

ENGLISH POLICY



Latest review undertaken on 19th January 2012

By the Curriculum Sub-Committee

Ratified by the Full Governing Body on 23rd February
2012

Next review: Spring term 2014

Rationale

English language education is an integrated and fundamental component of the whole primary curriculum.

A good language education is pivotal for all learning in every curriculum area. Children must learn to communicate effectively through spoken and written language in order to enable them to function in everyday life.

General Aims

We aim to encourage all children to:-

- **listen** attentively and process information in order to respond appropriately.
- **speak** confidently with suitable intonation and clear diction in standard English and appropriately for the listener.
- **read** fluently with good comprehension, from a wide variety of texts at their own level for pleasure and information.
- **write** fluently and present their work carefully with neat, legible, joined writing

We aim to encourage all children to:-

- develop their cognitive skills, imagination, and personal expression through a range of writing tasks with accurate punctuation and grammar, in a style appropriate for the purpose.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms
- make progress to becoming an accurate speller, using neat legible joined handwriting.
- make fair critical responses about their own language work, that of their peers and that of popular authors and poets from a variety of cultures.
- mature socially through working collaboratively in groups and in pairs.
- work to their best ability in each of the above areas of the language curriculum.

Good language skills are also required for:

- the expression of one's own needs, feelings, emotions and spirituality;
- the understanding of another's needs, feelings and spirituality;
- resolving misunderstandings and conflicts;
- ascertaining information to make sense of the environment;
- the acquisition of knowledge for personal interest and pleasure;
- developing the powers of imagination, inventiveness and critical awareness

Entitlement-Meeting the Needs of All

All children cover the content areas as outlined in the Renewed Primary Framework. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.

Gifted and talented children are challenged through differentiation by the class teacher and also by setting when teachers feel it will best meet the needs of a year group.

Some pupils experience difficulties, which affect their progress in literacy. Class teachers are responsible for identifying difficulties so that these pupils can be helped through early intervention. This is often by work in a group with pupils of a similar ability following ELS and other intervention programmes. If necessary, pupils with Special Needs are taught in

small groups for a short time each week. Please refer to the Special Educational Needs Policy.

Time Allocation

All pupils in Years 2 to 4 have a Literacy Hour on four days of the week, which provides a time for the explicit teaching of reading and writing. On the fifth day they have PE and ICT in the morning. Literacy is often incorporated into the ICT lesson and writing is always included in the afternoon creative lesson. All children in year 1 have an equivalent amount of time for literacy lessons but it is distributed differently.

All children in Foundation and KS1 have 15 minutes dedicated daily to phonics following the Letters and Sounds programme. Children in years 2, 3 and 4 also follow the Support for Spelling programme which links in effectively.

Each class in KS2 has an allocated 45 minutes for reading each day and KS1 have 30 minutes. During this time children read individually to themselves, or with an adult. A different group of children each day read and complete reading activities on the class computers. Guided reading also takes place in these sessions, alternating weekly with the teacher and TA, and children who are reading Pocket books may use this time to complete the "Write on" activities which link to their books. We aim to hear all children read at least twice a week, once with the teacher and once with a class TA. Parents are also encouraged to come into school and read with children.

The Foundation Stage has time arranged differently but children always have 15 minutes phonics each day and sessions to read and enjoy books together. Children regularly read individually and in guided reading groups with the teacher and TA. The length of time expands as the year progresses.

Each class also has a timetabled slot to visit the library. All children may choose a book to take home and change each week. The library is also open two lunchtimes a week for the children to read and change books.

Teaching and Learning

It is the responsibility of the class teacher to plan work for their pupils from the scheme of work and the Renewed Primary Framework together with the National Curriculum Programme of Study. Planning takes place collaboratively across year groups and key stages. In years 2, 3 and 4 children are taught in ability sets but teachers remain responsible for the progress of the children in their class, and work together to ensure development in all areas of literacy.

Effective planning ensures that:-

- there are achievable learning objectives for all of the children.
- work is matched to children's abilities and experience.
- the teaching is differentiated by task or outcome.
- the teacher's time and that of other adults present is employed effectively throughout the lesson.
- there is progression and continuity related to previous learning.
- pupils are appropriately grouped, e.g. in ability or mixed ability groups/pairs for collaborative activities, or individually for independent work.
- the objectives for all three strands of literacy are linked together to ensure cohesion for the children.

- all relevant genres are covered.

A variety of teaching and learning methods are employed to enrich and enhance children's knowledge, attitudes and understanding. These include whole class, group and paired work, plenty of time for discussion and plenty of links with other areas of the curriculum.

Aims for the individual components of the English curriculum

1. Speaking and Listening

- Children should, from their earliest days in the academy, be encouraged to listen and talk with one another thus promoting the development of their personal and social skills.
- Children should develop their ability to speak with confidence, clarity, fluency and expression in a variety of situations and for various audiences.
- Children should develop their ability to listen with attention, auditory discrimination, understanding and courtesy.
- Children should gain pleasure from listening to well chosen stories and poems being read or recited/narrated to them.

2. Phonics

We aim:

- to follow the Government's 'Letters and Sounds' and 'Support for Spelling' strategies.
- to establish consistent practice, progression and continuity in the teaching and learning of spelling and phonics throughout the school.
- to differentiate spelling and phonics work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- to give children word work strategies that will enable them to become fluent readers and confident writers.

We aim to do this in the following ways:

In Foundation Stage and Key Stage 1:

- Word work taught explicitly, frequently and regularly, following Letters and Sounds
- Specific differentiation for all ability groups, including children with special educational needs and those classed as gifted and talented based on ongoing formative assessment.
- High quality phonics sessions in Reception and Key Stage 1, enhanced by a multi-sensory teaching approach, with an awareness of different learning styles including visual, auditory and kinaesthetic.

In Key Stage 2:

- Word work taught explicitly and regularly to all pupils (not just phonological work and spelling patterns). Children will be taught about the structure of words (morphology) to guide their spelling, *e.g. that 'richness' belongs to a whole group of words ending in '-ness' and this ending is always spelt with a double 's'.*

- Teachers will apply the discipline of ‘overlearning’, i.e. revisiting and practising words. Little and often is the most effective method following the pattern set out in ‘Support for Spelling’.
- Pupils who still need extra support with phonic work will be identified and targeted for intervention strategies when necessary.

3. Reading

We aim:

- to give children the confidence to consider themselves as readers from the outset.
- to produce readers who enjoy books and are enthusiastic about a wide variety of reading materials.
- to develop pupils' independence in reading because pupils must learn to read in order to access the wider curriculum.
- to foster an enthusiastic and positive approach that will remain with them for life
- to involve parents in their pupils' reading from their earliest visits to school so that they will be partners in the reading process, while recognising the foundations they may already have laid at home.

We aim to do this in the following ways, following the Renewed Primary Framework:-

- a. All children will progress through the Bug Club reading scheme at their own pace. This may include jumping levels or sidestepping to another scheme to consolidate learning at the teacher's discretion. *To ensure the success of this scheme we read with the children individually and ask parents to read daily and record their child's progress in a home /school reading record book. We reward regular readers with extra playtime and other special events.*
- b. Teachers share their enthusiasm for books by reading aloud from a variety of stories and poems in groups or with a class, so developing an enjoyment of books and encouraging pupils to want to read for themselves.
- c. Adults share books with pupils individually and discuss preferences, the plot and characters and learn to predict outcomes etc.
- d. We encourage pupils to behave as readers from their arrival at school. This will include how to hold a book, follow left to right and turn pages and discussing the author and illustrator.
- e. We encourage pupils to share and discuss books with each other.
- f. We provide a stimulating environment around the school with project-linked books and display, ‘Book Weeks’ and other initiatives which will encourage reading through interest and the development of a wider vocabulary.
- g. We maximise the link between the pupils' writing and reading, e.g. collaborative writing, with pupils using each other as an audience. We emphasise the reading/writing link through “Write On” activities

4. Writing

We aim

- to develop pupils' literacy skills thus enabling them to become independent writers.
- to ensure that all pupils develop a positive approach to writing from the very beginning.
- to provide opportunities for pupils to develop, practise and refine visual, sequential, memory and fine motor skills to promote writing readiness and subsequent success.

- to encourage the pupils' growing ability to construct and convey meaning in written language.
- to give a wide variety of opportunities to write for different purposes and audiences, and develop an ethos in which time spent on writing is valued.

We aim to do this in the following ways as indicated in the Renewed Primary Framework:

- a. Children write frequently (at least 15 minutes each day), in different contexts and for a variety of purposes and audiences.

Children are given opportunities to write for a variety of purposes including:

- emergent writing in Foundation Stage and Year 1.
 - collaborative writing in Years 3/4.
 - descriptive and creative writing.
 - lists, labels, captions and notices.
 - stories; both imaginative and recalled, using the word-processors and collaborative writing.
 - invitations, posters, recipes, letters and prayers.
 - plans and diagrams.
 - jingles, poems, word games and riddles.
 - cartoons and story boards.
 - book reviews.
- c. Writing and publishing for a variety of audiences:-
 - teacher.
 - parents and the community (Hadrian's Newsround).
 - peer group.
 - younger pupils.
 - themselves.
 - Displays- the large majority of displays should include writing by children
 - d. Children are encouraged to try spellings for themselves using phonics and are taught all spelling patterns shown in 'Support for Spelling'.
 - e. We introduce; in the context of the pupil's own work, the conventions of punctuation and grammar as well as discrete sentence level lessons.
 - f. Children are stimulated by real-life experiences.
 - g. Published dictionaries and keyword sheets are available for the children.
 - h. All forms of writing are valued and used.
 - i. The children have access to a wide variety of print in order to develop their understanding of the different aspects of writing.
 - j. The computer is used for writing at all stages.

4. Handwriting

Please see separate Handwriting Policy.

Monitoring and Evaluating

The literacy governor will work closely with the Principal, co-ordinator and staff to monitor, review and evaluate the curriculum in action.

The Principal and Literacy Leader will:-

- observe the teaching of literacy in progress, evaluate teaching and learning, discuss findings with colleagues to identify strengths and areas for development.
- monitor plans for coverage, parity and progression, together with contents of Literacy exercise books.

The Literacy leader will:

- Lead discussion in curriculum meetings and promote and monitor events, e.g. Book Week.
- Discuss and evaluate current work at Key Stage meetings and informal conversations with colleagues.

The class teacher will:-

- use the Renewed Framework, the National Curriculum Programmes of Study, Letters and Sounds, Support for Spelling and Cambridge Penpals, together with advice from visiting advisors, in the planning and evaluation of their on-going English work.

Assessment

There is a continuous cycle of planning, teaching and assessment. Ongoing teacher assessment is an integral part of good practice. It has to provide information on what every child knows, understands and is able to do.

Pupils in the Foundation Stage are assessed using the Foundation Stage Profile.

All pupils are assessed termly to see which phase of Letters and Sounds they have achieved.

Formative assessment; carried out by the class teacher, is an integral part of their role and is used on a regular basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what they have already achieved and moving them on to the next stage of learning.

In addition two pieces of unaided writing are produced each term and levelled by the class teacher, using the A.P.P. assessment tool. The results are entered on the computer network and seen by the Principal and English Leader in order to ensure parity and progression within year groups throughout the school.

Children's Salford Reading Ages are also recorded termly and logged on the computer. Again, these are discussed by the Principal and Literacy Leader to ensure parity and progress. Reading is assessed on a weekly basis using the A.P.P. assessment tool, and children are awarded a grade each term.

Long-term assessment is carried out at the end of each year. Children's attainment is assessed against national standards using year 1 phonic test, Year 2 SATs and Year 3 and 4 Q.C.A. optional tests. Results are reported to parents and the teacher the child will be taught by during the following year.

Policy Review

This document will be reviewed on a two yearly cycle. The next review will be in 2014.