

1. ETHOS

In accordance with the mission statement and aims of Ash Green Community Primary School we seek to promote the highest standards of education in English which is taught as both a discreet subject and across the wider curriculum.

English is important because:

- It is a vital way of communicating in school, in public life and internationally.
- In studying literacy, pupils develop skills in speaking, listening, drama, reading and writing.
- It enables them to express themselves creatively and imaginatively and to communicate with others effectively.
- Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.
- The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

2. AIMS

The English curriculum will enable pupils to:

- Speak clearly, using an ever-increasing vocabulary and listen attentively;
- Interact with peers and adults in a variety of ways to become confident communicators;
- Read and write with confidence, fluency and understanding;
- Use synthetic phonic strategies as the prime approach to reading;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have fluent and legible handwriting following cursive script;
- Recognise, understand and be able to write using a range of fiction and poetry genres;
- Understand and be familiar with some of the ways in which narratives are structured through the basic literacy ideas of setting, character and plot;
- Have an interest in words and their meanings and a growing vocabulary;
- Understand, use and be able to write a range of non-fiction texts;
- Plan, draft, revise and edit their own writing;
- Have a suitable technical vocabulary with which to understand and discuss their reading and writing;
- Be interested in books, read with enjoyment, evaluating and justifying their preferences;
- Develop their powers of imagination, inventiveness and critical awareness through reading and writing.
- To learn and apply the taught grammar conventions for each year group.

3. POLICY

TEACHING AND LEARNING METHODS

The knowledge, skills and understanding identify the aspects of English in which pupils make progress:

- Speaking and listening
- Phonics
- Language structure, variation and standard English
- Drama
- Reading strategies
- Reading for information
- Understanding literature, non-fiction and non-literacy texts including comprehension skills
- Writing composition
- Planning, drafting and editing writing
- Spelling, grammar and punctuation
- Handwriting and presentation
- Digital literacy

Teaching will ensure that appropriate connections are made between these aspects. It will encompass direct teaching and interactive oral work with the whole class (shared work) and groups (guided work). Controlled differentiation of tasks will take place with all pupils engaged in Literacy related to a common lesson objective. Direct teaching will draw on, and balance, the following elements:

- Direction: e.g. to ensure pupils know what they should be doing, to draw attention to points, to develop key strategies in reading and writing, understand how skills develop as part of a learning journey
- Demonstration: e.g. to teach letter formation, how to read punctuation using a shared text, how to use a dictionary
- Modelling: e.g. discussing the features of written texts through shared reading of books, extracts
- Scaffolding: e.g. providing writing frames for shared composition of non-fiction texts
- Explanation to clarify and discuss: e.g. reasons in relation to the events in a story, the need for grammatical agreement when proof-reading, the way that different kinds of writing are used to serve different purposes
- Questioning; to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas
- Initiating and guiding exploration: e.g. to develop phonological awareness in the early stages, to explore relationships between grammar, meaning and spelling with older pupils
- Investigating ideas: e.g. to understand, expand on or generalise about themes and structures in fiction and non-fiction
- Discussing and arguing: e.g. to put points of view, argue a case, justify a preference
- Listening to and responding: e.g. to stimulate and extend pupils' contributions, to discuss/evaluate their presentations
- Day to day assessment
- Provide opportunities for pupils to assess and track their own progress using pre and post self-assessment objectives for each lesson objective

All literacy activities will be supported by a wide range of resources and software.

Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools, whiteboards and software to support their learning in English.

ORGANISATION OF THE ENGLISH CURRICULUM

Early Years

Literacy in the Foundation Stage is split in to two areas of learning: Communication and Language (listening, understanding and speaking) and Literacy (reading and writing)

Starting in Nursery, children will be exposed and surrounded by a wide range of phase 1 phonic activities following Letters and Sounds. Children will take part in daily adult led activities and be encouraged to access enhanced provision which further promote these phase 1 skills.

In Reception, children recap phase 1 phonics whilst learning the phase 2 sounds. By the end of Reception children will have been exposed to phase 1-4 phonics.

Key Stage 1 and 2

The school utilises the National Curriculum 2014 and Letters and Sounds through thematic topics with a strong literacy focus. There is a daily dedicated phonics/ SPAG lessons to teach the new curriculum 2014 objectives and reinforce the use of cursive handwriting.

PLANNING

Short term planning (weekly) is the responsibility of individual class teachers. Key weekly objectives are specified with detailed differentiated activities for shared, guided, independent (group) and plenary sessions. Day to day assessment are undertaken using AFL evaluation section on weekly plans to feed into subsequent planning.

RESOURCES

Foundation Stage and Key Stage 1

- Ash Green Phonics Handbook
- Phase 2 – 5 frieze (2016) displayed in classrooms
- Phase 2 – 5 (2016) flashcards
- Phase 2 – 5 phonics (2016) mats
- Phase 2 – 5 (2016) word boxes
- Nelson Handwriting interactive white board resources
- Phonics Play

Key Stage 2

- Accelerated Reader
- Record Breaking Comprehension
- Spelling books
- Nelson Handwriting work books
- Collins Grammar and Punctuation
- Years 3 – 6 Spellings (National Curriculum 2016)
- Key Stage 2 Phonics Intervention box

ASSESSMENT AND RECORD KEEPING

Teacher assessment is recorded on individual KPI sheets, indicating coverage and progress against key objectives. Guided reading records are maintained in every class in accordance with the Calderdale Model. Children are tested 3 times a year to give an indicative level against age related expectations. We utilise optional SAT's where possible, in order to benchmark results against national/local data. Each class teacher will keep a minimum of 6 assessed pieces of writing for each child against the KPI's in a folder for each school year. These will then be used for moderation purposes throughout the year. KPI's will feed in to up-dating Target Tracker at least half termly. Phonics tracking from EY to Year 2 will be kept in a purple folder with individual sheets for each child assessing against the Letters and Sounds phases. This folder will be passed on to the subsequent class teacher who will continue these on-going assessments. The phonics leader will collect three summative assessments of these through the school year.

BARRIERS AND AIDS TO LEARNING

Barriers to learning are identified alongside learning styles on short term planning to ensure effective learning for all groups of pupils.

Use of interactive teaching methods ensures management of these and effective individual learning for all pupils.

Data is analysed to form bespoke speech, language and communication intervention groups designed to boost the skills and confidence of targeted children.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Professional development opportunities will be provided in line with an analysis of needs linked to the implementation of the school's English Policy. Curriculum audits and skills' audits are completed annually by class teachers; the results of which are fed into the School Improvement Plan where appropriate. Funds for professional development may be used to support a range of activities both within and outside the school.

REVIEW AND EVALUATION

The policy for English will be reviewed bi-annually. This item will be led by the teachers with responsibility for leading English. Comments from staff and governors will be taken into account and any changes to policy agreed at a staff meeting prior to ratification by the governing body. The implementation of the policy will be monitored by the head teacher who will, if necessary call on external agencies to give specialist advice.

Reviewed and amended September 2016
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