

# SUTTON CE (VC) PRIMARY SCHOOL



## POLICY FOR ENGLISH

Version 2016:1

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## English Policy

### Introduction

English is more than just a subject; it is the basic language of communication in our society and much of the western world. Its mastery is a pre-requisite for educational progress, it is the foundation for almost all the learning which takes place in our school and is essential for effective, independent development.

Language in all its forms permeates all areas of the curriculum. Constantly in use it contributes to the social and emotional as well as the educational development of each child. In every sense it is a 'living' and 'changing' tool; mastery of it empowers the learner.

English is a core subject of the National Curriculum. As such the fundamental skills, knowledge and concepts of the subject are set out in the National Curriculum document where they are categorised into three attainment targets.

- Speaking and Listening
- Reading
- Writing
- Grammar and Spelling

### Aims

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading, Writing and Grammar and Spelling. Pupils will be given opportunities to inter-relate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

By the time a child leaves Sutton CE (VC) School we aim for a child to:

- be effective, competent communicators and good listeners
- be able to read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; 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.
- use grammar and punctuation accurately
- understand spelling conventions
- produce effective, well-presented written work

### Statutory Requirements

The changes contained in the Renewed Primary Framework for English and Mathematics reflect national policy developments and are built upon research and evaluation undertaken since the late 1990s. There has been widespread consultation on the content of the Framework, and changes that have been incorporated include:

- extending it to the beginning of funded education (Foundation Stage), to create greater coherence and continuity within and between stages of care and education
- creating a clearer set of outcomes to support teachers and practitioners in planning for progression in English to help raise the attainment of all children, personalise learning and secure intervention for those children who need it
- bringing an increased sense of drive and momentum to English through the primary phase, involving some scaling up of expectations and a greater focus upon planning for progression through a teaching sequence over an extended unit of work covering two or three weeks
- supporting schools and settings in implementing the recommendations of the Rose Report through the provision of high-quality teaching of phonics and early reading
- supporting improved leadership and management of English to stimulate and improve standards further

In the Foundation Stage (Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.
- develop their phonic knowledge through the Letters and Sounds programme
- engage in child initiated activities

In Key Stage One children should learn to

- speak confidently and listen to what others have to say
- begin to read and write independently and with enthusiasm
- use language to explore their own experiences and imaginary worlds
- confidently use age appropriate spelling strategies and grammar rules

In Key Stage Two children should learn

- to change the way they speak and write to suit different situations, purposes and audiences
- to read a range of texts and respond to different layers of meaning in them.
- to explore the use of language in literary and non-literary texts
- how the structure of language works.
- confidently use age appropriate spelling strategies and grammar rules

## Subject Organisation

The English Curriculum is delivered using the Renewed Framework based on the Primary National Strategy Framework. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment not age.

## Groupings

At Sutton CE (VC) Primary School we follow the English hour as laid down in the National English Strategy Framework and Renewed Framework.

In Reception, Yr 1 and Yr 2 the children will have a phonics session five times a week; during this time the pupils may move to another class or receive small group tuition to participate in a phonics session that more closely matches their ability. Throughout the Foundation Stage and KS1 children are taught by a differentiated curriculum where work is provided according to the learning objectives and needs of the pupils within their year group.

In KS2 the children are taught in ability and mixed ability groups within their registration classes. These groups are formed from the teacher's knowledge, the use of assessment data and the tracking that we use to monitor the children's progress.

## Pupils with Special Educational Need/Gifted and Talented

All children have their progress tracked throughout their education at Sutton CE (VC) Primary School. Children with Special Educational Needs work closely to a planned Additional Support Plan (ASP) programme which is set up between the SENCO and classteacher. The SENCO, Senior Management Team and classteachers allocate intervention and support where appropriate.

Teaching Assistants (TAs) provide support within individual classes and are allocated groups relevant to the appropriate training that they have received. The support is timetabled daily and will continue within budgetary constraints.

Specialist Support Teachers and outside agencies are organised and monitored through the classteachers, Team Leaders, SENCO and Headteacher.

We have a Gifted and Talented Register and these children are taught within a differentiated curriculum with appropriate objectives dependent upon their level and ability.

## Time Allocation

The school allocates the following time to the specific teaching of English skills in the form of a daily English lesson:

Foundation Stage and KS1	
Foundation Stage	20 minutes building to 40 minutes by the start of the Summer term, increasing to the full hour daily.

	<p>20 minutes of phonics 5 times a week. Handwriting is taught within the phonics sessions</p> <p>Guided reading and writing twice a week</p>
Yr 1	<p>1 hour per day every school day</p> <p>20 minutes handwriting 1 time per week</p> <p>20 minutes phonics/word level work 5 times a week</p> <p>Guided reading once a week for 20 minutes outside the English lesson.</p> <p>Extended writing at the end of each half term</p>
Yr 2	<p>1 hour per day every school day</p> <p>20 minutes handwriting 1 time per week</p> <p>20 minutes phonics/word level work 5 times a week</p> <p>Guided reading once a week for 20 minutes outside English lesson.</p> <p>Extended writing at the end of each half term</p>
KS2	
Yr 3/4	<p>30 minutes word level work/phonics/support for spelling and/or handwriting 4 times per week</p> <p>1 hour of English every school day</p> <p>Guided reading once a week as part of a group.</p> <p>Extended writing at the end of each unit.</p>
Yr 5/6	<p>30 minutes word level work/phonics/support for spelling and/or handwriting 4 times per week</p> <p>1 hour of English every school day</p> <p>Guided reading as part of a group once a week</p> <p>Extended writing at the end of each unit.</p>

## Handwriting

Sutton CE (VC) Primary School follows the Nelson style of handwriting throughout the school with children being taught to join up letters from Yr 2. Children use pens when ready in Yr 3 or Yr 4 and by Yr 5/6 write in pens for the majority of lessons. Children at our school are aiming to:

- achieve a handwriting style that is joined, legible and fluent
- to write as neatly as they can for all kinds of writing, including extended pieces of work

## Cross-curricular Links

Class teachers will seek to take advantage of opportunities to make links with the other curriculum areas. Teachers will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

## The Use of IT

Opportunities to use computing to support teaching and learning in English will be planned for and used as appropriate.

## Planning

We follow the DfE Standards Site Two Year Cycle for our Long and Medium Term planning. All teachers plan weekly in teams on planning sheets which identify objectives, shared reading and writing, handwriting, spelling and guided reading activities. Homework, assessment opportunities and a lesson plenary are also clearly identified.

On these short term plans, the class teacher will identify which groups are working independently or with an adult.

## Assessment and Target Setting

Work will be assessed in line with the school's Assessment Recording and Reporting Policy.

## Monitoring

Please refer to school's Monitoring and Evaluation Policy.

## Inclusion

We aim to provide for all children so that they can achieve in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

Gifted children will be identified and suitable learning challenges provided.

## Provision for SEN Pupils

Please see the school's Special Educational Needs Policy

In addition, at Sutton CE (VC) Primary School we use the following support programmes: ALS, FLS, Better Reading Partners, Targeted Readers, 1:1 tuition and Booster Classes to support English teaching in the classroom.

### Equal Opportunities

Please refer to school's Equal Opportunities Policy.

Appropriate provision in the delivery of language will be made for pupils who need to use methods of communication other than speech including non-sighted methods of reading, technological aids in practical and written work, and adapted equipment to allow access to practical activities within and beyond school.

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### Role of the Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

### Monitoring and Evaluating

- pupil progress
- provision of English (including Intervention and Support Programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments and informing staff of relevant issues

Please refer to the school's Monitoring and Evaluation Policy for further details.

### Parental Involvement

Parents can support their children with English by:

- reading with their child
- supporting homework based opportunities for learning
- supporting other English opportunities eg attending evenings to support English and attending workshops to show how the teachers teach this subject in their lessons.

### The Governing Body

Regular reports are made to the Teaching & Learning Committee of the Governing Body concerning the progress of English provision through the Headteacher. The Link Governor will also meet with the English Subject Leads during the year

### Review of this Policy

This policy will be reviewed by the governors every 3 years or sooner should there be nationally agreed changes to the teaching of English.