

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. Improved performance at reading, writing and spoken language will enable our pupils 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 pupils 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 pupils to:

- Be competent in the arts 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 pupils to become independent learners and be confident 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. Pupils are encouraged to develop effective communication skills in preparation for life in the wider world and we recognise how firstly the acquisition of speaking and listening skills are essential in raising reading and writing standards. We aim for all pupils 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 pupils confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage pupils 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 pupils 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 pupils 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 pupils 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 pupils with speech and language development delays.
- Use high quality modelling and resources to support pupils new to English.

Approaches to Phonics

At Moorside, we aim for children to become fluent readers and writers. We aim for children to leave KS1 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 pupils' developing skills to reading, writing and spelling
- Monitoring carefully and assessing regularly 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 pupils 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 pupils 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
- 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
- Deploying support staff effectively to carry out focussed interventions with vulnerable groups 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 pupils 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 pupils, 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 to provide children with the vocabulary, structure and confidence to write independently
- Ensuring opportunities are provided for pupils 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
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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 pupils are given access to a wide range of writing tools, mediums and opportunities for mark-making and practising fine motor skills.

In KS1 and KS2, 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 pupil'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 pupils identified as making slow progress.
- Pupils with SEND in English receive tailored support
- Effective assessment for learning ensures pupils 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 English curriculum team, alongside senior leadership, 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 pupil progress through pupil voice, book scrutinies, data analysis and feedback from senior leadership regarding observations
- Keeping up to date with recent English developments
- Attending English specific training courses and then leading in-school training sessions
- Supporting colleagues in their CPD
- Ensuring the assessment of English is consistent across school
- Consistent strong role modelling in day to day practice

Date to be implemented	May 2019
Date to be reviewed	April 2020