

## **FEDERATION English**

### **What is our philosophy in English?**



*Article 29: Your education should help you use and develop your talents, abilities. It should also help you learn to live peacefully and respect other people.*

In the Heathland Whitefriars Federation we aim to provide pupils with the essential, transferable skills for learning and for life. The overarching aim of the English 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. Our personalised approach and high-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others. All members of staff strive to promote high expectations in all aspects of teaching and learning by creating a purposeful and harmonious atmosphere in which all children thrive. We are preparing our children to be global citizens able to succeed and build a fulfilling life for themselves and their families in a sustainable and increasingly international society.

### **What is our approach to Teaching and Learning?**

We plan for a progression from EYFS to Year 6 which corresponds with and exceeds the expectations of *The 2014 Primary National Curriculum Framework*. English development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read themselves. Children are given access to a wide range of reading materials to ignite their interest. We actively accommodate the needs of every child in our care and ensure provisions are put in place to extend able children. We have a wide range of specialist teaching staff who plan and deliver intervention sessions supporting children with complex needs. Staff collaborate with their key stage partners across the federation to plan and provide a wide range of experiences that will enhance and motivate children's communication skills. Shared planning allows staff to work in conjunction with one another thus utilising the skills of all staff members. A 'Next Step for learning' approach is used, and checked against APP assessments. This personalised approach allows teachers to close any gaps in learning and helps children to understand that their learning and the progress they can make is limitless. Regular meetings with faculty teams take place to discuss current legislation, coverage, progression and to share examples of outstanding practice.

### **Speaking and Listening**

Developing oracy from EYFS to Y6 is essential to learning to communicate in English and to learning the skills of reading and writing. Speaking and listening is developed in our schools by creating a wealth of opportunities for structured and unstructured talk through which children are able to develop their skills including questioning, explaining, describing and evaluating their experiences. This aspect of the curriculum broadens vocabulary and enables EAL learners to deepen comprehension of standard and dialectal English. The curriculum offers a wide range of opportunities to refine oracy skills, for example through

making programmes for our radio and TV stations, producing and performing plays and shows as well as debating issues in School Council, RRSA and Eco Schools forums. There are many speaking and listening in our regular assemblies.

## Reading



*Article 13: You have the right to find out things and share what you find with others.*

We aim to promote and develop the habit of reading widely and often for pleasure and information, as well as teaching children to appreciate our rich and varied literary heritage. Reading is integrated into lessons across the curriculum and is made visible through individual pupil targets. In EYFS, children are taught phonics which supports them in reading and understanding simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read. Every classroom across the Federation has a designated reading area. This is filled with a wide range of texts that support the current topic as well as a variety of genres to stimulate imagination in reading. Our school library is at the heart of our school which itself has learning at its core. The resources in our library allow the imagination to run free, introducing us to new experiences and promoting access to knowledge and enjoyment. We teach the children to become independent users of information during weekly guided lessons, where they are given the skills to learn how to find this information, how to select what is relevant and how to use it in the best way for their own particular needs.

## Guided Reading

In the Federation, we teach reading using 'Bug Club', a structured reading scheme. Bug Club is a finely levelled, phonically based reading scheme, which ensures that each child can find a book at exactly the right level for them. Each child has a personalised homepage where they'll find the eBooks they've been allocated by the teacher and motivating rewards. The online reading world ensures children can access independent reading resources anywhere at any time.

Bug Club books are graded into colour-coded Book Band levels, and within each level there is a carefully planned progression of books. This fine progression gives children plenty of opportunity to develop their reading skills and master each fine step while moving through the reading programme.

In EYFS, children have a weekly guided reading session with the class teacher and are involved in a shared follow-up activity (tasks that follow the guided reading session and provide opportunities for children to work towards their current target). Guided reading follows a 'five different group' model and takes place daily. All pupils are exposed to a wide variety of literature and genres which deepen their understanding of the written and spoken word. Teachers feedback fully to the pre-reading group, guided reading group and the follow-up activity group, during guided reading sessions. Every child is heard reading by the class teacher at least once per fortnight outside of the designated guided reading time. This allows the teacher to track the progress and developmental needs of each child in the class.

Each year group will have a different focus author whom they will learn about throughout the year, as well as being exposed to a variety of their books. This learning is then showcased within the class' 'Read All About It' book.

Reading corners display all of the Assessment Focuses so that children understand and can discuss their reading targets using the appropriate key vocabulary.

Teachers model their own passion for reading through storytelling and drama sessions within their classrooms at least three times per week.

Reading Recovery is a well-established intervention scheme for children with complex needs in reading. The programme involves one-to-one lessons with a specially trained teacher for 30 minutes each day for 20 weeks. After completing the programme, students can:

- Read increasingly more difficult texts at an instructional level, expanding their power to learn from their own efforts and solve problems as they read and write.
- Compose increasingly complex messages using resources to solve new words: students monitor and edit their work, knowing when and how to ask for support.
- Continue to learn with supportive classroom instruction.

This intervention supports us in ensuring that every child can become a confident and successful reader within the whole class setting.

## **Writing**

We help support pupils to master:

- Transcription (spelling and handwriting)
- Composition and oracy (articulating ideas and structuring them into speech and writing)

In EYFS pupils use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words that then lead on to writing simple sentences, which can be read by themselves and others. During this key stage some words are spelt correctly and others are phonetically plausible. As they progress through the school, pupils are taught to plan, revise and evaluate their writing. We understand that writing down ideas fluently depends on effective *transcription* that is spelling accurately through knowing the relationship between letters and sounds (phonics). It is also understanding the morphology (word structure) and orthography (spelling structure) of words. We ensure that pupils understand that effective *composition* involves articulating and communicating ideas and organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, as well as an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and eventually, speedy handwriting.

All pupils have a clear weekly writing focus and through this are taught the key language and organisational features. Lessons are structured inclusively to support all children as they build up to writing an independent piece based on a specific genre. Children are also given opportunities to apply and extend their writing skills during topic lessons across the curriculum. Teacher marking and feedback is clear and developmental including scaffolded prompts and opportunities to rehearse new skills. This aids the children to progress rapidly through their next steps by reflecting upon their own progress. Targets are displayed at the front of each book to make them accessible to the children.



*Article 12: Every child has the right to have a say in all matters affecting them.*

### **How is English assessed across the Heathland Whitefriars Federation?**

We believe that individualised learning is paramount for every child in our care. This is achieved through detailed, 'Next Step' teaching and learning where pupils are taught based on their own personal learning journey. AfL strategies are embedded within every classroom and pupils are encouraged to take responsibility and ownership of their own Next Steps.

Incerts/ App is used to assess progress and misconceptions at the point of learning. Using these strategies to assess children's learning gives teachers suitable scope to make appropriate use of their judgement in order to shape approaches to teaching and learning to meet the needs of the students. This also allows teachers to address any misconceptions immediately and encourages the children to strive towards their next step in their learning.

We provide verbal and written feedback to all pupils. Marking is diagnostic and fully reflective, providing the children with feedback regarding all aspects of their speaking, reading and writing. Following an extended piece of writing, every child will receive 2 stars and a wish, which involves 2 green statements that explain exactly what the child has done well and one orange comment which helps to progress the learning further (this might include questions, examples and scaffolded tasks). Children are given regular opportunities to respond to feedback using a blue pen.

Termly meetings take place across the Federation where teachers are involved in moderating pupils learning against the National Curriculum expectations and the Key Performance Indicators on our school improvement plan. On a termly basis, staff meet with their line managers to discuss individual pupil progress, targets and intervention programmes. These professional discussions make sure that all pupils are continuously making good and outstanding progress which exceeds national age related expectations.

### **How is spelling, vocabulary, grammar and punctuation taught across the federation?**

Teachers give all pupils opportunities to enhance their vocabulary by exposing them to a variety of classic and modern literature. In all subject areas we teach pupils the key vocabulary needed in order to discuss their reading, writing and spoken language. We teach the importance of learning correct grammatical terms in English and these terms are integrated within teaching.

Grammar and punctuation is taught throughout the entire curriculum. This means that they build up an infinite repertoire of key grammatical skills which can be transferred across all subject areas. Pupils are taught to control their speaking and writing consciously and to use Standard English. We aim to teach the skills that the children need, in order to successfully use the elements of spelling, grammar and punctuation.

Signed \_\_\_\_\_

Date \_\_\_\_\_

(English Faculty Leaders)



Signed \_\_\_\_\_

(Executive Head Teacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_

(Chair of Directors)

Date \_\_\_\_\_

Review date: December 2017