



Pikes Lane Primary School

English

Statement of Practice

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

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Linked Governor Sub Committee: Standards Committee

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Aims and objectives

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills in a cross curricular, meaningful way.

National Curriculum 2014

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential, role of a Primary School.

The new English programme of study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The National Curriculum, gives detailed guidance of what should be taught at each Key stage under the following headings;

- Spoken language
- Reading - Word reading
 - Comprehension
- Writing - Transcription,
 - Spelling,
 - Handwriting and presentation,
 - Composition,
 - Grammar and punctuation

In order to participate confidently in public, cultural and working life, all pupils need to be able to speak, write and read English fluently and accurately. Therefore, Pikes Lane aims, in its English teaching, to develop pupils' abilities to communicate effectively in speech and writing and to enable them to be enthusiastic, responsive and knowledgeable readers.

Spoken Language

The National Curriculum states that pupils should be '*taught to speak clearly and convey ideas confidently in Standard English*' (p10). This is a particular focus at Pikes Lane as our children are majoritively EAL learners.

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

The focus on the spoken word gives children the ability to cope with written language by discovering:

- How it works;
- That meanings are shaped by lexical and syntactical choices;
- That language changes in different contexts;
- That there are differences between written and spoken English and standard and non-standard;
- Rules of spoken language;
- Creative thinking and self-expression

Writing

The National Curriculum states that children should;

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct.

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout school, to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in 'Big Write' sessions fortnightly for a range of purposes in a cross curricular way which is meaningful for the children.

In Key Stage One, children will:

- Write for a range of purposes and audiences, developing and communicating their meaning clearly
- Consider the purpose and audience for their writing
- Gather ideas through reading, film and images
- Plan what they will write, organising ideas
- Develop a wide range of written vocabulary
- Spell a range of common words and recognise and use simple spelling patterns (Following the Letters and Sounds Framework and the National Curriculum 2014)

- Consider simple sentence structure: grammar and simple punctuation
- Develop a comfortable, legible handwriting style
- Edit and improve writing through peer and self assessment

In Key Stage Two children will;

- Write appropriately for a range of purposes and audiences
- Understand the features of different text types
- Plan their writing, organising ideas into sections and paragraphs
- Develop and organise ideas effectively using coherent and grammatically correct sentences
- Use a wide range of vocabulary, improve vocabulary choices using thesauri
- Evaluate, edit and improve their writing through peer/self assessment
- Understand and use varied sentence structure
- Spell correctly, including complex, regularly patterned words
- Use a range of punctuation accurately
- Use legible handwriting, developing fluency in a range of styles appropriate to different purposes

Modelled, shared, guided and independent writing will be evident throughout the teaching sequence and will support both independent and groups of children following teacher's formative assessments. Assessments will inform shared writing and will inform the groups that are needed for guided writing. Stages do not have a time frame, teachers plan around the needs of the children in their class and the process is cyclical. Rich texts will be used as a stimulus for the writing sequence, a range of texts may be used throughout alongside the main text.

Spelling

We want our pupils to become fluent and effective writers; and we believe accurate spelling is a means to that end. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

A balanced spelling programme includes five main components:

- understanding the principles underpinning word construction (phonemic, morphemic and etymological);
- recognising how (and how far) these principles apply to each word, in order to learn to spell words;
- practising and assessing spelling;
- applying spelling strategies and proofreading;
- building pupils' self-images as spellers

Spelling strategies need to be taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils' words. Proofreading should be taught during shared and guided writing sessions and links should be made to the teaching of handwriting.

In EYFS and Key Stage One, we use Letters and Sounds to teach a daily phonics session. Any children in Key Stage Two who still need phonics support also receive Letters and Sounds phonics sessions appropriate to their needs. In Key Stage One and Two, the statutory list of spellings patterns for each year group are taught, as well the statutory word lists for Key Stage 2.

Handwriting

Please see Handwriting and Presentation Statement of Practice in conjunction with this document.

At Pikes Lane we use the Collins Handwriting scheme, which uses a cursive script from Nursery.

We pride ourselves on the presentation of work at Pikes Lane and we ensure children present their work to the best of their ability at all times.

Reading

Please read the reading Statement of Practice in conjunction with this document.

Grammar

Grammar is most effective when taught in the context of reading and writing; either in the context of the linguistic demands of a particular genre or the writing needs of a child. We take a pragmatic approach to the teaching of grammar and believe effective grammar teaching takes place in meaningful contexts. SPaG objectives are covered as part of the sequence of teaching in English sessions.

Playing with words, investigations, puns, jokes, and rhymes can all enrich and inform grammatical knowledge and understanding and develop a genuine interest in how language works.

Special Educational Needs:

Children who are identified as having S.E.N. (see *SEND. Policy and Guidelines*) are entitled to access to the full range of the National Curriculum. The curriculum will be delivered in a broad, balanced way that is differentiated to their needs.

Cross Curricular links:

At Pikes Lane there is a thematic approach to teaching the curriculum. Literacy teaching is linked to these themes wherever possible.

Timetabling

There is a minimum of 5 hours of Literacy teaching timetabled each week, but opportunities for applying the skills learned in these sessions are planned into other areas of the curriculum. Literacy is taught daily.

Intervention

In order for teachers to address the needs of individuals in both reading and writing a number of strategies are put into place.

- Target setting – meaningful targets taken from the SPaG Passport which address gaps in reading and writing are set.
- Guided reading/writing – these sessions are planned by the class teacher and are taught by either the teacher or classroom assistant. In these sessions, there is a particular focus on group/individual targets or on any problems that have been identified through formative assessment
- Other interventions – children who are falling behind are identified through both formative and summative assessment, discussed in Pupil Achievement Meetings and strategies are then put into place to deal with the needs of these children in either reading or writing

Home/School Links

Parents and/or older siblings are encouraged to become involved in their child/sibling's learning. Books and reading/spelling activities are regularly sent home, accompanied by reading diaries to record the pupil's progress and any teacher or parental comment. Older children are trained as reading buddies and partnered with younger children to aid their reading development.

There are annual parent workshops available in EYFS, KS1 and KS2, these inform parents about the curriculum, including English. Termly newsletters are sent home, informing parents about what is being taught in English and what children can be doing at home. Targets are discussed at Assertive Mentoring meetings so parents know about their child's progress and areas for development.

Assessment

Please see the Assessment SoP

Classroom Environment

Teachers are responsible for ensuring that pupils are motivated and encouraged in their literacy learning by stimulating language rich learning environments. Every classroom should have resources that are easily accessible (writing equipment, dictionaries, class library books etc). Classrooms should also display a purposeful, interactive writing display that will stimulate development in writing, as well as displaying examples of writing across a range of abilities.

Planning

Planning for literacy is based on the National Curriculum 2014 and is adapted to suit class topics themes and also the specific needs of the children. Clear learning objectives are set in each lesson, aiming at developing Literacy skills. These objectives are then broken down into clear success criteria (S2S/WILF) which the children can follow to help them achieve.

Teaching is in phases –

1. Investigating the features of the text type through reading and research
2. Stimulating ideas through drama, talk for writing and/or responding to text, film and images and then making sense of ideas through planning
3. Writing in the text type, editing and improving and presenting the final draft

Opportunities to work towards word and sentence level objectives and specific targets are also planned within a unit.

British Values

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.