



NORTH FERRIBY C E PRIMARY SCHOOL

ENGLISH POLICY

Date of New Policy: Spring 2018

Review Date: Spring 2020

Policy Type: School

Co-ordinators: Mr. P.Sweeney

Link Governor: Mrs C. Crossland

Committee: Curriculum

Mission Statement:

**A Christian School with children at
its heart.**

Christian Values Statement:

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

Ethos Statement for North Ferriby CE VC Primary:

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

1. Introduction:

Policy Statement

At North Ferriby C.E. Primary School we aim to develop a love for the English language in its written and spoken forms in line with the revised National Curriculum for 2014. We encourage children to develop skills to communicate effectively in speech and writing and to listen with understanding, to be responsive, enthusiastic and knowledgeable readers. We recognise English as a core subject in the National Curriculum and as a pre-requisite for educational and social progress, empowering children to communicate creatively and imaginatively. We aim to provide an environment for language development which is stimulating and is characterised by high expectations of success so that the fullest potential of each individual may be realised.

Philosophy

At North Ferriby we recognise that English is the principal means of teaching and learning throughout the curriculum. We believe that children should be enabled to develop their learning through and about language in every area of the curriculum. We seek to enable children to develop their confidence and ability to use and understand English in order both to foster their personal development and independence and to prepare them for society. The school aims to draw on and develop the child's language experience by providing opportunities for them to use language in a wide variety of forms and contexts and for a range of purposes and audiences. We believe that children's progress will be improved where they feel confident about and enjoy all forms of language use. We seek to provide a child-centred, supportive environment where language use is appreciated and valued. We attribute importance to allowing children to reflect on what they and others are doing with language in order to further their knowledge about language. Speaking and listening enable us to relate and communicate with other people. We recognise the importance of oral language as a powerful tool for learning and as a way of developing the learning of language. We value the role of drama in the language curriculum, particularly its benefits for speaking and listening.

The teaching of reading assumes great importance throughout the school. We seek to foster an "active" approach to reading. It involves constructing meaning, making inferences and predictions and responding to ideas and feelings. Reading is a source of enjoyment, knowledge and enrichment. By providing positive reading experiences at North Ferriby it is hoped that children will

continue to enjoy reading in later life. We expect that parents will complement work done in school. We recognise and value the important role played by parents in supporting their children's reading throughout their school lives.

Literature has a vital role to play in the English curriculum at North Ferriby School. By reading and finding pleasure in a wide range of literary works children will encounter forms of discourse and expression with which they can experiment and explore in a variety of forms. Through literature children can extend their range of experience, encountering the lives of people from different times and cultures, allowing them to experience emotions, explore adventures and make moral choices. We place importance on reading also for information and study.

Writing is not only a product which gives permanence to ideas but is also a process in which thought and opinions take place. At North Ferriby School our children encounter a variety of audiences and practise in their written work a wide variety of forms and functions. We strive to ensure that writing, like reading, is seen as a pleasurable and purposeful experience.

Finally our philosophy emphasises the 'whole' nature of English and the interrelationship of all its modes. Children will regularly use their proficiency in one area of language to improve the quality of their work in the others, for example, when they undertake more reading so as to raise the standard of their written work or engage in reflective discussion to clarify their thoughts on what they have been reading. In a language rich environment we seek to instil in our children a recognition of the power of language, the closeness of the links between thinking, speaking and writing and the necessity for clarity and precision in all three.

2. Aims:

At North Ferriby C.E. Primary School we aim to give all children the opportunity to develop their learning and knowledge through language, about language and to be able to use it to communicate with confidence and enjoyment, to foster an atmosphere in which children can achieve success and enjoyment in learning in which the child's own language and knowledge is valued and the child's self-esteem is nurtured.

At North Ferriby we aim for all our children;

In SPEAKING AND LISTENING

- To listen attentively and with a high degree of understanding

- To respond appropriately with fluent, well organised speech.
- To progress towards an increasing mastery of spoken English including the use of Standard English where appropriate.
- To ask and answer questions, share experiences and act and engage in role play.
- To develop the capacity for concentration and increasingly to discriminate critically.
- To become confident and articulate in speaking and listening.

In READING

- To employ successfully appropriate strategies in reading, including phonic skills, word recognition and the use of picture and contextual cues.
- To develop increasing independence in reading for enjoyment and in selecting and using books and other printed material as sources of information.
- To develop the facility to discriminate critically in terms of what is useful, what has quality and what gives personal satisfaction.

In WRITING

- To enable children to communicate successfully as writers, adapting their style to a given purpose and audience.
- To enable children to develop both the creativity and independence of their writing in a variety of forms.
- To provide pupils with the technical aspects of English (spelling, punctuation and handwriting) they will require in order to communicate confidently.
- To reflect upon their writing and to develop strategies for improving their work.
- To foster a positive attitude towards the craft of writing.

WE AIM FOR ALL OUR CHILDREN

- To develop an awareness of the interrelationship of all the skills of English.

- To use their proficiency in one skill to improve the quality of their work in others.
- To use their reading to raise the standard and quality of their writing.
- To engage in reflective discussion to clarify their thoughts on what they have read or written.
- To recognise that their first attempts at any task can be improved by discussing, reviewing, re-working and polishing.

3. Planning:

Each class teacher is responsible for planning English work to meet the demands of the new National Curriculum 2014 which forms the basis of teaching and learning.

S/he will identify appropriate teaching and learning strategies and provide a balance and variety of content in accordance with the Teaching and Learning Policy. Provision is made for the differing levels of abilities within groups. Teachers work collaboratively in Year Group Teams to plan and evaluate. These meetings include working together on long term, medium and short term planning, copies of which are available in planning files. At least one of the three termly topics is predominantly Literature based i.e supported by a class novel or story. A literary focus raises the profile of, and fosters a love of literature.

In the Foundation Stage we plan to meet Early Learning Goals in the area of Communication, Language and Literacy.

Classroom Organisation and Teaching Styles (including Time Allocation)

Throughout the school children will encounter a range of teaching modes, the balance of which will rest with individual teachers. Many different teaching styles are used including class teaching, group work, paired and individual teaching which need to be flexible and selective. Groupings can be social or based on ability and may vary to suit the demands of the activity, for example collaborative or shared writing. Clear objectives are set for each session and are shared with pupils.

It is difficult to quantify the exact amount of English work undertaken as English will be used and incorporated into all subjects in many ways.

Class teachers will be responsible for timetabling English lessons, ensuring that at least 25% of class time is spent on English activities.

Planning needs to ensure systematic coverage of **Speaking and Listening**, **Reading** and **Writing**. The National Curriculum 2014 provides copies of year group based objectives for all modes of language.

Speaking and Listening

Virtually every moment in school offers scope for informal development of speaking. Beyond this however, speaking and listening need to be a considered and planned aspect of the curriculum.

Teachers need to;

- Plan tasks that will encourage collaboration throughout the curriculum.
- Provide practical contexts for debate and persuasion.
- Provide opportunities for structured and free play.
- Establish appropriate conventions for speaking and listening activities, e.g. in circle time.
- Plan opportunities for role play and drama, in both creative and issue related contexts.
- Provide opportunities for performance within both class and in public, such as family assemblies and presentations to class members.
- Promote active listening.
- Ensure that speaking and listening activities encompass a range of contexts. e.g. one to one, pairs, small group, class, phase, school, the wider community.

Children need to;

- Listen
- Describe
- Narrate
- Entertain
- Explain / clarify
- Instruct
- Persuade
- Argue / debate
- Reflect

Reading

The school believes that individual pupils require individual and varied teaching strategies to facilitate their reading

development. Pupils have access to a wide range of reading opportunities that include:

Guided reading

Shared reading

Regular independent reading

Home/school reading

Hearing books read aloud on a regular basis

Selecting own choice of texts including ICT texts

Reading across the curriculum including ICT texts

It is imperative that teachers actively intervene in the learning process when working with readers and do not simply hear children read or recite.

There is value in listening to children read in terms of confidence, esteem and providing an audience and we welcome the support of parents and adult helpers within school. Furthermore Teaching Assistants play an important role in reading activities within school.

The school encourages close links with parents and each child has a reading record that is completed both at school and home, enabling useful interaction between teachers and parents. We have also introduced a standardised teacher reading record which is passed on to a child's new teacher at the end of each academic year. This highlights progress and achievements as well as areas for development.

At North Ferriby the children encounter the Oxford Reading Tree, a structured reading scheme which is carefully supplemented with elements of other reading schemes and a wide range of literature. In order to develop higher order reading skills daily guided reading takes place and used as a tool for assessment (see assessment)

Writing

The objectives from the National Curriculum Writing objectives are used in both key stages to ensure continuity and progression. More able children will be encouraged to deepen their understanding of objectives through appropriate challenge.

In Reception, children are encouraged to write independently by using emergent writing. Scribing for children is used where appropriate.

It is essential that children throughout the school develop awareness of purpose and audience when writing. Reasons for writing must be made clear to the children.

Throughout the school, children will be given opportunities to experiment with and enjoy independent writing. This time will be made available across a wide range of curriculum subjects, and specifically during class English lessons. In addition to independent writing the children will experience shared and guided writing

Children need to be taught the value of editing and redrafting their work where appropriate and given the strategies to do this effectively.

Children's written work needs to be celebrated and given status. It needs to be read and discussed and displayed effectively.

Children need to see themselves as authors.

We recognise the value of inviting authors into school as a positive way of promoting Literature and seek to do this on a regular basis.

Children must be given time to read and reflect upon writing they have produced. Peer assessment is a useful teaching tool.

Children need to interact with quality literature to develop as writers. Good written models are essential.

Bookmaking is a useful and enjoyable way of developing writing skills. It offers great potential for collaboration.

Children need to develop as writers in a variety of forms. Teachers must ensure breadth of coverage. * Purposes for writing are not mutually exclusive.

<u>Purpose of Writing *</u>	<u>Form of Writing</u>
To record feelings, observations etc.	Personal letters Diaries Poems

	Jottings of sensory impressions from observations, stories, drama, music, art. Science reports Journals
To describe	Character portraits Reports of a sequence of events Labels and captions Advertisements
To inform or advise	Posters Scripts for news broadcasts Invitations Programs
To persuade	Advertisements and commercials Letters about issues Notes for a debate
To clarify thinking	Note taking for research topics Explanations Jottings
To explore and maintain relationships with others	Letters Making requests Greeting cards Questionnaires
To predict or hypothesise	Speculations about probable outcomes in topics Endings for chapters, stories Questions for research or interviews.
To make comparisons	Charts Note-making Diagrams, graphs Descriptions
To command or direct	Recipes Instructions Stage directions Rules for games etc.
To amuse or entertain	Jokes, riddles, puzzles Scripts for drama, puppet plays Stories and poems

Spelling

Spelling is an integral element of both reading and writing and not a separate strand of linguistic acquisition. As such it is vital that spelling is taught in a practical manner which will transfer across into the children's work rather than in isolation, at worst solely in the guise of memory exercises where children simply learn lists by rote.

To facilitate effective spelling, children must be taught a wide range of attack strategies and spelling conventions. Phonic recognition and discrimination, sight vocabulary, mnemonics and dictionary skills all need to be taught. School has invested in the Jolly Phonics Resource Package programme as a tool to work alongside the "Letters and Sounds" Phonics programme provided by the East Riding of Yorkshire Council.

Children should collect word banks from their own errors. Time needs to be given for children to learn high frequency words / individual errors using the look-say-cover-write-check method. Paired working is useful here.

Formative assessment can be conducted by working with children in writing activities and through marking children's work. This provides a much truer picture of spelling ability than testing individual words out of context.

The majority of formal teaching in KS1 will be based around phonics, while at KS2 teachers will follow the guidance given in the National Curriculum 2014. As well as learning age appropriate spelling rules, children will be expected to learn the National Curriculum 2014 spelling lists as appropriate.

Teachers look for children's knowledge of high frequency words and of phonics and spelling patterns when assessing spelling. The marking policy encourages children to correct mistakes appropriately and learn from such mistakes.

Handwriting

We aim to provide teaching that will enable all children to write clearly in a range of situations where necessary. When assessing handwriting one has to carefully consider the purpose of the writing activity. We wish to develop handwriting in a way that will enhance, rather than inhibit their written output. Whilst it is our desire to see neat, legible, consistent handwriting, it is vital in the modern world, to be aware of the

proliferation of electronic written communication, and not to let the appearance of the text cloud our judgement of the content. Children, however, need to recognize the importance of creating a favourable impression in such cases as application letters and the need for clear written communication when given certain tasks. By the end of their primary experience it is hoped that children are aware of the level of presentation necessitated by the purpose, thus becoming effective communicators rather than simply calligraphers.

Children will learn to:

- Correctly orientate their work from left to right, top to bottom
- Correctly form letters and joins
- Use a line guide successfully
- Structure the words on the page for optimum effect, such as when to underline or use larger lettering
- Be aware of the level of handwriting necessitated by a purpose

From the outset, writing readiness will be encouraged through play and scribble writing. Children need to appreciate the function of writing then be aided in fine motor skills. Initial writing activities may take the form of joining dots or following mazes. Their visual perception will be stimulated through matching games, completing jigsaws and responding to various flashcards. Once the focus is shifted to the writing medium, eye-motor co-ordination will be encouraged through the drawing of various lines and positioning marks in relation to each other. It is important that at this early stage children are made aware of correct posture, including the differentiation of left handers who should sit on a slightly higher chair and not to the right of a fellow pupil.

As children's skills develop and they are able to produce consistent marks, they will be introduced to letter formation and the concept of spacing. Written work at this stage will be completed on plain paper, with lines drawn at the discretion of the teacher. Common joining flicks are introduced at Foundation Stage, as will correct entry and exit points for the letters.

As proficiency develops, children will begin the New Nelson Handwriting scheme, which they will continue throughout KS2. From Y3 onwards children will write in a plain A5 book using a

line guide. In upper KS2 children will progress onto writing in black ink pens for best or presentation work. At this stage of development teaching will focus on utilizing the most appropriate type of writing for the given task. Teachers must recognise the need for a flexible approach.

4. Links with other Curriculum areas:

English of course does not exist in isolation and we will take every opportunity to ensure the development of English throughout the curriculum. Such teaching will sometimes be incidental but we will identify in long term planning where such possibilities will arise.

5. Assessment:

We recognise that assessment is an integral part of the National Curriculum. At North Ferriby C.E. Primary School assessment of individual children is made at various levels, both formal and informal. Evaluation and assessment of children's learning and attitudes form an integral part of the daily teaching and learning to be used as part of future planning and involving all pupils so as to give children their immediate goal, reinforcing each child's sense of progress and achievement. Teachers keep a record of each child's progress in relation to each programme of study. Through the use of Class Track and OTrack, teachers record daily assessments in English, helping to ensure coverage and identifying individual and group gaps in learning. This tool is used diagnostically to inform appropriate next steps in learning.

Teachers make ongoing assessments of children's writing needs. Targets for writing are shared with the children and written on Target Cards or in English books. The information which is gathered is collected to present a thorough knowledge of the child's understanding and how they can make progress. These targets are shared with parents on Parents' evenings.

All classes undertake a formal standardised writing assessment task each half term on an agreed theme. These pieces of writing are produced independently and travel through the school with each child in order to track progress.

English 'Marking'

The way in which a piece of work is marked will depend upon the nature of the task, its purpose and the intended audience. Marking is designed to be diagnostic and supportive and needs to be carried out in a sensitive but thorough manner in accordance with the School Marking Policy. Before they show work to the teacher children are sometimes given the opportunity to mark and assess their own work against set criteria to help them to evaluate their own performance. Teachers share 'success criteria' with children, both orally and in written form (e.g. lists, tables) and children are encouraged to use a 'traffic lights' system to assess their progress against these objectives. This is complemented by the teacher also assessing the child against the same criteria. Such an approach encourages the child to understand exactly what is required of them to succeed in the task and furthermore highlights achievements and areas for development

On other occasions marking is best carried out with the child as he or she is working to provide instant feedback and positive reinforcement. Discussion with the child is most useful here. We recognise of course that this approach will not always be possible and that marking may have to be done when the child has finished a piece of work or even after a lesson.

Marking needs to take into account the ability level and nature of the child and needs to stress positive achievements as well as constructive criticism where necessary. We recognise the importance of spelling and punctuation which require selective consideration but not at the expense of content. Over-zealous marking can have a detrimental effect on creativity and motivation. We encourage children to present work neatly and carefully when required, depending on the nature and purpose of the task undertaken.

It is important that we provide children with the time and opportunity to reflect upon / discuss work which has been marked in order to benefit from the marking process. We encourage children to be critical of their own and others' work in the hope of furthering their understanding in English.

We have recently developed a more formal approach to 'response time' where the children are given the opportunity on a regular basis to reflect and act upon the teacher's marking. This may for example involve adding more detail to improve a piece of writing, or showing a response to one of their writing

targets e.g. showing effective use of speech marks in dialogue, or using verbs of movement and adverbs in context.

Recording and Reporting

Our records are based on a number of methods of recording:

Notes of observation supplemented by samples of work.
Notes of performance over time.
Inclusion of information and observations from parents, other teachers, Nursery Nurses and Teaching Assistants.

Parents have the opportunity for formal meetings three times a year to discuss children's progress.

In July there is an annual report to parents based on evidence gathered over the year which includes a summary of the child's achievements in all areas of English and indication of where support is needed. Next steps in learning are identified. Parents are invited to make a written comment to be placed on record in school. Parents also have the opportunity to meet their child's class teacher at this time to discuss progress.

Cross Phase/School Transfer

We seek to maintain continuity of work between classes/phases by keeping a record of each child's progress, use of the National Curriculum and schemes of work. In addition to looking at school records, class teachers arrange meetings with colleagues to discuss their children's progress and needs in English. These designated meetings take place in the Summer term. Teachers pass on a Class Transfer Document.

Liaison takes place between Nursery/Playschool and the Reception Teacher. Records are passed on at this stage. Meetings take place between Y2/Y3 Class Teachers to ease transfer.

Before commencing Secondary School, pupils will pay a preliminary visit to the school to which they will transfer. During the Summer Term teachers from South Hunsley School come to teach a series of Bridging Units to our children. Subsequently, records of work and achievements will be passed on to Secondary Schools.

6. The Role of the Coordinator:

1. To prepare and update policies and schemes in English in consultation with the Head Teacher and other staff.
2. To ensure the development of English through all the relevant Key stages within the context of school policies and with due regard for the requirements of the National Curriculum.
3. To provide guidance and support to other members of staff by meetings and disseminating information.
4. To be responsible for ordering English resources and to evaluate and oversee the provision of resources within the limits set by the budget allowance.
5. To help to monitor and assess work done in English throughout the school, including methods of assessment and record keeping.
6. To attend relevant courses to keep abreast of current developments. (e.g. research results)
7. To help arrange school-based in-service training in English. (in consultation with Head Teacher.)
8. To liaise with the designated governor for English (Mrs Crossland) and report policy updates to governors.

7. Health and Safety:

Teachers will identify opportunities through English teaching to develop children's knowledge and understanding of Health and Safety issues, both incidentally and in planned learning. Furthermore they will display awareness of health and safety in their practice.

When undertaking educational visits with an English focus, teachers are required to gain permission from the Head teacher before confirming a booking. Teachers must also complete a risk assessment. Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines. (Please refer to the School Educational Visits Policy.)

8. Equal Opportunities:

English contributes to our whole school policy of equal opportunities in both the taught curriculum and teaching and learning strategies. Role-play, drama, literature and many speaking and listening activities help the children to investigate non-stereotyped and positive roles, developing respect for others' viewpoints. Through choosing non-stereotyped resources and appropriate teacher intervention, children gain insight into various cultures, religions and minority interests. We allow equal access to all children irrespective of home or cultural background and regardless of gender. We are aware of and value the contributions made to English by non-English cultures.

9.SEND: (CHECK)

Teachers will liaise with the Special Educational Needs and Disability Co-ordinator with regard to children who are deemed to have special needs. They will manage N.T.A. / N.N.E.B. time and grouping arrangements to maximise learning for such children.

We maintain a record of children with 'special needs' which is reviewed regularly. We recognise that the term 'special needs' applies to very able children as well as those children encountering specific difficulties in English. (see Special Educational Needs and Disability Policy) Intervention plans are formulated and delivered where appropriate.

10.Christian Values:

Our core Christian values of Friendship, Forgiveness, Trust, Service and Creation are explored through the English curriculum. e.g. exploring moral issues in folk tales, discussing, reading and writing about own and others' life experiences.

11. Skills for Life:

Speaking and listening, reading and writing are of course essential core skills for life. Through our whole curriculum we strive to empower children in these key areas.

Discussion, presentation and debating skills, displaying empathy and dealing effectively with different viewpoints, as well as non-

verbal communication are all important components of the English curriculum.

A significant proportion of English is linked to the development of I.C.T. skills which are essential to allow children to reach their potential.

In English, as indeed across the wider curriculum, we seek to develop life skills including initiative, enterprise, independence, team work, a love of learning, resilience, creativity and perseverance.