



THE MOSLEY ACADEMY



PROCEDURE STATEMENT FOR ENGLISH

English Intent

The overarching intent for English at the Mosley Academy is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment.

We aim to ensure that children:

- read fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken language

Intent

At the Mosley Academy, we appreciate the importance of spoken language in children's development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Implementation

Teachers ensure the continual development of children's confidence and competence in spoken language and listening skills throughout all lessons.

Opportunities for talk is built into lessons to allow children to explain their understanding of books and other reading, and to prepare their ideas before they write.

Paired Talk activities are used to assist their thinking, making clear to themselves their thoughts and ideas as well as communicating them with others.

Teachers use discussion as a probe to remedy misconceptions.

Children are taught to understand and use the conventions for discussion and debate.

Drama is taught where the children participate in and gain knowledge, skills and understanding. They are able to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Reading

Intent

Reading consists of:

- word reading
- comprehension (both listening and reading) these are broken down into

Teaching focuses on developing children's competence in both dimensions; different kinds of teaching are needed for each.

At The Mosley Academy, we recognise that skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is emphasised in the early teaching of reading to

beginners (i.e. unskilled readers) when they start school and integrated in reading progression building to fluent readers.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of fiction, poems and non-fiction. All children are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds children's imagination and opens up a treasure house of wonder and joy for curious young minds.

Implementation

Reading begins at The Mosley Academy with phonetically decodable books linked to the phases of phonics being studied which provide opportunities for the children to apply their newly acquired skill. When children progress they begin to self-select appropriately challenging reading material under the guidance of trained staff.

We follow Little Wandle Letters and Sounds Revised. which is structured in progressive phases. This is a fully systematic synthetic programme which delivers; planning, 'keep up' programmes, assessment, CPD, subject leader and parent resources.

'Phonics Play' is an online resource used in school and we encourage parents to utilize it at home.

Phonics resources are shared with parents and carers through Little Wandle Letters and Sounds Revised. This ensures parents/carers understand our approaches to phonics teaching, alongside developing their knowledge of phonics, therefore aiding their child's learning.

Guided Reading/Reading Practice Sessions consist of the teaching of reading skill. The teaching focuses on decoding, prosody and comprehension. When comprehending a text, all of the reading domains are taught; decode, retrieve, summaries, infer, predict, meaning, language and compare.

Children who read at home are rewarded through a 'Rainbow Readers' initiative. Badges are presented for every 25 reads at home, in a whole school rewards

assembly. The child's name is moved up the 'rainbow' displayed in their classroom. We aim for children to have read 200 times at home throughout an academic year.

Reading takes place daily at The Mosley Academy and parents are invited to join us to promote and develop excellence in reading alongside the love of reading.

Writing

Intent

Writing consists of:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

At the Mosley Academy, teaching develops children's competence in these 2 dimensions. In addition, pupils are taught how to plan, polish and evaluate their writing.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and eventually, speedy handwriting.

Implementation

Writing is taught alongside high-quality texts to give exciting and purposeful writing opportunities. Discussion is encouraged to generate ideas which feed into a planning process enabling children to have good ideas ready for writing. Toolkits are used which outline the steps to success for that piece of writing. Children are encouraged to proof-read and edit their writing alongside reflecting on their successes and areas of improvement. Teachers feedback regularly to the children by indicating successful aspects of the writing with a green highlighter and using a pink highlighter to indicate areas to develop further, which are their next steps ready to be addressed.

Spelling, Punctuation and Grammar

Intent

At The Mosley Academy, we believe that phonic knowledge should continue to underpin spelling after Key Stage 1; teachers should still draw children's attention to the relationship between the sounds and the letters which represent those sounds (GPCs). Increasingly, however, children also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers help children to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between medical and medicine may help pupils to spell the /s/ sound in medicine with the letter 'c'. Children can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them.

We believe that explicit knowledge of grammar and punctuation is very important as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar and punctuation within the teaching of reading, writing and speaking.

Implementation

Spelling is initially taught through Little Wandle Letters and Sounds Revised.

Spelling then progresses to look at word families, words that relate to topic work and includes work on spelling rules e.g. i before e, plurals, silent letters etc. These are analysed in lessons as well as being further learnt as homework spellings. Common Exception Words are practiced regularly in class throughout each week and assessed half-termly to track progress and implement interventions where needed. Weekly spelling tests take place in each class. Certificates are presented in our whole school Rewards Assembly for 5 consecutive weeks of correct spellings.

Technical lessons teaching Spelling, Punctuation and Grammar are taught weekly however it is immersed in all English lessons throughout the week.

Curriculum and School Organisation

Although English is clearly the ultimate cross-curricular subject, children are also taught specific skills and concepts in 'pure' English lessons. English

is also an integral part of all topic work and, as such, is ongoing throughout all of children's learning.

There are wide ranges of I.C.T. resources used regularly to support children's learning.

All aspects of English involve all members of the school team.

Planning

Long term planning reflects the National Curriculum 2014.

Medium term planning covers a range of Fiction, Non-fiction and Poetry each term which is carefully planned to ensure progression in each year group. Texts by high quality authors are allocated to each year group to deliver exciting writing opportunities alongside challenging and engaging reading.

Short-term planning will be completed on a weekly basis, by the class teacher(s), with daily assessments.

Planning is shared with the English Lead who ensures coverage is appropriate to each Year Group.

Assessment

Assessment in English is predominantly formative - an on-going process, over time building up a comprehensive picture of progress and achievement. This is an integral part of the teaching and learning process. Teachers will closely observe and evaluate their children's performance and competence in day-to-day classroom contexts, rather than rely on one-off assessment situations. In this way, they will build up considerable information about pupils' achievements and needs, which can then be fed back to the learners orally, through comments in the books or as targets for the individual child to work on over a period of time. This will ensure that the teacher builds up a body of evidence that ensures that curriculum and assessment are effectively interrelated and that assessment enriches and informs teaching and learning.

Children self-assess against the reading and writing objectives for their year group which is also counter-assessed by the teacher to allow them to see their progress.

Reading, Writing and SPaG (Key Stage 2) summative assessments are carried out termly using the assessment tool Classroom Monitor. The formal

assessments administered are NFER. Phonics and Spellings summative assessments are carried out half-termly. These support judgements as to where the children are in their learning, inform planning and interventions which may be needed.

Special Educational Needs

Provision for children with Special Educational Needs, in relation to English, will be made through a partnership of all staff in the school.

All children will have access to a broadly balanced curriculum, which includes English.

Extra support will be provided, where necessary, to enable all pupils to access the English curriculum.

(Refer to The Mosley Academy's Special Educational Needs Procedure)

Equal Opportunities

The teaching of English will reflect the equal opportunities procedure of the school.

Mrs H.Walmsley
English Lead
2021