

Our Lady Star of the Sea Catholic Primary School

Mastery in English Policy

Mission Statements

"You are precious in my eyes"-Isaiah 43

- *Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in partnership between home, school, parish and community.*
- *Our school aims to create a happy, ordered environment where all members feel secure, valued and respect each other.*
- *Our school aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels.*

Curriculum Intent:

'The limits of my language are the limits of my world' Ludwig Wittgenstein

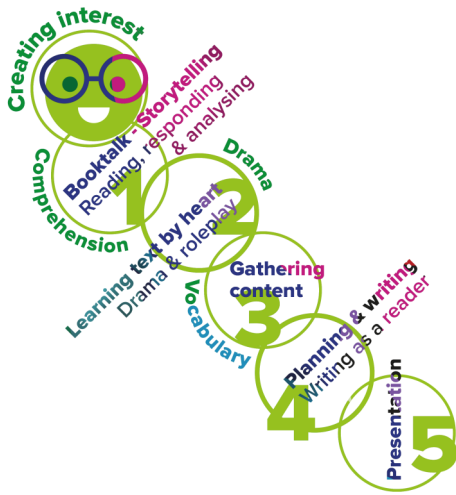
In Mastering the many facets of the English Language we are able to communicate effectively to become human beings who are growing to love ourselves, love each other and love Jesus Christ.

Through our curriculum we aim therefore to teach our children to speak, read and write fluently so that they can communicate their ideas and emotions to others. Through reading and listening at a deep level, we know they will receive communication and understanding from others. We firmly believe that mastering communication through English, is the key to unlocking all learning and understanding of the world around them. It is our vision to support and challenge all children to develop a deep love of and growing mastery over their English language.

Using the programmes of study from the National Curriculum 2014 it is our aim to develop children who:

- Are confident, eloquent speakers and competent listeners, who can adapt their language to suit an audience or purpose and use discussion in order to learn.
- Develop the habit of reading widely and often, for both pleasure and information.
- Are avid readers who deeply engage with, understand and use what they read in their learning as they make sense of the world around them.
- Through reading, acquire a wide vocabulary and an understanding of grammar which can be transferred and used to enhance their spoken and written language.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Can transfer skills across all elements of English and recognise the links between the spoken and written word.

Teaching for mastery -What does mastering English mean?



Mastering English means acquiring a deep, secure and transferable understanding of the subject. We believe that children should not be taught English skills such as grammar, composition and reading in isolation from each other. They should see all language elements as feeding into one another, learning to **analyse, practice then create** effective communication for the given purpose.

The best way to master English in this way is to follow the process shown (see left).

Curriculum Implementation.

Study units follow the Lancashire LAPS. The teacher carefully sequences learning, in order to build on understanding and revisit key concepts.

Children first begin by being **immersed** in a certain text type or genre to hook their interest and motivate further learning. The children **read** many examples of the specific genre being taught, **responding** in many different ways to the text to develop their reading skills. Deep **analysis** of each text type allows children to gain depth and understanding of the purpose, audience, language and structure (PALS) which is used later for their writing. It allows them to develop a growing appreciation for the techniques which authors use to affect their audience and meet their purpose.

The **gathering content** stage involves collecting together a wealth of ideas and language, to prepare children for the next stage - **planning and writing**. During this stage, children use a writing model to innovate and create their own piece of writing that is highly **scaffolded** by the teacher (**outcome 1**). Children will then receive feedback and advice on how to improve specific skills pertinent to that genre. Once work has been improved they are then ready to create an **independent** piece of writing (**outcome 2**). Finally, they edit and **present** their work to their specific audience, thus giving a purpose to their overall writing outcome. Children will have **further opportunities** to write in this genre, possibly across the curriculum (**outcome 3**).

Running alongside this process are various essential skills which need to be developed and linked to the main genre:

Grammar, which is relevant to the unit, is taught and practised until children are able to innovate and use the grammar confidently.

Where possible, children may **learn off by heart** a simple version of the text type, with actions, in order to embed the appropriate language patterns and structure, enabling the children to hear them, say them, read them and explore them so they really know the patterns well. (Pie Corbett)

There will be many opportunities throughout the unit for children to complete **short independent writing opportunities**, which practise their skills and further develop the genre.

CPD– Transition to teaching for mastery during 2019/20.

- Our school recognises the vital pre-requisite to writing - learning to speak language. Through learning techniques from Pie Corbett and attending training, early years and Key stage one staff know the importance of teaching children how to speak the language of stories well before writing them.
- During Lesson study - our English team have focused on the importance of developing vocabulary and language throughout the school and filling in 'the word gap' as early as possible, for those children who may not have been exposed to a rich language experience before school. All children regularly collect vocabulary and learn how to use and understand it.
- Three years ago we decided to become a Royal Shakespeare School. Through staff training, we have learned how to bring these plays alive for children. Through amazing drama techniques children develop confidence, a love of language and depth of key understanding, such as theme, plot and characterisation. They watch RSC plays with understanding and enjoyment.
- Two years ago all staff were trained on the Accelerated reader approach which led us to change our library and order more stock so that every child could read exciting books which were at the right level. Staff know how to analyse the data provided so that they can challenge and support every reader, pinpointing need.
- Last year, the English Co-ordinator and Year 5 teacher attended Talk 5, which is a Lancashire project to raise standards in writing. We learned how to truly develop mastery through the teaching sequence and revisiting concepts, from previous and current years. We are now taking part in Talk 1 and Talk 6 with the Year 1 and Year 6 teacher.
- Mrs Lyons delivered a series of staff training sessions to begin to embed the Lancashire sequence as our teaching approach in English.
- Our aim is for children to be fluent readers by the end of Year 1. Although our school has used Read Write Inc for many years, this year sees a new focus on it to revitalise and make sure phonics is taught both rigorously and motivationally. Three teachers and two teaching assistants have just received up-to-date training and the team are now working closely together to plan and deliver sessions. Progress is very closely monitored to ensure that children are challenged and pace is quick.
- Read Write Inc spelling programme for Years 2-6 has just been purchased. This builds on the phonic knowledge from Read Write Inc. Mrs Lyons has just delivered spelling training, showing how to deliver this for all staff.

Features of Teaching Reading

- ◆ We give children a solid foundation in reading by a rigorous approach to the decoding of words in Reception and Year 1. This is developed alongside an early comprehension of what they read. We also have a rigorous approach to the teaching of letter formation, segmenting for spelling and handwriting.
- ◆ We encourage children to be active readers who question, predict and refine their thinking as they discover the plot. **Book talk** is a crucial element to allow discussion and engagement with the subject matter, enabling children to read as writers. Children's vocabulary is broadened as they collect unfamiliar words associated with the text-type. We actively encourage 'magpie-ing' vocabulary and ideas from reading.
- ◆ Children use 'reader language' to discuss with one another their thoughts about what they read. They learn to build upon or challenge the views of others and use tentative language to express opinions.
- ◆ Reading skills for each year group are taught through shared and guided reading opportunities and each skill is revisited and built upon throughout the year. Reading skills are often taught through class novels or through studying a particular genre of writing such as fairy tales or persuasive letters. Children are encouraged to read, respond to and analyse texts to deepen understanding. KS2 use reading domains to ensure children are using a balance of reading skills. These are: retrieval, inference, summarising, understanding vocabulary, predicting, recognising themes, author's intent and making links between ideas.
- ◆ Through our Accelerated Reader scheme, children can read books which are at exactly the right level for their current ability. They are regularly re-tested to ensure this is always the case. Children become independent, motivated readers, as they take a quiz on each book to check for comprehension. They are set challenging reading targets each half term which they strive to meet by reading for an ample amount of time per day for their age group.

Features of Teaching Writing

- ◆ We use 'talk for writing,' making sure children can learn to speak vocabulary, stories and non-fiction before asking them to write.
- ◆ We know English sentence level, grammar or punctuation skills should not be coldly taught. We often discover these techniques through analysis of text. Then the children are taught to use and practise them for meaningful and appropriate purposes in their spoken language and writing and they are then revisited and embedded by being applied to different contexts.
- ◆ Children have many regular opportunities to compose their own writing. Children are taught to identify the audience and purpose of their writing and which language best suits this. Alongside opportunities for short writes, the children learn how to write a particular genre by the teacher modelling through shared writing. When they have written a 'scaffolded' piece (outcome 1) they are then given an opportunity to practise all their newly acquired writing skills on an independent piece (outcome 2). Throughout the rest of the school year, teachers look for opportunities for them to write in this genre again where possible, particularly in non-fiction. (outcome 3).
- ◆ Children know to edit their work (with a purple pen) when they have finished. This begins from Reception. By Year 4, children do this as a matter of course.

- ◆ Children are encouraged to use their composition skills across the curriculum from writing a newspaper report in religious education to composing a persuasive letter in their history learning. This embeds their skills and further demonstrates the purposes of the genre. It often allows children to develop a greater depth of understanding.
- ◆ Children collect each grammar and punctuation skill on a separate page of their 'Writing toolkit' book as they are taught. They also collect toolkits at the back of the book for writing different genres. This book is taken up with them to the next class so that they can revisit grammar, punctuation and genre concepts and do not forget how to use them. It is our practise to revisit concepts from the previous year as English is a cumulative subject where all skills are needed.

Curriculum Design

Genre coverage: The coverage of non-fiction genres is mapped out across the school so that children get opportunities to develop, master, then embed them so that they can use them for any subject. As they re-visit previously mastered genres they can develop further techniques to add to this genre. For example, instruction writing is mastered in Year 2 but a set of instructions in Year 6 would have developed many more techniques and confident use of devices.

Fiction genres are guided by the LAPs and ensure that children have opportunities to read, analyse and to write many types of stories throughout their time at school.

Poetry is also mapped out across the school. Children have many opportunities to perform poetry to their class and others. They learn to annotate and plan their delivery.

Spelling is taught separately through use of our Read Write Inc Spelling program. Children then have chances to apply and embed this knowledge in their writing.

Year Group	Non-Fiction Genres to develop	Non-Fiction Genres to Master	Non-Fiction genres to enhance and embed
Reception	Recounts instructions	Lists Captions	
Year 1	Instructions recounts information texts		
Year 2	Non-chronological reports	Instructions recounts	
Year 3	Persuasive texts	non-chronological reports	Instructions recounts
Year 4	Letters, newspaper reports	Persuasive texts explanation texts	Non-chronological reports
Year 5		discussion texts letters	Explanation texts persuasive texts
Year 6		Newspaper reports biographies	Formal/informal letters discussion

Assessment and intervention

At our Lady's we are constantly observing and assessing children to ensure that they are on track to make the expected progress for their year group. We value knowing every child as a reader and writer so that, at the earliest opportunity, we identify needs and deliver a programme of timely intervention for those children who are not on track. This intervention is then evaluated for its effectiveness so that the best possible learning is given to these children to get them back on track again. Subject leaders closely monitor the progress of these 'on watch' children to ensure their needs are provided for.

Assessment and Record Keeping

AFL is on going through class interactions and evidence from the children's books. We also give children 4 'Star Reading' tests per year to identify the level of books they need and recognise where they sit nationally. We also give Rising Stars reading tests, which are challenging comprehension tests, focusing on the KS2 reading domains. Each term the teacher makes a judgement in line with the national expectations (see KLIPS) **Developing, Expected, Greater depth**. This is then recorded on the school English tracker. At the end of the end teachers collated termly marking and provide a teacher assessment in reading and writing.

Marking and Feedback

Children's writing is often 'quality marked.' This enables children to take next steps in their learning promptly, acting on teacher feedback and advice. Sometimes children and teachers have one-to-one writing conferences where children receive oral feedback about their work. Children have writing targets which they work towards. These are changed regularly when a child has met their goal. Peer and self marking is used to encourage children to celebrate each others' work and be able to offer their own insights and feedback. The marking strategy is always chosen for impact to facilitate progress.

Quality Marking

For this, children leave one page blank next to their writing for teachers to mark and write comments. (Reception - Year 4) In the upper juniors, this is not always necessary as children become more independent and often self mark as a shared experience with the teacher.

Parts of the work which really meet the learning objective and/or include features being focused on will be **highlighted in pink**. The best bits are chosen to avoid highlighting the whole piece.

The teacher will choose areas for **improvement** which will be underlined in **green pen** if incorrect or require more attention.

The teacher will then write a prompt linked to this part of the writing, asking the child to do an improvement of some type. This will be **highlighted in yellow** so that the child can clearly see it needs a response.

The prompt will be 'scaffolded' according to the need of the child. It may just be a question or instruction for the child to follow.

Some children may find this too difficult, so options for the child to choose from may be included, eg giving them words to select from; using the best one and then rewriting the sentence including it.

Degree of independence in Writing.

Any extended writing is clearly labelled next to the title to show the degree of independence.

O1 (Outcome 1) English writing is writing which has been modelled to the children and therefore is not completely independent. It will often be 'quality marked,' to help children improve each day.

O2 (Outcome 2) This is a completely independent piece of writing. However, ideas can be gathered and the writing planned together first.

Writing can also be labelled O3 if it is independent and is another practise of the genre covered in O2.

Spellings

Spellings within a writing piece should be double underlined in green and children then use the class's method to revise/practise/correct spellings.

Peer marking can take place for spelling tests and also of work completed in children's spelling books.

Grammar

Discrete grammar work may sometimes, but not always be quality marked. However, it is important to pick up on children's misconceptions within their GPS books and ask them to improve so that they will feel confident to use that particular element of grammar in their extended writing.

Marking and Feedback continued

Read and Respond Books

Marking depends on the nature of the work. It may be highlighted in pink to show particular strengths. It may be quality marked as above if children have areas to improve upon. It may also be peer or self marked, for example if it is cloze procedure or comprehension.

Books

Exercise books for recording

It is school policy that the following are used:

Reception and Year 1

Read Write Inc exercise book

A4 writing book

Year 2—Year 6

Read and Respond Book

Grammar, Punctuation and Spelling book

A4 Writing Book

Year 1—Year 6

Writing Toolkit book to be taken up to each new class.

The Governing Body

The governors are knowledgeable about the English curriculum and visit school regularly to share English lessons. Within meetings they look at the standards of writing and at the end of the year share a professional dialogue with teachers, celebrating progress and considering the next steps on the learning journey. The subject leader also writes a written report on an annual basis.

Curriculum Impact.

The vast majority of children at Our Lady Star of the Sea will succeed in learning Speaking and Listening, Reading and Writing in line with national expectations for the end of each year group, with many achieving a greater depth of understanding. At the end of Year 6, children leave us secure in their English understanding with many working at a greater depth.

Evaluation and Review

This policy was written in consultation with staff and has been approved by governors during Autumn 2020. It is available for parents to read on the school website in the LEARN area. As a school, we always welcome feedback and if changes are required before next review date, consultation will take place.

It is the intention to review and evaluate this document every two years in line with the whole school policy and the school development plan. (Autumn 2022)