

English Policy



ENGLISH POLICY

1. Intent.

1.1 At Blakedown CE Primary School our English Curriculum will enable **all** children to flourish and prepare them for their futures, where they will **serve** fully as members of society. They will find deep **joy** in expressing themselves and communicating with others with the strong command of spoken and written word they have been equipped with. They will also find **joy** in and develop their love of literature through widespread, regular reading for pleasure. Pupils will explore the diversity and wonders of the world through the broad range of texts they read and encounter throughout their learning journey and feed their imagination. They will start to identify how they and others are '**fearfully and wonderfully made.**' Psalm 139. They will **achieve** and fulfil their potential, acquiring knowledge and information from across the curriculum, by utilising their ability to read with fluency and understanding. They will also demonstrate the knowledge and skills they have acquired from across the curriculum by writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

1.2 Aims and objectives

As a school we aim:

- 1.2.1 To provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- 1.2.2 To provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.
- 1.2.3 To provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- 1.2.4 To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features.
- 1.2.5 To foster an enthusiasm for and love of reading for life.
- 1.2.6 To encourage pupils to have fluent, legible and automatic handwriting;
- 1.2.7 To provide opportunities for pupils to communicate ideas through the use of ICT
- 1.2.8 To provide opportunities for role play and drama.

So that pupils will:

- 1.2.9 Be able to participate in a conversation, listening to others, responding appropriately and taking turns to speak.
- 1.2.10 Develop the confidence and ability to speak appropriately and perform in front of varying sizes of audience.
- 1.2.11 Be able to sustain concentration in a range of listening situations.
- 1.2.12 Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot.
- 1.2.13 Know, understand and be able to write in a range of non-fiction genres and structure text in a style suited to its purpose.
- 1.2.14 Use grammar and punctuation accurately.
- 1.2.15 Have an interest in words and their meanings and a growing vocabulary.
- 1.2.16 Plan, draft, revise and edit their own writing.
- 1.2.17 Understand the phonic system and spelling conventions and use them to read and spell accurately.
- 1.2.18 Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic and contextual) to monitor their reading and correct their own mistakes.
- 1.2.19 Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- 1.2.20 Express opinions, articulate feelings and formulate responses to a range of texts.
- 1.2.21 Be interested in books, read for enjoyment and evaluate and justify their preferences. Pupils will learn to appreciate our rich and varied literary heritage.
- 1.2.22 Be able to work confidently and increasingly independently in all areas.
- 1.2.23 Make decisions and choices about their writing by drawing on models from their reading.

2. POLICY

2.1 The time allocated for English is in line with the recommendations for Key Stage One and Key Stage Two. All children receive the basic entitlement of a daily literacy lesson, lasting approximately one hour. However, this time can be flexible and this may mean an extended literacy session on one day followed by a shorter session on another.

2.2 At Foundation Stage an activity linked to the communications and language in literacy strand is included on a daily basis.

- 2.3 In addition, it is recognised that all other subject areas in the wider curriculum will contribute to children's learning in speaking and listening, reading and writing by providing opportunities to use these skills.
- 2.4 Literacy teaching in the Foundation Stage: The Reception children will experience Communication, Language and Literacy as part of the seven areas of development as laid out in the 'Early Years Foundation Stage'. Through careful planning, teachers will ensure that foundation stage pupil needs are provided for through play-based activities.
- 2.5 Speaking and listening skills are vitally important as they underpin all learning at this early stage. The Communication, Language and Literacy programme of the Foundation Stage children builds on the language skills that children bring from home. Development of these skills is encouraged through a range of activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play and responding to simple instructions.
- 2.6 Knowledge about books is developed through activities such as retelling a story in their own words, reading a big book with the teacher, re-reading favourite stories and listening to recorded stories. When a child is ready to begin more formal reading activities s/he will embark upon the school's reading system of phonic based book scheme.
- 2.7 Emergent writing is encouraged through role play and children are encouraged to write in role. The local environment provides opportunities for purposeful writing e.g. shopping lists, signs, instructions and recounts. When children become more aware of phonics and letter formation they are encouraged to attempt more focused adult-led writing opportunities.
- 2.8 Speaking and Listening: All pupils are given opportunities to speak in pairs, small groups, whole classes and to a large group at assemblies.
- 2.9 Children are encouraged to listen to others, respect turn taking within conversations and ask appropriate questions.
- 2.10 Role play and drama activities may be used in literacy to encourage imagination and plot development. Pupils will be encouraged to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Pupils will be encouraged to appreciate drama, both as participants and observers.
- 2.11 Pupils will be involved in larger presentations and performances during religious festivals and other times throughout the year.

2.12 Expectations

2.12.1 It is expected that pupils will reach their age-related level of learning by the end of each year group and will develop a deep understanding of the Literacy Curriculum at this level.

2.13 Inclusion

2.13.1 All children receive quality literacy teaching on a daily basis and activities are differentiated accordingly as supported by our equal opportunities policy. Where identified pupils are considered to require targeted support to enable them to work to age appropriate objectives, a variety of interventions are available. These include the use of IPMs, CPM's, LST support, and support programmes in such as targeted intervention work.

2.13.2 More able pupils are planned for in line with our policy and are given a range of opportunities to deepen and develop their understanding further.

2.14 Equal Opportunities

It will be ensured that equal opportunities in English are addressed as follows: -

2.14.1 Pupils with SEND have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.

2.14.2 Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.

2.14.3 An awareness of other dialects and Standard English encouraged through a range of texts.

2.14.4 Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English curriculum, stimulating topics and reading materials that inspire all.

2.14.5 Opportunities to address issues such as gender & race are provided through discussion, texts and resources across the wider curriculum.

2.14.6 Pupils who are Pupil Premium have equal access to the English curriculum and staff use their knowledge of pupils and individual needs to support them to access learning and fulfil their potential and make at least 'good' progress.

2.15 Parental / community involvement

We value parent involvement in children's development of literacy and promote a home school partnership in the following ways:

2.15.1 Sharing information - newsletters, parents' leaflets, reading diaries, workshops, lessons with pupils, open book nights and documents on school website.

2.15.2 Homework - in line with our homework policy and home/school agreement

2.15.3 We ask parents to encourage and monitor home reading and discuss books and preferences with their children.

2.15.4 Parents and DBS checked community volunteers are welcomed into the school to support children in literacy.

2.16 Professional Development

2.16.1 Training needs are identified as a result of whole school monitoring and evaluation, performance management and needs of children. These will be reflected in the School Development Plan.

2.16.2 The Literacy co-ordinator will arrange for relevant advice and information, such as feedback from courses and newsletters, to be disseminated. Where necessary the literacy coordinator organises or leads school-based training.

2.16.3 Additional adults who are involved with intervention programmes will receive appropriate training which may be part of LA central or school-based training.

3.1 PROCEDURE

3.2 Reading

3.2.1 Pupils at Foundation/ Key Stage 1 are introduced to **phonics** through 'Little Wandle Letters and Sounds Revised.'

3.2.2 Pupils are encouraged to recognise **key words ('tricky words')** and word patterns.

3.2.3 Pupils are encouraged to read for meaning and through **context**.

3.2.4 Pupils are introduced to a full range of texts through **shared reading** in whole class groups, their sequences of learning and reading practise sessions.

3.2.5 Pupils each follow an individual **independent reading** programme monitored by class teachers and teaching assistants. This uses Big Car Collins levelled texts and reading fluency assessments.

3.2.6 Pupils are encouraged to make free choices of books based on their own interests from the library to supplement their instructional **independent reading**.

3.2.7 In **reading practice sessions**, pupils of similar ability are encouraged to interpret and discuss text in more depth. This usually happens three times weekly outside the main daily literacy lesson.

3.2.8 Reading skills are further developed across the curriculum using VIPERS.

3.2.9 Pupils are expected to do regular home reading, twenty minutes daily.

3.3 Writing

3.3.1 Teachers model writing of all genres through **shared writing** activities.

3.3.2 Writing skills are further developed in group **guided writing** sessions.

3.3.3 Pupils practise writing through **independent writing tasks**.

3.3.4 Pupils are given opportunities to plan, draft, revise and edit their own writing.

3.3.5 Pupils use their writing skills to communicate across the curriculum.

3.3 Spelling

3.3.1 Spelling skills are introduced through direct teaching, investigations, and studies of spelling patterns and conventions and homework. This is supported in Years 2 to 6 with the use of the No Nonsense spelling scheme and sometimes using spelling strategies from Nussy.

3.3.2 Foundation and Year 1 pupils are introduced to phonics through Little Wandle Letters and Sound Revised SSP. They learn to spell 'tricky words' and in Year 1, the common exception words from the National Curriculum, 2014. They are taught to spell words with GPC's (grapheme phoneme correspondences). In Year 2, pupils continue to build upon this and with the support of Little Wandle Letters and Sounds Revised and 'No Nonsense Spelling' continue to learn to spell age appropriate words correctly with a specific focus on Year 2 spellings.

3.3.3 Older pupils learn about spelling patterns with the support of 'No Nonsense Spelling' and are expected to spell age appropriate words correctly from their word lists, as set out in the appendix of the National Curriculum.

3.3.4 All pupils are encouraged to:

3.3.4.1 develop dictionary skills to support their spelling.

3.3.4.2 attempt words for themselves using a range of strategies.

3.3.4.3 write an increasingly wide range of words from memory.

3.3.4.4 use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment, computer spell-check.

3.3.4.5 take notice of marking and feedback from teachers and be responsible for improving spelling and learning from previous mistakes.

3.3.5 The spelling of necessary technical vocabulary is introduced throughout the curriculum.

3.3.6 Marking supports self-correction and learning of correct spelling. It demonstrates high expectations of pupils and challenges them to check spellings taught and holds these words up as 'non-negotiable.'

3.4 Grammar and Punctuation

3.4.1 Knowledge of the use of correct grammar and punctuation is taught directly in line with NC expectations.

3.4.2 Discrete lessons are taught alongside the application of these through writing. Use of grammar and punctuation is also identified through reading activities.

3.4.3 Progress towards NC expectations are measured through both the application and discrete use and identification of specific terms.

3.4.4 Marking and feedback to pupils and on their work demonstrates high expectations of pupils and identifies what are 'non-negotiable' in pupils work.

3.5 Handwriting and Presentation

3.5.1 Pupils are taught and encouraged to form lower- and upper-case letters following the 'Kinetic Letters' handwriting scheme (see separate handwriting policy).

3.5.2 They are taught to use a tripod grip and a thin, triangular pencil from Foundation and may begin to use a Handwriting pen for some tasks in Key Stage 2, when they have developed flow and a fluent style.

3.5.3 Pupils are also given opportunities to present their work on word processors, using different writing utensils and presentation materials.

3.5.4 Clear, legible presentation of written pieces are expected across the curriculum to ensure pupils communicate their written work clearly and to show pride in their work. (see separate handwriting and presentation policy.)

3.6 Teaching and Learning

3.6.1 The National Curriculum forms the basis of teaching and learning. Teachers plan for different groups, whole class, small group, paired and individual. The teacher works towards the child's independent learning employing a range of teaching strategies, including;

3.6.1.1 Instructing/directing.

3.6.1.2 Modelling/demonstrating/scribing

- 3.6.1.3 Explaining
- 3.6.1.4 Questioning
- 3.6.1.5 Discussing
- 3.6.1.6 Role play and use of props
- 3.6.1.7 Consolidating
- 3.6.1.8 Evaluating

3.7 Planning

- 3.7.1 Teachers use medium term literacy plans and guidance and adapt and develop them into teaching sequences suitable for single age classes enabling children to study a text type and then use this as a model for their own writing.
- 3.7.2 Clear objectives (WALT's) are set for the lesson and shared with the pupils.
- 3.7.3 Teachers differentiate according to the needs of the children and set targets for pupils to work to on a regular basis. These targets may be verbalised.
- 3.7.4 ICT is used where it enhances, extends and complements literacy teaching and learning.
- 3.7.5 Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

3.8 Resources

- 3.8.1 Each class has easy access to basic resources for literacy such as dictionaries, thesauri, reading books, handwriting resources such as sand trays and white boards and Easi-Ears.
- 3.8.2 The school library contains a range of fiction and non-fiction books as does each class library area.
- 3.8.3 Sets of guided reading books are stored in the appropriate classrooms or corridors for Key stages to access.
- 3.8.4 Enrichment events may be organised including visiting storytellers, authors, poets, visiting drama specialists and theatre groups.
- 3.8.5 The school has bought into the Shropshire Library Service. Staff are also able to access a range of books, audio books, puppets, sets of guided reading texts and artefacts boxes through this service.

3.9 Assessment, recording and reporting.

- 3.9.1 Marking is in line with the school's policy.
- 3.9.2 Assessments are made in line with school assessment policy.
- 3.9.3 Children are assessed during their Reception year using the EYFS Profile and are formally assessed at the end of each Key Stage. The first half term is used for baseline assessment.
- 3.9.4 All children will produce a piece of writing as part of each sequence of learning, which is completely independent. This is used to regularly assess children's independent writing.

- 3.9.5 Staff regularly record pupil attainment on the School internal tracking system, O'Track. This is used each term to form the basis for pupil progress meetings and to discuss what is working well and identify areas for improvement. SLT and middle leaders analyse this data at least termly to monitor the quality of teaching and learning, pupil progress and attainment and accuracy of data.
- 3.9.6 Staff attend statutory moderation and work is also moderated in school during staff meetings, with staff at transitional parts of the school (Reception to Year 1, Year 2 to Year 3 and in Year 6) and within the pyramid of schools. External moderation at County and with other link schools out of County are also undertaken.
- 3.9.7 Parents are invited to parents' meetings twice a year to discuss progress and attainment and are sent an annual end of year report. This includes end of year teacher judgments or outcomes of externally marked assessments (such as SATS) for pupils at the end of Reception, each Key Stage and other statutory assessments, such as the phonic screening check at the end of Year 1.
- 3.9.8 Analysis of assessment data is used to set curricular school targets. All teachers have termly progress checks to make such pupils are progressing and to discuss interventions that need to be put into place (on class provision maps or individual provision maps) for children whose progression has stalled.
- 3.9.9 The class teacher will keep individual records. These include any information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils.

4. MONITOR AND REVIEW

- 4.1 Literacy is monitored by the head teacher, SLT, literacy leader and with the literacy lead governor.
- 4.2 Having identified priorities, the literacy co-ordinator constructs an action plan which forms part of the School Development Plan. This will form the basis for monitoring and will identify how this is to be implemented.
- 4.3 This policy will be reviewed every two years or earlier if necessary.