from individual reading and from story time, children's written work, evidence of word reading and a log of books read by children. This will form moderation evidence. These will be trialled in Autumn 1 by Emma and Vanessa.

If you moderate within your year group or with another school and your judgements don't agree, please see one of the leadership team to moderate some of your work further.

Impact

The impact of teaching reading will show in year group assessments and in national tests. It will also show in their whole body of work and extra-curricular activities. Children will be ready for their next stage of education and will learn reading habits that allow them to have a love of reading and to be able to use reading to further their own education.

Appendix D

Story time assembly timetable

Suggested stories for storytime (RWI)

VIPERS

Reading partner paperwork ??

Individual reader expectations

Sign out/in sheet

Reading at home

Please see Appendix B for year group National Curriculum requirements

Writing

Writing will be taught across the curriculum including in English lessons, 'Read Write Inc', SPaG, handwriting and writing in different subjects. All teachers will follow 'Read Write Inc', 'Talk for Writing' or 'Power of Reading' during English lessons.

All staff will receive 'Read Write Inc' training and 'Talk for Writing' training. The Reading Leader and Writing Leader will receive continuing outside support to implement both of these successfully. All new permanent staff will receive training within one year of employment at Queens Park Academy. This training has a budget implication.

For 'Talk for Writing' and 'The Power of Reading' class teachers will plan together and follow the structure to provide quality models of writing. The children will then produce extended final pieces of writing that include the unit of teaching and learning. Children should produce at least one piece of writing at length in a week during English lessons. They should also be editing and improving their work in line with the year group National curriculum expectations.

Instead of using an 'I can' for a piece of writing children should be taught the acronym TAP. This stands for Task, Audience, Purpose. This will help children develop their understanding of writing and choosing a genre.

Nursery, Reception, Year 1 and Year 2

For children in Nursery, Reception, year one and year two (until Read Write Inc is completed) 'Talk for Writing' should be used to teach writing across the curriculum during topic or science lessons. 'The Power of Reading' could be used during story time for children to respond to texts.

Writing Opportunities

Once children have learnt a genre of writing, they should have the opportunity to use the genre across the curriculum in the same and following year groups. Children should be shown good models of what they are expected to produce. Children are expected to write at least one piece of extended writing outside of English lessons per week. They should have the chance to edit and improve and write a final draft of this.

Children are expected to write everyday outside of English lessons. This will include SPaG lessons, handwriting lessons, topic, RE, maths, science and planning or editing and improving. We need to build a culture of writing in the school so that children do it automatically and see that it has a purpose.

Star Writer

Each half term, a piece of writing will be chosen from each class as 'Star Writer'. This should be the best piece of writing in the class. The child whose work is chosen needs to write the work up ready for display (including being backed). Please make sure that the child writes their own full name and class at the end of their piece of work. Teachers do not need to write names for the children. This should be given to Vanessa/Sabera by the given deadline. Each child will receive a letter that will provide detailed feedback and recognition of their achievement, a certificate and a star writer pen. Their work will then be displayed and the winner's work will be used as an example of a great piece of work for the genre they have written.

To ensure that all children get recognition for their effort and progress in writing, staff will have star writer stickers to give out to children on a weekly basis based on your own criteria (this could change

each week e.g. best presentation, best use of direct speech/fronted adverbials, most improved writer etc)

Assessment

All writing should be marked in line with the marking policy.

Children will do two assessment tasks each half term, a 'Cold Write' and a 'Hot write' Target Tracker statements will be used to record what children can do independently. All year groups will mark against all statements on Target Tracker to ensure that the whole curriculum is being covered (Interim framework statements or KPI's should be in bold so that you can use them as targets if needed). A target should be given to each child which will relate to either; spelling, handwriting, planning, grammar, vocabulary or editing/improving. Children need time to practise to be able to achieve their target. Class targets can be set if appropriate so that everyone can work on the same thing.

Please record the date or half term that each statement was seen so that it can be found easily during moderation. The assessed tasks will be your main evidence during moderation, alongside spelling dictations and writing across the curriculum.

If you moderate within your year group or with another school and your judgements don't agree, please see one of the leadership team to moderate some of your work further.

Impact

The impact of teaching writing will show in year group assessments and in national tests. It will also show in their whole body of work and extra-curricular activities. Children will be ready for their next stage of education. Children will write automatically and know which features to use when writing for a purpose.

Resources

<https://clpe.org.uk/powerofreading> Please see Emma Bolton if you do not have a login for this site.

Appendix E

Assessment sheets

Examples of children's work (To be added in Autumn term)

Please see Appendix B for the National Curriculum requirements for each year group

Awards, Competitions and Performances

To be updated in 2018- 2019