

Sherwood Primary School

**ENGLISH
POLICY**

July 2015

ENGLISH POLICY

1. MISSION STATEMENT

We aim to create a happy, caring environment in which children develop self-confidence and independence and are encouraged to be considerate and show respect for others, while reaching their true potential.

2. AIMS

We aim to develop pupils' abilities within an integrated programme of Spoken Language, Listening, Reading & Writing and Vocabulary. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. English is essential as a subject in its own right, but also fluency in the English Language provides access to the whole curriculum.

At Sherwood Primary School we strive for children to be a 'Primary Literate Pupil'

By the age of eleven. We aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- have an interest in books and read for enjoyment;
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation;
- be developing the powers of imagination, inventiveness and critical awareness;
- have a suitable technical vocabulary to articulate their responses.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (September 2014) and in the Communication and Language (prime area) and Reading and Writing (specific area) section of the Statutory Guidance for the Early Years Foundation Stage (2012).

In the Foundation Stage

Communication and language development involves giving children opportunities to:
experience a rich language environment;

- ✓ to develop their confidence and skills in expressing themselves;
- ✓ to speak and listen in a range of situations;
- ✓ speak and listen and represent ideas in their activities;
- ✓ use communication, language and literacy in every part of the curriculum;
- ✓ become immersed in an environment rich in print and possibilities for communication.

Literacy development involves encouraging children to:

- ✓ link sounds and letters and to begin to read and write;
- ✓ Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest;

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

The National Curriculum (2014) splits the English curriculum into 3 main areas: Spoken Language, Reading and Writing and Vocabulary Development.

Spoken language

1.1 Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

1.2 Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

(National Curriculum 2014)

4. THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor. This policy will be reviewed every three years or in the light of changes to legal requirements.

5. SUBJECT ORGANISATION

The English Curriculum is delivered in units of work as recommended by Lancashire County Council. These units follow a progressive pattern similar to those set out in the Primary Literacy Framework with

key sections: Reading and Responding, Reading and Analysing, Gathering Content, Writing, Presentation. Pupil provision is related to attainment, not age.

The LPDS National Curriculum Support Materials provide plans which are used as a basis for medium-term planning. Teachers then interpret these on a weekly basis or as unit plans to provide short term plans reflecting the needs of their classes, differentiating where necessary. Teachers identify appropriate teaching and learning strategies and resources to be used to achieve objectives. The KLIPS documents provide a basis for key skills and learning taking place within each year group. KLIPS documents, from previous or subsequent years, are referred to where necessary to meet the needs of all learners whatever their ability.

In the Foundation Stage, progress is tracked using Development Matters and the Early Learning Goals are used to assess children at the end of the Foundation Stage. These assessments ensure continuity and progression from the Foundation Stage through to the National Curriculum. The practice in Foundation, follows the DFES statutory guidance for the Early Years Foundation Stage Curriculum. Children work towards the Early Learning Goals aiming to meet the statement of the goals by the end of the Foundation Stage. Elements of the Literacy are covered during the course of a school day, through daily Literacy and phonics sessions and also a wide range of activities.

The practice in Year 1 is a development of the practice taking place in the Foundation Stage, with the children working towards National Curriculum levels for Key Stage 1. All children are taught English in mixed ability classes, where they will usually work in ability groups. In Years 1-6 there are five English lessons per week, where we ensure that an appropriate balance of whole class, group and individual teaching and learning is retained. We use a variety of teaching and learning styles and are adopting a more creative approach. Additional time is set aside during the week, for independent reading, Guided Reading, handwriting, cross-curricular writing and daily phonic sessions (in Key Stage 1).

Planning

Unit plans have a cover sheet outlining key skills and writing opportunities including short writing, scaffolded and independent writing. Weekly plans are produced, which include a daily SPaG starter. Guided reading plans, outline a key focus and the key questions for each session. Phonics planning, follows the school format and includes sections for review, teach, practise and apply.

6. APPROACHES TO SPOKEN LANGUAGE AND LISTENING

The national curriculum for English reflects the importance of spoken language in pupils' 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 pupils hear and speak, are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore, ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be given the opportunity to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should 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. (National Curriculum 2014)

Use of spoken language permeates the whole curriculum. In addition to specific English activities, other areas of the curriculum provide excellent opportunities for developing spoken language skills, e.g. use of

drama in R.E./P.S.H.E.; debate in History or Geography. Interactive teaching strategies and opportunities to develop spoken language, are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

7. APPROACHES TO READING

The teaching of reading focuses upon two dimensions: word reading and comprehension. Phonics underpins the teaching of early reading for beginners, and continues throughout Key Stage One and into Key Stage Two, where necessary. We develop comprehension skills through high-quality discussion with the teacher. We ensure that children have the opportunity to read a range of stories, poems and non-fiction. All pupils are encouraged and given opportunities to read widely, across both fiction and non-fiction in order to: develop and gain knowledge, to establish an appreciation and love of reading, and feed pupils' imaginations. Reading also gives opportunities to extend pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

Shared Reading and Guided Reading

Throughout the reading phase of Literacy units, children will have opportunities to take part in shared reading sessions, using quality texts that are age-appropriate and matched to the general level of ability of the class. The texts used will be linked to the text-type studied in each particular unit. During regular Guided Reading sessions, children will read texts that are specifically matched to their ability level using the Book Bands. The KLIPS documents are used to identify the key learning needed for each group, in order to ensure that we are teaching the skills and objectives necessary, for children to progress forward in their reading.

Individual Reading

Children will also read independently and individually, and it is expected that each child will read with an adult in school 3 times a week whenever possible (including Guided Reading sessions). Where this is not feasible, priority will be given to less able children. Children are encouraged to take home their reading book every night. The parents fill in their child's home reading diary, commenting upon the reading taking place and noting pages read at home.

The home reading scheme contains both fiction and non-fiction books, to give children access to a wide range of text types. Fluent readers are encouraged to read a wide range of different books from the library, alongside some essential texts on the scheme. We aim to update the reading books regularly and to liaise closely with the children, to ensure we have quality books which capture their interest and maintain their love of reading.

Wider reading

Work in different areas of the curriculum, also provides excellent opportunities for the development of the skills involved in reading for information. Teachers read aloud to their classes on a regular basis using books from their class library or class novels. Class sets of novels are available in Key Stages 1 & 2. We also have an excellent library which has recently been refurbished. The library gives children the opportunity to select a book and take it home on a weekly basis.

Resources

Guided Reading books are stored centrally for Key Stage One and Key Stage Two. The books are organised into book bands which are linked to age related expectations. Home/ individual reading books are stored centrally in the hall; Mrs J. Swain organises these books, and ensures that books are changed when necessary and kept well organised.

8. APPROACHES TO WRITING

The teaching of writing is taught through a range of shared, guided and independent opportunities. Teachers regularly model writing in shared writing sessions, and use Guided Writing sessions to teach writing objectives/skills matched to the ability groups within their class. Children regularly have lots of short writing opportunities which allow children to practise specific skills taught, and to respond to texts read. In addition to the direct, scaffolded teaching of writing in the English lesson, regular opportunities for independent and cross-curricular writing will be provided, enabling practical application of skills learnt. Where possible, teachers are encouraged to make direct links with other areas of the curriculum in additional writing activities, to ensure that writing is purposeful and relevant, e.g. reports or leaflets in Geography; poetry in R.E./P.S.H.E.; instructions in DT; recounts in History.

9. APPROCHES TO PHONICS, SPELLING, PUNCTUATION AND GRAMMAR

Phonics

Children are taught decoding strategies and word recognition skills, following the guidance set out in the Letters and Sounds document (DfES). Children are taught to understand that the letters on the page represent the sounds in spoken words. Phonics sessions are taught on a daily basis in Foundation and throughout Key Stage One. Each year group splits their class into a range of ability groups, so that the children are taught the graphemes and phonemes from the phase that is appropriate to their phonic ability. Class teachers and teaching assistants deliver phonics sessions, with TAs regularly working in other classes to provide the support needed in order to deliver high quality, differentiated phonics sessions. Phonics resources are kept in a central storage area in Year One and organised into the relevant phases. Classes also have the own resources for phonics which are more specific to each individual year group.

Spelling

Pupils should develop as independent and accurate spellers, who are confident to use adventurous vocabulary in their own writing. They need to be taught a range of spelling strategies which they can use. We follow the objectives for spelling as set out in the National Curriculum (2014) and the word lists set out for specific year groups. To support the teaching of phonics and spelling, we use Letters and Sounds (DfES) in Key Stage One and a range of resources in Key Stage Two including the Spelling Bank and Word Shark. As a basis for work in spelling, children are encouraged to investigate spellings, rules and conventions and spelling strategies, developing an understanding of letter strings, patterns, roots, prefixes and suffixes. We teach children to use the Look Say Cover Write Check method when learning spellings.

Grammar

We use the specific age-related expectations for the teaching of grammar and punctuation, as set out in the National Curriculum (2014). The teaching of grammar will take place on a daily basis throughout Key Stage One and Two with short, pacy warm up sessions. A skills wall in each class, displays skills taught over the course of a year, labelled with terminology that the children need to learn and added to as each skill is taught. The grammar skills taught in these sessions is referred to during teaching in English and cross-curricular writing opportunities. Children will be taught how to select the correct skills, for different tasks to suit purpose and audience.

10. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. Wherever possible, pupils are given opportunities to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. For example, writing non-chronological reports in Geography on the termly topic. Equally, we encourage the use in English lessons, of texts related to other curriculum areas being studied concurrently by the class. In this way, we believe that children are learning for a purpose and will consequently be better-motivated to achieve well.

11. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

12. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. In addition to this:

- Objectives for lessons are communicated to children at the start of each session, and teachers will make clear to pupils the skills they are looking for in children's work, agreeing success criteria with pupils;
- Children are given opportunities to evaluate and reflect on their own work, in order that they develop their own sense of quality;
- Teachers give clear feedback to children so that they know where they have succeeded, and what they need to do to improve further;
- Teachers will carry out regular formative assessment to inform future planning and keep detailed records of progress through the reading scheme;
- Guided reading and writing sessions provide an excellent opportunity for teachers to identify misconceptions and pupil progress;
- Target sheets in the front of individual children's writing books, allow teachers to set children new targets which are linked to their attainment level and individual needs. The teachers can monitor progress towards these targets when marking writing and give appropriate feedback linked to the targets. Children become familiar with their own next steps and know what they need to do next in order to improve their writing.
- Children are formally assessed through baseline assessment, statutory SATs in Year 2 and 6. These enable us to assess the progress of each pupil, against age related expectations at the end of the Key Stage, and to set new learning targets as appropriate;
- Tracking sheets for reading and writing are completed on a termly basis, and allow teachers to track the progress of individual children;
- Writing assessment books are also completed on a termly basis, where children complete a piece of independent writing, linked to a text-type taught previously. Each piece of writing is assessed against age related expectations using KLIPS. Regular writing moderation staff meetings, allow teachers an opportunity to share/discuss these assessments.

13. INCLUSION

We aim to provide for all children, so that they achieve as highly as they can in English according to their individual abilities. We believe in the importance of early identification of children's difficulties with English, and endeavour to provide additional support for these pupils at the earliest opportunity. Children who are experiencing more significant difficulty will be closely monitored, and will generally have specific objectives on IEPs, identifying what needs to be achieved and how this will be done, in accordance with the Code of Practice for Special Educational Needs. Gifted children will be identified and suitable learning challenges provided.

Intervention Programmes

We have monitoring systems in place, which track the progress of individual children. These systems allow teachers and the senior management team to identify children with specific needs, or children not making expected progress. These children are highlighted through use of this data, and during pupil progress meetings. Once identified, the appropriate interventions are put in place, which take the form of specific intervention programmes or tailored support, given through our team of teaching assistants employed specifically to provide intervention.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. We believe all children have entitlement to all aspects of the English curriculum. This will entail provision of additional support for children for whom English is not their first language, to ensure that they can fully participate in lessons and become fluent users of English. Similarly, resources are acquired to cater for both boys and girls, to ensure that all our children are given the best possible chance to succeed.

14. HEALTH AND SAFETY

Staff should always be vigilant about health and safety matters within English lessons. Visitors to school, and out-of-school visits are a useful way to make English 'live' for pupils. Within this context, the school policy for educational visits should be adhered to.

15. ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English: pupil progress; provision of English (including Intervention and Support programmes); the quality of the Learning Environment; the deployment and provision of support staff;
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Delivering/arranging INSET;
- Providing a support/advice role for staff;
- Purchasing and organising resources;
- Keeping up to date with recent English developments;
- Organising book fairs and associated events, e.g. 'character' days, author visits, theatre visits;
- Organising loans from the School Library Service;
- Liaison with other subject leaders re. cross-curricular links.

16. CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy
Assessment and Record Keeping
Marking policy
Special Educational Needs Policy
ICT Policy
Equal Opportunities Policy
Health and Safety Policy
Educational visits Policy

Approval date: September 2015

Review date: September 2018

Signed (Headteacher):

Signed (On behalf of the Governing Body):

17. APPENDICES

Appendix 1: Scheme of work

Appendix 2: Unit plan overview

Appendix 3: Key Skills documents

Appendix 4: Unit planning sheet

Appendix 5: Unit Cover sheet

Appendix 6: Guided reading planning sheet

Appendix 7: Phonics planning sheet

Appendix 8: Writing Target sheet

