

Pennoweth Primary School Policy for English

Our main aim is to help children develop a love for English language through the spoken and written word. English is a core subject within the National Curriculum and a prerequisite for education and social progress. Mastery over language empowers children to communicate creatively and imaginatively, as well as allowing them engagement with the world at large. We view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given a high priority in our school development plan.

Aims

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. 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 practice their literacy skills. Children come to school with varying levels of language skill which we extend and strengthen by providing them with a variety of language experiences. All literacy teaching will contribute to skill development in the following areas:

- Speaking and Listening
- Reading
- Writing

Speaking and Listening

We aim that children will: -

Think critically and logically

-Order their thoughts and express them clearly

-Develop skills of oracy, giving the children confidence and understanding, equipping them for work and leisure

-Express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others

-Communicate with ease in varied circumstances for different audiences and purposes

The above aims are developed through:

-Providing a range of opportunities for children to talk and listen in formal and informal settings -The use of drama and role play to explore imagined settings and characters

-The use of 'Talk for Writing' strategies

-Class Novel to be shared each day, the teacher or other adult reads aloud to the class

-Class discussion and debate on topical issues

-Circle time

-Showing times or news sharing when pupils are encouraged to speak to their assembled peers -Class and school assemblies

-Cross curricular planning across the curriculum

-Interviewing and hot seating as part of a topic or English lesson

Reading

We aim that children will:

-Read and write with confidence, fluency and understanding

-Be able to use a full range of reading strategies -Develop the skill of silent reading

-Have an interest in books and read for enjoyment and provide them with a wealth of texts and story patterns for their own writing

-Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature

-Have experience of guided, shared and individual reading

Reading skills are developed through:

- Providing a wide range of reading material and opportunities for children to select from this for information and for entertainment
- Use of structured reading schemes –to support all pupils until they are capable of independent reading
- A daily programme of Read Write Inc. from Foundation to Year 4 (streamed from Year 1-4)
- Fresh Start intervention for children in Year 5 and 6 that require it
- Daily guided reading sessions for those children not completing Read Write Inc. or Fresh Start
- A home school reading scheme –every child to take a book home and read daily (reading sweep to hold parents to account, requiring reading 4 out of 5 evenings)
- Our school library –classes have timetabled weekly visits and it is open every morning before school for both parents and children
- Use of ICT –Espresso News items etc.
- Giving pupils oral and/or written feedback about their reading, in order to support progression -Providing pupils with opportunities to self-assess their own reading, this not only promotes independence, but also assists in their reading development
- Questioning - to probe a pupil's understanding of a text

Writing

We aim that children will:

- Have an interest in words, their meaning; 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
- Produce independent pieces of writing during 'Distance Writes' using correct punctuation and sentence construction
- Able to share their success with others through the use of Working Walls -Write extended pieces of text
- Have knowledge of the work of a range of authors, poets and playwrights -
- Develop fluid and well-formed handwriting to allow an easy writing style

Writing is developed through:

- Talk for Writing strategies-using the four phases
- A wide range of contexts for writing from role play to assembly productions
- Punctuation, grammar and spelling are taught through shared writing and the use of VCOP (Vocabulary, Connectives, Openers, Punctuation)
- Regular guided writing sessions
- Publishing and sharing finished pieces with an audience

Spelling, vocabulary, grammar and punctuation is developed through:

- The marking of work and feedback to pupils -Take up time to correct errors
- During Read Write Inc. lessons and Fresh Start
- Regular learning of spelling lists allocated to ability groups from Year 1 upwards -Encouragement of dictionary and thesaurus use
- Use of words from the Working VCOP Wall -
- Regular word and sentence level lessons (SPAG)

Handwriting is developed though:

- Regular teaching and practice sessions

-Read Write Inc.

-Introduction of the use of pens when the children are ready (pen license) -Valuing and modelling good presentation skills

Planning

Medium term planning is undertaken in teams which often include mixed year groups. There is a 'Genre overview' in place for each year group which ensures there is a balance of fiction and non-fiction taught each half term. All class teachers are responsible for weekly planning and will ensure that the National Curriculum 2013 requirements are met.

They will:

-Identify the appropriate teaching and learning strategies required for their class -Use the 'Talk for Writing' strategies for both fiction and non-fiction

-Assess and plan for the specific needs of children within their own class whilst adhering to the progression laid down in schools 'Genre Overview.'

-Ensure that their children are taught the correct grammatical terms in English, as specified by the National Curriculum 2013.

Writing is supported by:

-National Curriculum 2013

-Grammar for Writing

-Pie Corbett's models of writing for Year 3-6

-Pie Corbett's Big Book of Stories and Games for Key Stage 1 and 2

Handwriting is supported by:

-National Curriculum 2013 -Read Write Inc. and Fresh Start - Penpals scheme of handwriting

Spelling and Grammar is supported by:

-National Curriculum 2013 -

Read Write Inc. and Fresh Start

-Grammar for writing

Homework

Homework is used to support English through:

-The home school reading scheme which involves each child taking a book home to read every evening

-The learning of specific, differentiated spelling lists (from Year 1 upwards)

-Specific tasks set by teachers as indicated in the Homework Policy

Assessment and Recording

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning. Once a term, a staff meeting is allocated to moderate and level writing. Writing is assessed and levelled using APP and teachers keep written records of this. From Year 2 upwards, children will undertake appropriate tests (in both writing and reading) for their year group each term to further inform assessments.

Formal summative assessments are carried out at the end of each key stage in accordance with the National Curriculum assessment requirements.

The emphasis in our teaching of English is in extending pupil's knowledge about language, starting from what the children can do, from their positive achievements in language and from the implicit knowledge that all children possess. We work in partnership with parents and carers together in order to make the learning experiences of our pupils as smooth and continuous and as diverse and exciting as possible. Excellence in English is celebrated in display –sharing our success, performance and presentation.

Jade Bright
May 2014