

Cambois Primary School.

English Policy.

Here at Cambois Primary School, we believe that a quality English curriculum should develop our children's love of reading, writing and communication. This will provide them with the skills they need to communicate with the wider world through written and spoken language.

At Cambois Primary School we intend to inspire a love of literature and a motivation to read. We expose our children to a wide range of texts and opportunities to read both fiction and non fiction at home. Our curriculum aims to engage our pupils through well planned texts which cover a range of genres across each key stage. As a school we intend to enrich our children's vocabulary, to make links between known and new words so our pupils can then expand the vocabulary choices when they write and speak.

To develop writing across the school teachers use a chosen text as the stimulus for children, enabling them to write for a range of purposes in meaningful contexts. Our literacy lessons enable the children to develop and refine the skills they need for a particular piece of writing, including working on handwriting, spelling, punctuation and grammar.

We embed all of these aims across English lessons and the wider curriculum. Our well organised curriculum provides purposeful opportunities for reading, writing, spelling and listening

Aims:

We aim for our pupils to:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- ensure our children are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Cambois Primary School we encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

Statutory requirements:

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).

Curriculum Delivery:

In reception through to Year 6, children are taught English within their classes. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of the English lessons. Children that have a 'Pupil Passport' or an 'EHCP' may also be withdrawn in order to receive intervention that focuses on the child's more specific individual needs. A clear lesson objective and success criteria are a feature of all English lessons. Working walls may support learning in the classrooms. Evaluative marking is used. Assessment informs planning and reference is made to the National Curriculum in medium term plans. We provide a rich and varied experience for pupils to draw on in their writing and reading which should include the whole curriculum.

Spoken Language:

The four strands of spoken language: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies 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. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.

- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

Approaches to Phonics:

The teaching of phonic skills is embedded within English teaching in each class. Additional provision is made each day in discrete Read, Write Inc sessions. These comprise of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. During these sessions children are also explicitly shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs and are in phase appropriate groups.

Approaches to Reading:

Pupils have opportunities to undertake guided, shared and independent reading throughout the school. A diverse range of group reading books and a staged reading scheme are available. Children receive reading books linked to their RWI phonics group and we operate using 'book bands' in line with Oxford reading tree complemented by thematic books. Electronic texts are also available for shared reading on the Oxford reading Buddy site. When it is felt appropriate for individual children, they may become 'free readers' and choose from the school library. Reading age tests are undertaken throughout the year to identify children who require extra support with their reading (see assessment timetable). Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension. Home reading is encouraged and is an integral part of the child's development. In order to have strong communication between teachers and parents/carers, each child has a Reading Record book where both the staff and parents can write comments about how the child is progressing with his/her reading. Reading at home forms a vital part of the children's weekly Progress Files. We also involve the children in reading challenges and World Book Day.

Approaches to Writing:

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable children to become confident and competent spellers.

The school follows the 'Read, Write, Inc: Spelling' programme which enables the children to recap on the previous year's spelling patterns and then introduces new patterns and sight words. This programme is in line with the National Curriculum for spelling. Identified children receive extra spelling and phonics support from SEND TAs.

Approaches to Handwriting.

Handwriting begins in the E.Y.F.S with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention. Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. Children's formation and pencil grip can be readily overseen in all lessons. Correct posture and positioning of paper or books are also emphasised during these sessions. The national expectation at the end of year 6 is that children will join their handwriting. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent hand-writing.

Cross Curricular Links:

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Assessment and Target Setting:

- Work is assessed in line with the Assessment Policy.
- Teachers use developmental feedback in order to identify where children have included elements of the success criteria, set next steps targets and to give children the opportunity to revisit their work in order to make improvements.
- Writing targets will be generated as a result of ARE assessments.
- Reading ages will be assessed throughout the year using the Salford Reading Test.
- Children accessing RWI phonics are assessed half termly and then grouped in accordance of individual needs.
- Children accessing RWI spelling are assessed every six weeks and then grouped in accordance of individual needs.
- Year 2 pupils undertake SATs in May.
- Year 6 pupils undertake SATs in May.

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 identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided.

- Children with identified SEND in English receive tailored support from SEND TAs.
- Children who are identified as having additional needs with reading, receive extra support from TAs.
- More able children in English are identified and challenged appropriately.

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.

Parental Involvement:

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using reading records as a tool for communication between school and home. Many parents support World Book Day by offering to come and read stories to the children and attend English lessons. Parents provide support for handwriting, spellings and various genres of writing that may be set for homework.