

# Mount Pleasant School

## English Policy



<b>Approved by:</b>	Mandy Summers	<b>Date:</b> 28.06.23
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## 1. Aims

This policy is for the staff in Mount Pleasant School (MPS). It aims to set out how we will make sure our provision for the teaching of English and literacy is of consistently high quality through:

- our approach to teaching and learning
- the acquisition of English knowledge and skills
- the monitoring and assessment of English

## 2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- The [National Curriculum programmes of study for English](#)
- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#)

## 3. Our vision for English and literacy

Our vision at MPS, is to provide a curriculum which is rich in language and reflects the unique environment and context in which we live. The children will be exposed to high quality teaching and learning opportunities, which will support them in achieving their full potential and which will serve them well into the 21<sup>st</sup> century.

## 4. Roles and responsibilities

The English and literacy lead is **Mandy Summers**, who is jointly responsible with the Headteacher (**Verity Stobart**) for providing leadership and management for English and literacy across school.

## 5. Our English curriculum.

EYFS follow the 'statutory framework for the early years foundation stage' which sets the standards for learning, development and care for children from birth to five. This is supported by guidance within the 'Development Matters' document.

KS1 and KS2, follow the National Curriculum programme of study, which aims to ensure that children are able to:

- read easily, 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, which appreciates 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.
- [National Curriculum programmes of study for English](#)

### **Synthetic Systematic Phonics**

**Little Wandle** is used to deliver a '**Systematic Synthetic Phonics**' (SSP) approach, which teaches children to recognise letters and their associated sounds. **Little Wandle** is part of the Collins 'BIG CAT' reading scheme which we have embedded across school.

Our aim is that through carefully planned, daily phonics practice, rigorous assessment and intervention, we ensure that every child from FS2 to Y1 can independently apply their knowledge to enhance their spelling skills. For children from the age of 7 and above, who may need more practice, we deliver an additional Little Wandle, programme of support.

We use the **Literacy Count's** scheme of work, which provides us with a high-quality literacy curriculum. It is rich in content which enables us to draw upon the wider curriculum and allows for flexibility to use aspects of the unique environment in which we live.

### **Writing**

**Ready Steady Write** is an evidence-based teaching of writing programme. The units have been carefully mapped out so the entire statutory curriculum for writing is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich cross-curricular links. provides a high-quality teaching of writing, through children's high-quality literature. The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Several of these carefully selected 'Vehicle Texts' have strong thematic links to the science, history and the geography curriculum.

**Daily Sentence Accuracy** is a vital element of **Ready Steady Write** and encompasses word, sentence, and punctuation from the statutory National Curriculum programme of study for writing and Appendix 2 (Vocabulary, grammar and punctuation). This daily practice helps build fluency and stamina for writing.

### **Reading**

**Steps to Read** is planning support for whole class shared reading and comprehension. These units of work empower teachers to teach all aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts.

It provides a clear teaching sequence to reading sessions, that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. The units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

## **Adaptation**

We provide suitable adaptation of work and the environment, to make sure that every pupil makes maximum progress in English and literacy by:

- Identifying pupils who would benefit from specific help with their English skills and putting in effective support.
- Making sure pupils are challenged through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson
- Having high expectations for all in an inclusive, supportive environment.

## **6. Marking and feedback**

Our aim is to follow MPS 'Marking and Feedback' policy, in such a way that it is most likely to improve children's learning and self-esteem, while providing opportunities for self-assessment. We provide verbal and written feedback; ensuring that our marking process is positive, consistent and focused on improvement.

## **7. Monitoring, assessment and moderation**

### **7.1 Monitoring**

We will monitor teaching and learning of English and literacy in our school to make sure that all of our pupils make the best possible progress from their starting points.

The senior Leadership Team (SLT) will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Planning discussion
- Book scrutinies
- Discussing work with children.

### **7.2 Assessment**

We track pupils' progress, using a combination of formative and summative assessment. Formative assessment is an ongoing daily process, used by teachers to monitor and assess the process of learning and provide ongoing feedback for the pupil. Teachers can identify where learners are struggling and deal with the problems quickly to help improve their learning by adapting their planning and teaching to meet the needs of the pupil.

In-school summative assessment is a formal assessment at the end of each term, in each Key Stage, from EYFS to KS2

Our pupils will sit the following formal external assessments:

- The phonics screening check at the end of year 1
- National Curriculum tests in the summer terms for Y6 pupils.

We will provide regular targets for pupils, and provide termly verbal reports against these at parent evenings. Pupils will receive a written report termly.

MPS assessment policy can be found at: <https://www.mountpleasant.school/information/school-policies/>

### 7.3 Moderation

We will moderate teacher assessments of reading and writing, at a minimum twice a year and a maximum of three times a year. This will include:

- External moderation with Stanley Infant and Junior School
- External moderation with a Defence Children's Services qualified moderator
- Internal moderation with MPS staff

We will refer to the Standards and Testing Agency (STA)'s exemplification materials for [KS1](#) and [KS2](#) to support with this.

## 8. Reading Books

There are two types of reading book that children take home:

A **reading practice book**. This is a '**Little Wandle**' book and will be at the correct phonic stage for the child. They should be able to read this fluently and independently.

This book has been carefully matched to the child's current reading and phonics level. This book will be read several times as children need to develop fluency and confidence in reading.

A **sharing book** which is from the '**Big Cat Collins**' school reading scheme and linked to their phonics level in FS2 to Y1. The children will not be able to read all of this on their own, it is a book for parents and children to read and enjoy together.

To develop independence of choice, the books are set out in labelled baskets indicating the band level, with a supporting visual resource of the books, to help the children select and return the books.

### MPS Library

Mount Pleasant School library, has books which support all areas of curriculum and the personal interests of our pupils. The library has a vast range of genres and reading material at primary age level, which will ensure that our pupils are inspired and will develop a love of reading for pleasure.

## 9. Handwriting

How Mount Pleasant School approaches handwriting is being reviewed in 2023-24

## 10. Review

This policy will be reviewed every three years by the English Lead and the Headteacher and at each review, the policy will be shared with the full governing board.

