



Vane Road Primary School

English Policy

Adopted July 2018
Review July 2021

Signed by Chair of Governors:

Key contact: Mrs Johnson



Amendment tracker

Date	Change and comments	Location

Related Policies:

Vane Road Primary School is proud to be a Level 1/Silver UNICEF Rights Respecting School. This Policy covers the following Rights included in UNICEF's 'The Convention On the Rights of the Child'.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights

This Policy

1. Aims

1.1 We aim to develop pupil's abilities with an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

1.2 Pupils at Vane Road School will leave Year 6 with:

- 1.2.1 Reading and writing with confidence, fluency and understanding, using a range of independent strategies to self monitor and correct;
- 1.2.2 With a love of reading and desire for enjoyment;
- 1.2.3 With an interest in words and their meanings;
- 1.2.4 Developing a growing vocabulary in spoken and written forms;
- 1.2.5 Understanding a range of text types, media types and genres including poetry and classic literature;
- 1.2.6 Able to write in a variety of styles and forms appropriate to the situation and target audience;

- 1.2.7 Using their developing imagination, inventiveness and critical awareness;
- 1.2.8 Increasing awareness of the importance of grammar and punctuation;
- 1.2.9 Having a suitable technical vocabulary to articulate their responses.

2. Statutory Requirements.

2.1 Statutory requirements for the teaching and learning of English were laid out in the National Curriculum English Document (2000) leading to the New Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years (Reception)

2.2 The new English programme of study is based on 4 areas:

- 2.2.1 Spoken language
- 2.2.2 Reading
- 2.2.3 Writing
- 2.2.4 Spelling, grammar, punctuation and glossary.

2.3 The new National Curriculum is divided into 3 key stages: Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6)

2.4 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The new National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings.

- 2.4.1 Spoken language
- 2.4.2 Reading- Word reading & Comprehension
- 2.4.3 Writing- transcription, spelling
- 2.4.4 Handwriting and presentation & Composition
- 2.4.5 Grammar

2.5 In the Early Years (Reception) children are given opportunities to:

- 2.5.1 Speak and listen and represent ideas in their activities;
- 2.5.2 Use communication, language and literacy in every part of the curriculum;
- 2.5.3 Become immersed in an environment rich in print and opportunities to communicate.

2.6 At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to

read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

- 2.7 At Key Stage Two (Years 3-6) children learn to change the way they speak to suit different situations, purposes and audiences. Children also learn to confidently participate in discussions and debates and be respectful of other people's views.
- 2.8 They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the language works.
- 2.9 The Governing Body receives regular reports on the progress of English provision.

3. Subject Organisation

3.1 Early Years.

In the Early Years children have daily discreet phonic lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child-initiated activities.

3.2 Key Stage 1

In Key Stage 1 daily discreet phonic lessons continue and are taught in ability groups, while children have daily mixed ability literacy lessons. Children take part in both guided and individual reading sessions and have regular story time to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and TA support within class.

3.2 Key Stage 2

In Key Stage 2 children have daily English lessons. Additional English sessions include, guided reading, handwriting and spelling from the 2014 Guidance. SPAG is integrated within all literacy lessons and in upper KS2 is often taught as discrete lessons. We have implemented a reading comprehension lesson into our weekly timetable where

children focus on the development of skills closely linked to the content domains.

- 3.4 Literacy skills are developed across the curriculum. Provision is made for children who require extra support through interventions and differentiated class teaching.

4. Approaches to Speaking and Listening.

4.1 The four strands of speaking and listening: Speaking, listening Group discussion and interaction 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. Children who require extra support in speaking and listening benefit from the expertise of a speech and language support, which is through our SENCO.

4.2 We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children, which encourages Standard English both in speaking and writing.

5. Approaches to Reading.

5.1 Teachers model reading strategies during shared reading sessions within lessons, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonic lessons in the Early Years and Key Stage 1 enable children to decode efficiently. This is continued into Key Stage 2 where necessary.

5.2 A range of phonic based reading schemes are used to support reading. Guided Reading books and texts are selected to provide appropriate challenge and to be instructional. Teaching assistants may support reading activities to ensure that children have more frequent opportunities to read with adults.

5.3 Children in the Early Years and Key Stage 1 take home a levelled book according to their ability. These books develop a fluency and enjoyment of a variety of texts. Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child at least five times a week. Classrooms have a reading corner with a selection of books for the children to enjoy and development their love of reading.

5.4 In Key Stage 1 and 2 we operate a system of Accelerated reader where children are levelled according to their ability and given appropriate books to share at home. Once a child has finished their book, they can then take a quiz, which reinforces their comprehension of the book.

5.5 Children also have reading records, which are an opportunity for parents and teachers to share their thoughts on a child's reading. Children are also encouraged to make comments about their thoughts and opinions of a book.

5.6 Throughout the key stage children become more independent in recording what they have read. We also have a selection of books in each Class Reading Corner to support appropriate text choices.

5.7 We still encourage all readers to share a book at home with an adult. We believe that this not only helps to develop inferential skills, but also support a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and aspire them as writers.

5.8 To further enhance this, we also aim to inspire our pupils with visits from guest authors such as Liz Million.

5.9 We have established a parent reading volunteer programme which has been a great success and has had a positive impact on the progress of our pupils. We hope to continue with this programme and see further benefits.

6. Approaches to Writing.

6.1 We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader.

6.2 Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing we use school assessment criteria. Teachers model writing strategies and the use of phonic and spelling strategies in shared writing sessions.

6.3 Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions both during and at the end of each unit.

6.4 The children are given endless opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences.

6.5 We encourage our children to take great pride in their work and often share children's writing across key stages as a means of praising and rewarding their efforts and recognising talent.

6.6 There are many opportunities for children to improve their writing inspired by drama, role-play, hot seating and film clips.

6.7 Children are also given the opportunity to use ICT for their writing.

7. Cross Curricular Literacy Opportunities.

7.1 Teachers seek to take advantage of opportunities to make cross-curricular links.

7.2 They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. This can be seen within topic books where children are encouraged to write for different purposes and audience.

7.3 The same standard of writing is expected as seen in English lessons across all areas of the curriculum.

8. The Use of ICT.

8.1 We recognise the important role ICT has to play in our school in the development of Literacy skills.

8.2 ICT is used to enhance the teaching of English and to give all children the opportunity to experience, read and write texts and develop visual literacy. The use of ICT is cross-curricular.

9. Assessment and target setting.

9.1 Work will be assessed in line with the Assessment policy and recorded on the School Tracker. All pupils will have Reading and Writing targets and will know their next steps to ensure progression.

10. Inclusion.

10.1 We aim to provide for all children so that they achieve as highly as they can 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.

10.2 Gifted children will be identified and suitable learning challenges provided.

11. Role of Subject Leader

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

11.1.1 Pupil progress

11.1.2 Provision

11.1.3 The quality of the learning environment

11.1.4 Taking the lead in policy development

11.1.5 Auditing and supporting colleagues in their CPD

11.1.6 Purchasing and organising resources

11.1.7 Keeping up to date with recent English developments.

12. Parental Involvement.

12.1 We aim to involve parents in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read and are encouraged to discuss books with them and comment in reading records.

12.2 Parents are encouraged to help children with their weekly English homework. There are opportunities each term to discuss their children's progress with their teacher. At any other time parents can make an appointment to come in and see their child's teacher.

12.3 Phonic assessments (Year 1) and SATs results (Years 2 and 6) are published in accordance with Government legislation.