



## **Policy – English**

**Date – January 2016**

**Review Date – January 2018**

**Based on –**

**Signed by the Headteacher**

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**Name** \_\_\_\_\_

**Signed on behalf of Governors**

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**Name** \_\_\_\_\_

**English Policy – January 2016**

## **Aims of our school**

1. Enable all pupils to reach their highest level of achievement and attainment in all areas of the curriculum.
2. As a church school, promote high standards of spiritual and personal development, recognising that this includes activities undertaken outside the school day.
3. Develop and implement consistent whole school policies which help children towards self-discipline and respect for themselves and others.
4. Maintain a well ordered and stimulating working environment by the use of effective classroom organisation, attractive displays and the ongoing development of the school grounds.
5. Encourage all pupils to become involved in the development of the school and grounds, to appreciate our surroundings and to develop a sense of responsibility for its upkeep.
6. Ensure that the statutory requirements of the National Curriculum are met and that the provision is both appropriate and relevant for each child.
7. To have assessment and planning procedures that ensure the continuity and progression of learning required for each child to reach his or her full potential.
8. Emphasise the vital and continuing role of parents in their child's education and involve them in that process through regular consultation and communication.
9. Ensure that all individuals working in the school receive the resources and training necessary to enable them to carry out their roles effectively and encourage continuing professional development.
10. To work with St Mary's church, the other local churches and the local community through regular visits and participation in local events.

## **Our Vision**

Our school is strongly committed to providing a happy, secure and attractive environment in which all members of our school community - children, teachers, parents, ancillary staff and governors - work together in an atmosphere of friendship, tolerance and understanding. We strive to ensure that the children in our care are able to make the most of their educational opportunities and experiences, with the ultimate aim of preparing them for a confident and responsible adult role within our ever changing society.

Meeting the spiritual, emotional, intellectual and physical needs of our children, whatever their ability, is our priority. The provision of an accessible and appropriate curriculum is based on legal requirements and the needs identified within the school. To enable teachers and other staff to meet these demands, they will be supported professionally through access to relevant training. There will be careful and sensitive management of human, physical and financial resources to enable the school to make the most of educational and professional opportunities.

Central to the values expressed in our school is respect. Through respect, each one of us can recognise our own worth, the value in being part of the school community and also appreciate the rich diversity of the wider community. We promote a sense of respect for each other, responsibility towards property and an active concern for the needs of our local area, our country and the wider world. Recognising and valuing the different strengths, weaknesses and experiences each member of our community brings helps us support each other.

Our school places great value on its Christian values and works closely with St. Mary's Church, other Burley in Wharfedale churches and the local community. We place particular importance on involving parents through recognising and valuing their continuing role in the education of their children. By listening to their concerns, we hope to promote an atmosphere of mutual respect and a shared role in helping each child to reach their full potential. We develop appropriate codes of behaviour that support the values and aims of our school, ensuring that we can work together to provide the best possible education for all our children.

# BURLEY and WOODHEAD C.E. PRIMARY SCHOOL

## ENGLISH POLICY

At Burley and Woodhead C.E. Primary School we strive for children to be a 'Primary Literate Pupil'. Our children are surrounded by a rich, literate environment and are taught with skill and enthusiasm. Reading and writing is embedded throughout our curriculum with opportunities for shared communication extending our school community. We endeavour to foster and develop the interaction of all English skills needed for self-expression and effective communication. The ability to speak and listen with confidence, and to read and write fluently enables our children to function well in the society in which they live and provides access to all areas of learning. With this in mind, all teachers plan appropriate and purposeful activities for all our children.

By the end of Year Six, we want all our pupils to be able to:

- read and write with confidence, fluency and understanding
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes
- have fluent, cursive handwriting
- have an interest in words and their meaning and a growing vocabulary
- 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 English ideas of setting, character and plot
- have a command of age- appropriate spelling, punctuation and grammar – SpaG.
- understand use and be able to write a range of non-fiction texts
- plan, draft, revise and edit their own writing
- to produce quality first writing, within time constraints
- have a suitable technical vocabulary through which to understand and discuss their reading and writing
- be interested in books, read with enjoyment and evaluate and justify their preferences
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

## STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the Primary Curriculum (2014) and in **EYFS (2008) Statutory Framework for the Early Years Foundation**.

## FOUNDATION STAGE

We believe communication and language with opportunities to explore reading and writing underpins children's future learning.

The practice in Foundation Stage follows the DfE curriculum guidance and works towards the Early Learning Goals.

The daily routine includes planned and spontaneous activities that include:

- a wealth of opportunities to develop and experience speaking and listening
- experiences that develop gross and fine motor skills through play and handwriting activities
- sharing and enjoying a range of rhymes, songs, stories and books
- immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities
- focus activities that teach children early communication language and English skills
- reading groups

- big book activities with a shared reading and writing focus

## **KEY STAGE ONE**

At the beginning of Year 1, the assessments from Foundation Stage enable the planned work to follow a smooth transition.

The teaching of English in KS1 includes

- explicitly taught and planned sessions following the guidance and objectives of the Primary English Framework 2015
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- word level work with explicit teaching of phonics and spelling
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills
- text level work using a range of genres to develop comprehension
- composition skills and the understanding of print
- The school has adopted the HfW cursive script which is being introduced through school from reception to year 3 (November 2015) – see policy for introduction of a ‘joining certificate’ and ‘pen licence’.
- immersion in a print rich environment that promotes a reading culture and develops children’s oral and written communication.

## **KEY STAGE TWO**

At the beginning of Year 3, the teacher assessments and the statutory tests enable the planned work to follow a smooth transition.

The teaching of English in KS2 includes

- explicitly taught and planned sessions following the objectives of the Primary Curriculum 2015
- learning represents a journey through the writing process using modelled writing and embedded SPAG throughout
- genre overviews to identify the success criteria of each unit of work and
- weekly plans tailored to the needs of our children
- word level work with explicit teaching of spelling strategies and rules and phonics where required
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills
- text level work, involving reading a range of genres to develop comprehension skills and scaffold writing
- a range of text types, including cross-curricular writing and ICT
- handwriting continues with HfW cursive script
- immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

## **SUBJECT ORGANISATION**

### **PHONICS**

In Foundation Stage and KS1, children follow the programme, ‘Letters and Sounds’. Phonics is taught explicitly in daily sessions in Foundation Stage and KS1, and where necessary, in KS2. ‘Letters and Sounds’, is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1.

In Reception most children begin to read and write one grapheme for each of the 44 phonemes. In Year 2 children are taught to read 150 of the most frequently occurring words in English and are taught to spell many of them.

The 'Letters and Sounds' programme teaches synthetic phonics.

## **APPROACHES TO SPEAKING AND LISTENING**

In line with the English Framework, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of English. The four strands to speaking and listening are:

1. speaking;
2. listening and responding;
3. group discussion and interaction
4. drama.

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, group discussions, debates, assemblies and drama activities. Recordings are made with cameras and tablets for presentation purposes.

## **SPELLING**

Children's phonological awareness and spelling strategies are assessed and informs teaching each week. Dedicated time is allocated for teaching and investigating spelling, as well as word level work linking to a related text in the main English session. In KS2 children are encouraged to practise their spellings through investigation as homework and then tested each week. Word banks, along with dictionaries, are used to support children's spelling at the point of writing.

## **APPROACHES TO READING**

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms, a school library and raising the profile of reading through a print rich environment and attractive book displays, promoting the written word at all times.

High priority is given to reading in Foundation Stage and KS1. KS1 children are placed in ability groups for reading and read a wide range of reading books. This method of guided reading ensures children are taught a range of reading skills which they practice at school and home. Throughout Foundation Stage and KS1, children are able to take home a reading book to read to their parent/carer each day. Parents make a comment in their child's home-school reading record on how their child read.

KS2 guided reading sessions each week, ensure children read a wide range of material supplementing their choice of literature.

Reading is taught through:

1. Whole class reading that develops listening skills, a love of story and reading for pleasure.

This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children.

2. Shared reading that immerses children in the pattern of story and features of text types.

This happens in English sessions when introducing text and prior to writing.

The teacher models as an expert reader and draws out the key elements of the content.

3. Guided reading that targets children's reading skills.

Guided reading takes place in small groups with teacher/TA input, using an appropriate text. Progress records are recorded, against CLASSROOM MONITOR. Each group reads with an adult at least once a week.

#### 4. Independent reading in school and at home.

Time is allocated to individual reading time for half an hour after lunch. This dedicated time, encourages the appreciation of reading for pleasure. During this time, on a weekly basis, pupils in Year 6, listen to children read in KS1. This encourages observations of reading skills, by the KS2 pupil.

In Foundation Stage and KS1, books are sent home with a reading record for communication with parents. In KS2 children may choose/supply their own chapter book and these are changed when appropriate. When necessary, some children in KS2 are also given scheme books to further support their reading skills. A list of recommended 'good reads' are provided in every class of age appropriate texts.

#### 5. The reading environment.

The print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom the reading area is attractive and inviting, books are clearly accessible. Themed displays are encouraged along with opportunities to write book reviews and show homemade books. Books are also displayed and promoted around the classroom and the whole learning environment of the school.

6. The school library provides reference and reading materials for children and teachers run by a TA and year 6 children. The school encourages all children to join and use our local libraries.

7. Ilkley Literature Festival and 'The Children's Bookshow' author events are attended each year, promoting a love of reading. Through prompt request, we have always been able to secure the coveted author/illustrator workshops for individual classes, encouraging a different perception of the written word.

## **APPROACHES TO WRITING**

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing is taught through:

1. Shared writing that is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas.

Shared writing is not exclusive to English sessions and can be taught within Foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

2. Guided writing that targets children at their point of writing.

Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. The main part of the session is spent by the child writing with the adult intervening as appropriate. In Foundation stage the child receives more individualised support from the teacher at the point of writing.

### 3. Opportunities for developmental writing.

In Foundation stage children experience writing in a range of settings and opportunities for developmental writing are available through all areas of learning and throughout the learning environment.

Children's own attempts at early writing are celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development.

In Foundation stage and KS1, children's writing that needs interpretation is scribed by a teacher or adult working with the group.

### 4. Independent writing.

Throughout the school children have opportunities to develop their confidence and practise their writing skills. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, word banks, writing frames and plans.

### 5. Writing environment.

The school environment celebrates quality writing through displays of work handwritten in pre-cursive and cursive and all typed form, signs and labels in HfW. All classrooms have resources for writing and opportunities for writing are planned for and accessible throughout the learning environment. Functional and creative writing are demonstrated and promoted by staff and visitors.

## **HANDWRITING – explained in the 2015 HANDWRITING POLICY**

### **ASSESSMENT AND TARGET SETTING**

Consultation with the Assessment Policy provides in-depth details of Assessment.

In Foundation Stage, Communication, Language and English is assessed in the Foundation Stage Profile.

KS1 and KS2 use the Ros Wilson BIG WRITING ARE objectives and recorded using CLASSROOM MONITOR. Individual targets are then set and discussed with children so that they are clear how they can make progress across the next half term.

Progress in reading uses the Ros Wilson BIG READING ARE and recorded using CLASSROOM MONITOR. These assessments are used to inform planning and to target teaching to the needs of the children.

Formal assessment in the form of work scrutiny across the school, takes place at least twice a term monitored by the SLT. Reading and writing moderation staff meetings take place at least twice a year. Moderation involves assessment of two pieces, away from teaching each half term to monitor progress by subject leaders.

Marking of children's writing is completed by the teacher against ARE objectives providing a positive comment and a next step for learning.

The Assessment Policy provides expansion of these points

### **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. Pupils who are under-achieving are identified and appropriate intervention programmes put in place. All children are provided with a suitable learning challenge. Further information can be found in the inclusion policy.

### **SPECIAL EDUCATIONAL NEEDS INTERVENTION PROGRAMMES**

Identified programmes are outlined in The Special Educational Needs Policy.

### **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.

## **THE GOVERNING BODY**

Reports are made to the governors on the progress of English provision, curriculum and reading and writing outcomes in each year group.

This policy will be reviewed every three years or in the light of changes to legal requirements

## **ROLE OF SUBJECT LEADER**

The English SL works with the SLT. The role involves monitoring and evaluating English by:

- keeping informed about developments and new initiatives to support the teaching of language and English and, ensure staff are informed
- auditing needs and supporting staff in their CPD
- updating the school policy when necessary
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment
- taking the lead in policy development
- supporting colleagues in planning and using resources
- purchasing and organising resources
- work scrutiny, lesson observation and learning walks
- target setting termly pupil progress outcomes

## **PARENTAL INVOLVEMENT**

Parents are encouraged to support their child with English by reading daily at home. Reading record books communicate between class teacher and home. Progress against ARE is discussed at parental consultation meetings and achievement reported in end of year reports to parents Available parents are welcomed in school to assist with daily reading sessions. Parents are encouraged to assist with events such as Book Week.

## **WRITING FOR A REAL LIFE PURPOSE**

All pupils are given the opportunity to write for purpose. The fortnightly school newsletter encourages writing input from our very youngest children to the editorial teams of KS2. The School Blog and School Council promotes communication within classes and extends to the wider community. Competitions hosted by the BBC and recognised literary organisations, are entered each year.

## **CONCLUSION**

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment Policy

Special Educational Needs Policy

Handwriting Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Members of staff responsible: A.Broadley

Date reviewed: January 2016.

Date to be reviewed January 2018.