

# Moorside Primary School



## English Policy



## **MOORSIDE PRIMARY SCHOOL**

### **PURPOSE, VISION & VALUES**

#### **Our Purpose**

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in being a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children.

We help everyone to become caring and active citizens

We encourage everyone to thrive and achieve their full potential.

#### **Our Vision**

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

#### **Our values**

##### **We all believe that**

Our local community deserves a school they can be proud of.

We are a caring community where everyone is welcome.

We all value, respect and support each other.

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school.

##### **We all work together to make sure that**

Everyone always tries their best and take pride in all that they do.

Everyone demonstrates good manners at all times.

Everyone respects each other and show consideration.

Everyone respects and cares for our environment and resources.

Everyone celebrates each other's successes and achievements.

## **The Contribution of English to the School's Curriculum**

At Moorside Primary School we recognise the crucial importance of the English language in both written and spoken form. Improved performance of reading, writing and spoken language will enable our children to express their thoughts and ideas more accurately, fluently and to their greater satisfaction. This will also enable them to deal more successfully with other curriculum subjects, whilst enriching their lives beyond our school. At Moorside, a high priority is given to the teaching and learning of language skills and where possible the creative curriculum.

Our overarching aim for English is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word to communicate effectively, and to develop their love of literature through widespread reading for enjoyment.

At Moorside we aim for our children to:

- Be competent in the art of speaking and listening; they will make formal presentations; respond to instruction and conversation and participate in discussions and debates whilst valuing and respecting the views of others.
- Acquire a wide and rich vocabulary and an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Articulate clearly their understanding, views, thoughts and ideas.
- Develop the habit of reading widely and often, for both information and enjoyment.
- Read easily, fluently and with good understanding.
- Be inspired by a love of reading and develop a vast imagination
- Write effectively, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

We encourage all children to become independent learners and to be confident and competent in all strands of the English Curriculum.

## **Approaches to Speaking and Listening**

The four strands of speaking and listening: speaking, listening, group discussion and drama, are interwoven throughout the whole curriculum. Children are encouraged to develop effective communication skills in preparation for life in the wider world and we recognise how the acquisition of speaking and listening skills are essential in raising reading and writing standards. We aim for all children in our school to be able to speak clearly, fluently, coherently and confidently; to be able to listen attentively with understanding, pleasure and empathy, and to contribute to discussion effectively.

At Moorside, we achieve this by:

- Giving our children the confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage children to be respectful of other points of view.
- Ensuring that speaking and listening skills are discretely taught and providing a good role model, which can be adults or peers, of speaking and listening in everyday interactions.

- Providing children with many varied purposes and contexts for talk, within a range of formal and informal situations and in individual, partner, group and class contexts.
- Providing children with opportunities to perform to a larger audience, in assemblies and productions; where children's efforts and skills are acknowledged by staff, peers and family members.
- Providing a range of experiences where children can work collaboratively to explore a range of real and imagined situations, through role-play, hot-seating, drama, discussions and debates.
- Promoting a language-rich curriculum where children are exposed to and encouraged to use new vocabulary across all areas of the curriculum.
- Teach children and model how to respond to questions appropriately and how to ask questions to deepen their learning.
- Working with other professionals to identify and support those children with speech and language development delays in first wave teaching and through interventions.
- Use high quality modelling and resources to support children new to English.

Moorside have adopted the Voice 21 project, an oracy project to improve speaking and listening skills from Early Years to Year six. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language and listening. To engage in high-quality, academically productive talk, children must learn how to talk effectively in this context.

The development of children's spoken language underpins learning and development. Their back and-forth interactions from an early age form the foundations for language and cognitive development and the number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. This provides the foundation of thinking and learning and should be prioritised.

There are two important aspects of spoken language in schools, oracy and dialogic teaching.

- Oracy focuses on explicitly teaching children the spoken language skills they need to enable them to be successful at school, in work and, more broadly, in life: learning how to talk.
- Dialogic teaching, on the other hand, focuses on developing the spoken language skills of teachers, enabling them to use talk effectively as a strategy for building understanding of curriculum content. It can be summarised as learning through talk.

Both are important pedagogic approaches.

### **Approaches to Phonics**

At Moorside, we aim for children to become fluent readers and writers. We aim for children to leave Key Stage one having passed the phonics screening check, in order to apply these fundamental skills acquired to apply to reading, spelling and writing.

We achieve this by:

- Ensuring consistent high quality phonics teaching.
- Embedding the teaching of phonic skills within English teaching as well as in daily, discrete Read Write Inc sessions.

- Modelling how to apply children's developing skills to reading, writing and spelling
- Monitoring carefully and assessing regularly in order to group children in accordance to their individual and changing needs.

For children who arrive at Moorside part-way through their school journey, particularly those who speak English as an additional language, a bespoke programme is implemented when appropriate.

### **Approaches to Reading**

At Moorside, we aim for children to be able to read age-appropriate text types fluently and, with a deep understanding, which they are able to communicate confidently. A range of reading skills such as comprehension and inference will be embedded in the curriculum and our children will apply these to new literature.

We achieve this by:

- Promoting a love and passion for reading.
- Ensuring consistent high quality teaching, learning and assessment is delivered throughout school.
- Using YARC assessments to enable teachers to target children's individual and changing needs.
- Investing in high quality texts for each year group.
- Providing a language-rich learning environment where children are introduced to a wide range of new vocabulary and encouraged to 'own' it.
- Offering a range of guided, shared and independent reading opportunities.
- Planning in opportunities for cross-curricular, purposeful reading plus opportunities to read for pleasure.
- Prioritising training for staff regarding the teaching of reading and writing in order to secure basic skills.
- Deploying support staff effectively to carry out focussed interventions with vulnerable groups of children identified.
- Modelling the thought processes of a good reader verbally and the structuring of written answers.
- Promoting a love and passion for reading.
- Encouraging questioning to enable a deeper understanding of a text.

### **Approaches to Writing**

At Moorside, we aim for our children to be able to write confidently, coherently and effectively, with stamina, across a range of genres.

We achieve this by:

- Instilling a love and passion for writing into our children, particularly through 'Whole School Write' opportunities.
- Promoting writing as a form of communication from an early stage.
- Providing high quality models of texts through texts chosen to read and through teacher-led modelled writing.
- Using Talk For Writing strategies to provide children with the vocabulary, structure and confidence to write independently.

- Ensuring opportunities are provided for children to write for a range of meaningful purposes and audiences.
- Teaching children and model how to become critical readers of their own writing so that they can improve and re-draft their work.
- Teaching spelling, grammar and punctuation through discrete lessons but also modelling these in context.
- Using cold pieces of writing as a starting point for each genre, this allows teaching to be tailored to each child's need.
- Using effective assessment for learning strategies to address gaps and identify misconceptions.

Writing is scaffolded at different levels dependant on what the children need. Scaffolding is a classroom teaching technique in which teacher's deliver lessons in distinct segments, providing less and less support as children master new concepts or material.

Teachers follow a recommended teaching sequence for writing of:

- Guided writing; a form of group teaching, focusing on children who have similar needs. The children are guided through the part of the writing process that the rest of the children are focused on. The main point about guided work is that the children should be doing most of the thinking and writing. It is a scaffolded bridge from dependence towards independence.
- Shared writing, which has two strands, modelling and joint composition. Modelling is where the teacher shows the children how to do something in writing that is new, or difficult, and will help the children make progress. The teacher writes in front of the children on a flip chart, giving a running commentary, revealing the decisions that are being made. Joint composition, this is similar to modelling, except the children begin to take control, with the teacher scribing their ideas. There is a shift from the teacher as model towards the children doing more of the thinking, composing, explaining and working as writers. Within a genre all children should participate in a guided writing session at a level that is appropriate to them.
- Independent writing; formative assessment is taking place all of the time as the class is being taught, with the teacher picking up on what is happening and constantly trying to move the writing forwards, deepening understanding and engaging the learner. Gradually the teacher steps back so that the children take on more and more responsibility, moving from dependence to independence.

Through constant teaching, these complex writing processes eventually become increasingly well-orchestrated, internalised and automatic, especially where such processes are articulated.

Once children have a completed piece of writing, editing and redrafting should take place. The children should be taught the distinctive difference between the two aspects. Both improve writing, but only redrafting focusses on the elements of writing. Editing is about reinforcing the basics of writing: punctuation, spelling and capitalisation.

The key features of redrafting are:

- Overall content
- Structure
- Vocabulary and language

- Strong vocabulary choices.

Proofreading should take place at the end of the redrafting process and does not need to be after a longer, sustained piece of writing is completed- this could be undertaken at a midway point. It involves some extra, specific steps, including children checking their own work closely for mistakes in order to improve its accuracy. It is expected that some form of editing or redrafting is done after every piece of written work that needs an improvement.

Publishing follows editing and redrafting. It is used to motivate children and encourages them to take pride in their work. This will be done over two handwriting sessions and gives children the opportunity to share their final piece of work with a partner, group or member of staff within the classroom. It could also be shared with Parents/Carers, giving them an audience and a purpose for their writing.

### **Approaches to Handwriting**

At Moorside, we have high expectations that children take pride in the presentation of their work across the curriculum, including adopting a handwriting style which is fluent, legible and joined. Handwriting begins in EYFS, where children are given access to a wide range of writing tools, mediums and opportunities for mark-making and practising fine motor skills.

In Key Stage one and Key Stage two, all classes use the 'Penpals' programme for fifteen minutes daily, discrete handwriting sessions.

### **Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide appropriate, high quality learning experiences regardless of gender, ethnicity or home background.

### **Inclusion**

We aim to provide high quality teaching which is adapted to suit all children's individual needs and which enables them to reach their potential in English. We have regular, thorough monitoring systems to ensure we are catering for each individual's needs.

- Early interventions are put in place for any child identified as making slow progress.
- Children with SEND receive tailored support both in English sessions and across the wider curriculum.
- Effective assessment for learning ensures children of all abilities are identified for further challenge and support and suitable learning activities are provided, including opportunities beyond the classroom.

### **Role of Curriculum Team**

The Middle Leader and Senior Leadership Team, are responsible for the monitoring and maintaining of raised standards of teaching and learning in all aspects of the English curriculum throughout school. This involves:

- Ensuring consistent, high quality teaching across the school in all areas of English.
- Monitoring of progress through pupil voice, book scrutinies, data analysis and feedback from the Senior Leadership Team regarding observations and the quality of teaching.
- Keeping up to date with recent English developments nationally.
- Attending English specific training courses and then lead in-school training sessions.
- Supporting colleagues in their CPD through tailored support and independent learning.

- Ensuring the assessment of English is consistent across school and judgements are cross moderated.
- Consistent strong role modelling in day to day practice.

**To read alongside;**

- Writing Policy
- Reading Policy
- Writing Intent document
- Reading Intent document
- RWInc Policy
- Teaching and Learning Policy
- Marking and Feedback Policy
- Oracy Policy
- Oracy Intent document

<b>Date to be implemented</b>	June 2023
<b>Date to be reviewed</b>	July 2024