



South Hiendley Primary School

ENGLISH POLICY

Subject Leader: Mrs. L. Whelan
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RATIONALE

This document is a statement of the aims, principles and strategies for the teaching and learning of English skills at South Hiendley Primary School (SHS). Competence in English enables children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. The skills of listening, speaking, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. These skills, together with confidence in the use of ICT, are increasingly necessary in today's world.

AIMS

English encompasses the skills of reading and writing along with speaking and listening, including all of their essential inherent skills. Speaking and listening has a high profile, as good oral work enhances pupils' understanding of how language is the vehicle for communication in both oral and written forms. To become literate, children need to understand that writing is a representation of speech, and that both come in a variety of forms linked to purpose. At SHS we understand that these aspects of language are inextricably linked, and can rarely be taught or experienced discretely.

Therefore, at SHS, we aim to give children the opportunity and encouragement to:

- nurture a love of language and all that it encompasses
- speak clearly, adapting their spoken English to suit the audience
- listen with concentration, and respond appropriately to what they have heard
- recognise the difference between informal spoken and written language and Standard English, and be able to apply this to their speaking and writing appropriately
- recognise English as being completely cross-curricular and essential as a basis to all learning
- recognise the link between reading and writing
- develop a love of books, read for enjoyment, and be able to evaluate texts and justify preferences
- read and write with confidence, fluency and comprehension
- use a full range of cues to facilitate reading and spelling, including phonic, graphic, syntactic and contextual
- develop an interest in words and their meanings, and therefore have an increasingly mature spoken and written vocabulary
- be confident in 'having a go', rather than staying within their safety zone, especially in their choice of vocabulary
- develop imagination and inventiveness
- understand the features of, and be able to read and write in, a range of genres in fiction, non-fiction and poetry
- use technical vocabulary appropriate to a genre to enable understanding, and to facilitate discussion of their reading and writing
- plan, draft, improve and edit their own writing
- use a fully cursive, fluent and legible handwriting style

STATUTORY REQUIREMENTS

Planning of English at SHS is based on the requirements of the National Curriculum.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

Reading is statutorily tested at the end of KS1 and KS2.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Writing is teacher assessed for submission to the LA at the end of KS1 and KS2.

At SHS, we recognise the important link between fluent, cursive handwriting and spelling. We also believe that, once a child has developed a cursive, legible style, they are able to take more pride in the presentation and content of their work.

Spelling, punctuation and grammar (SPAG)

These elements of English are statutorily tested at the end of KS1 and KS2.

The teaching of SPAG is inextricably linked to the teaching of other aspects of English but may be addressed in discrete sessions.

PRINCIPLES OF TEACHING AND LEARNING

At SHS, members of staff plan, adapt and deliver the teaching of English so that:

- lessons are stimulating, varied and have pace
- expectations are high
- all children are able to achieve to the best of their ability and reach their potential by the time they move to KS3
- children are given part ownership of their own progression in learning

Children are taught in different types of group settings, depending on needs particular to each year/phase.

A range of teaching strategies is used to ensure variety and stimulation. These include:

- interactivity
- demonstration
- scaffolding/modelling
- explanation
- questioning/answering (speaking & listening)
- discussion
- drama e.g. hotseating, freeze frame, conscience alley etc.
- games

DELIVERY OF LITERACY

Literacy is taught through a daily timetabled session, and addresses the PoS in the National Curriculum. The planning for teaching a unit of Literacy will take in to account the strands appropriate to the unit and will follow the suggested breakdown into phases. Units of work for each year group are delivered either discretely or through cross-curricular links. Guided reading, spelling and handwriting are taught discretely.

PLANNING

English is planned by each class teacher for their year group and by support staff with responsibility for intervention programmes and small groups. Teachers use their own planning format to structure the lessons they will be delivering as we believe that planning is for the teachers' own information and use.

APPROACHES TO SPEAKING AND LISTENING

English is a core subject in the National Curriculum and speaking and listening is an attainment

target within this subject. It is important because it:

- develops effective communication skills for life
- increases confidence, self-esteem and self-awareness
- provides pupils with a fundamental tool, which permeates and enhances their learning
- provides pupils with skills to function independently
- maximises potential and develops self-confidence in all aspects of the primary curriculum

Our aims in teaching, speaking and listening are that all children will:

- develop confidence, communication skills and mutual appreciation and understanding.
- have access to learning in all aspects of the curriculum.
- apply these skills with confidence and understanding throughout their life.
- have access to correct spoken English throughout the curriculum.

The teaching and learning of speaking and listening skills are done through daily routines, all lessons and specifically English lessons throughout the school. This provides a wide range of opportunities for all children to develop both their use of informal and formal English. These opportunities include:

- circle time
- assemblies
- shared and guided reading
- drama
- story telling
- class discussions
- a range of informal play activities
- paired/group talk

The teaching of speaking and listening and the modelling of correctly spoken English is the responsibility of every adult in school.

APPROACHES TO READING

Children are actively encouraged to read regularly, either from their library books, a scheme book, a classroom library book, newspapers, magazines or a book of their choice from home, which has been approved by the class teacher or another responsible adult. Adults and children in school are fully aware of the inextricably linked nature of reading and writing.

The school has a fully functioning library and each child has the opportunity to borrow during a designated library session. Each child learns how to use the facility and is able to change their book.

Children are given many opportunities to read or to be read to, including:

- guided reading
- shared reading
- paired reading
- choral reading
- independent reading
- 1 to 1 reading with an adult
- reading to a peer
- class novel
- Story Circle
- reading at home

We have a wide range of schemes and resources in our school. Our main reading schemes are Oxford Reading Tree, Ginn and Bug Club, the latter being used electronically and through hard copies. These are supplemented by several other 'minor' schemes. All children are expected to work through these schemes to ensure confidence and understanding in reading. Our books are labelled using the Book Banding system and are stored on easily accessible shelving so that children are able to change books independently.

Guided reading is timetabled in each classroom. It is planned using a variety of resources and materials to cover a wide range of genres. In KS2, guided reading is often linked to the Love to Read Classics, which provide our core reading spine. Teachers may also choose to use extracts, online resources, novels, newspapers, magazines etc.

All of the reading activities listed above are enjoyed regularly by the children in our school.

Children are encouraged to read at home and each child has a home/school record book. Each classroom has an attractive designated reading area with books on display, and extra areas have been created around school in the library and on corridors.

Members of staff also borrow from the School Library service, choosing books linked to current topics. These are displayed in classrooms for children to choose for reading for pleasure or for research.

APPROACHES TO WRITING

At SHS, children are given frequent and wide-ranging writing opportunities.

Children from Foundation Stage to Year 6 are given opportunities to write, and the links between reading and writing are made explicit. Children are made aware of the importance of planning their writing. In the Foundation Stage this may be telling the teacher what they are going to write, whilst in years 1 - 6 it may involve a planning grid and/or draft copy.

From the minute they join our school in Foundation Stage, children are encouraged to use writing materials and experiment with mark making. As they gain any phonic knowledge they apply this to write freely, gradually developing from being emergent writers. The children also see writing modelled by the teacher in Shared Writing sessions and phonics lessons.

By the end of Reception, most children should be confident in all of the alphabet sounds and be using this knowledge to begin to spell simple words and write basic sentences. In Year 1, children use their phonic knowledge to write simple sentences. By Year 2, children are extending their own writing and considering their audience. In KS2, children are writing independently and in a variety of genres, for a variety of audiences. For most units of writing, the core teaching sequence is followed so that children will:

- be immersed in a text type
- analyse a text type to build success criteria lists
- draft their own writing of that text type
- edit, refine and produce a neat copy of the text type

Before children are able to write they will need to see the process modelled and it is necessary that this is happening in the classroom during English lessons.

Writing occurs throughout the entire curriculum. Cross-curricular writing is a strong feature and all genres can be addressed through cross-curricular topic links. However, some units of English may be taught discretely.

Children are given opportunities to produce 'cold writing' where they are given a stimulus such as a video clip, a photograph, a piece of music etc., and are asked to write a piece chosen from a range of genres, in response to it. This writing is invaluable when assessing children's attainment as it demonstrates the learning they can apply without the usual teacher input. Children have access to a range of dictionaries and thesauruses. Good quality writing from Reception to Year 6 is celebrated on our 'Write On!' display.

APPROACHES TO SPELLING

At SHS, from a very early age, children are encouraged to build a phonological awareness leading to knowledge of the phonological structure, or sound structure, of words.

Phonological awareness is an important and reliable predictor of later reading ability and is, therefore, a focus of the teaching of spelling at our school.

In Foundation Stage and KS1, the Letters and Sounds programme is used. Children are taught in a whole class situation with smaller, fluid groups being pulled out to address gaps.

At SHS, we have a CLLD lead, who works closely with the English Subject Leader to assure progression through to the teaching of spellings in KS2. Years 3 - 6 take their spelling lists from the New Curriculum objectives for the relevant year group.

Details of the teaching of Letters and Sounds, and of spelling, are further described in the **Teaching of Phonics and Spelling Policy**.

APPROACHES TO PUNCTUATION AND GRAMMAR

At SHS, from an early age, children are encouraged to consider grammar and punctuation whilst writing. It is important that children are given reasons for grammar and punctuation (a full stop is a short breath when reading what is written) and that these reasons are closely linked to reading and speaking and listening. We strive to model correctly spoken English in our school so that children are aware of differences between Standard English and the rich heritage of dialects and accents. At SHS, we are aware that Standardised Tests and National Curriculum objectives do not take into account regional differences in language.

The teaching of **SPAG** is inextricably linked to the teaching of writing and is an integral part of any English lesson at SHS. Some aspects are taught discretely. Children are expected to apply their learning by having the expectation of 'must include' whenever they write. They are encouraged to 'listen' for punctuation by reading their work out loud to themselves.

ASSESSMENT AND TARGET SETTING

Assessment is carried out in a variety of ways, both formally and informally. It is continuous so that it informs planning for teaching and learning. It is used as a tool for monitoring outcomes of units of work and whole school drives/initiatives. Assessment, through the use of regular tests in reading and SPAG, is used for analysis to inform long-term action plans. Other testing includes that used to identify children for, and to monitor progress in, intervention. Children's attainment is recorded on Target Tracker. Children are assessed against the objectives for their year group and this is recorded on a grid, devised by a MAT working group of English subject leaders, which is kept in the children's English books. This enables the children to keep a check on the application of their own learning. This grid is also used for moderation of writing assessments either in teams, across phases, as a whole school in staff meetings or for moderation within the MAT. A portfolio of moderated work is kept.

MONITORING

Monitoring is carried out by the Subject Leader and, sometimes, when there is a whole school English focus, by the Head, as part of Performance Management. This takes the form of lesson observations and/or book-dipping with a focus linked to the SDP or a current initiative or focus. We aim to make the process cooperative, helpful and non-threatening. Children interviews are also used as an informal method of monitoring. The Subject Leader tracks year group, Key Stage or whole school progress through Pupil Progress data.

INCLUSION AND SPECIAL NEEDS

At SHS, we are aware of the needs of all special needs children, including SEN and Gifted and Talented. The SENCO works closely with class teachers to ensure that the individual needs of children are met. This includes advising on Learner Profiles and Supporting Me to Learn Plans, ensuring that they are linked, as far as possible, to the appropriate objectives for that child's year group; and reviewing them as necessary. Some group IEPs are used where TAs are working with identified small groups. We strive to adapt our styles of teaching to allow all children access to the curriculum.

EQUAL OPPORTUNITIES

The school recognises, and caters for, the needs of all children irrespective of race, colour, religion, social background or gender. We aim to deliver the curriculum with a sensitivity which takes into account these things. We continue to dismiss stereotypes in texts, unless they serve a purpose and give a basis for discussion. In choosing texts, members of staff make sure they cater for all children in the class/group. Texts are enlarged for visually impaired children. Children are encouraged to choose from a wide range of reading material, and the school, which is aware of gender differences in achievement, is committed to engaging boys in reading and writing. In discussions, no particular group of children is allowed to be dominant. There is a range of materials suitable for younger children. We also cater for the needs of left-handed children.

HEALTH AND SAFETY

We take every precaution to make sure that all materials that our children have access to are suitable, especially where the school library is concerned. Any books donated, bought or borrowed are monitored by the member of staff in charge of the library.

The school strives to make Internet access safe for its children and all usual precautions are taken. There is an awareness that children could access materials that are inappropriate so, when using the ICT equipment, children are always accompanied by an adult and are fully supervised.

STAKEHOLDERS' RESPONSIBILITIES

The Role of the Subject Leader

The Subject Leader has overall responsibility for the delivery of Literacy in the school.

The role includes:

- writing an action plan which develops priorities in the SDP
- attending all relevant Inset/training and sharing outcomes with staff
- delivering in-house training
- being available to staff for discussion, advice and support
- having an awareness of planning across the school
- carrying out classroom observations and book-dipping
- monitoring resources
- looking at and analysing assessment data
- organising events which promote a love of language

The Role of the Class Teacher

Class teachers at SHS are responsible for daily delivery of English to all children. It is the aim of the school to provide bright, stimulating areas for children to work in - areas which are conducive to learning. In each classroom, children are provided with a range of reading materials, a reading area, clear views of their targets and an atmosphere which promotes high expectation. All teachers will plan and deliver English within the guidelines implicit in this policy.

The Role of Support Staff

Members of our support staff play an important part in the delivery of this core subject. They deliver intervention programmes; take responsibility for small groups within the lesson; take groups for guided reading; listen to individual children read and support teaching staff in planning and resourcing.

We have highly-skilled and well-motivated support staff. They are able to use their experience to identify individual children's needs, and act on this to provide support where necessary.

The Role of the Governing Body

The Governing body has a responsibility to:

- be involved in appointing a person to be responsible for the curriculum leadership of English
- delegate powers and responsibilities to the Headteacher to ensure that all school personnel and stakeholders are aware of, and comply with, this policy
- ensure compliance with the legal requirements of the National Curriculum
- ensure that the school complies with all equalities legislation
- ensure that funding is in place to support this policy
- ensure that this policy and all linked policies are maintained and updated regularly
- ensure that all policies are made available to parents
- ensure the effective implementation, monitoring and evaluation of this policy

This policy works alongside others, and all staff will take this into account when planning, delivering and marking English. These other relevant policies include:

Marking and feedback policy

Presentation policy

Teaching of Phonics and Spelling Policy