



**Goring Church of England
(Aided) Primary School**

Faith, Love and Learning

**ENGLISH
POLICY
Autumn 2016**

Mission – what is our reason for being?

- To educate
- To nurture
- To serve the community
- To develop children's faith and spirituality
- To be inclusive
- To improve life outcomes
- To develop children's life and learning skills
- To develop morals and principles

Our Values

- ✓ Love
- ✓ Faith
- ✓ Self –worth
- ✓ Respect
- ✓ Aspiration
- ✓ Equality
- ✓ Fun

Our School Vision for 2020

To be a Church of England Primary School that:-

- Secures outstanding outcomes for all children throughout the primary age range.
- Establish positive, recognisable 'hallmarks' for children that reflect our ethos and values.
- Reflects God's love in the community and beyond.

GORING CHURCH OF ENGLAND PRIMARY SCHOOL

ENGLISH Policy Autumn 2016

At Goring Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety. Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Therefore literacy is central to children's intellectual, emotional and social development. It has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Purpose

- To promote a shared love and understanding of literacy;
- To establish an entitlement for all pupils;
- To establish high expectations for teachers and pupils
- To promote continuity and coherence across the school.

Overview

This policy consists of key paragraphs that explain how English is taught and appendices that give further guidance about:

- Reading – appendix 1
- Writing - appendix 2
- Speaking and listening – appendix 3
- Spelling and Phonics – appendix 4

Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy, engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of Reception pupils are expected to achieve the Foundation Stage.

By the end of Key Stage One pupils are expected to achieve Year 2 expectations.

By the end of Key Stage Two pupils are expected to achieve Year 6 expectations.

Time Allocation

The time allocated for English is in line with recommendations for Key Stages One and Two. This amounts to 7.5 hours per week at both key stages.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from regular story sessions.

Teaching and Learning

Planning

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term English plans. The National Curriculum 2014 gives detailed guidance of what should be taught in spoken language, reading (word reading and comprehension), writing (transcription, spelling, handwriting, presentation and composition and grammar). Teachers work closely with year group colleagues on their medium and short term plans to ensure a range of opportunity for all children. Clear Steps For Success are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

Literacy is encouraged and developed across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements literacy teaching and learning.

Additional adults are used to support the teaching of literacy. They work under the guidance of the teacher with small groups of children or individuals.

Inclusion

All children receive quality first teaching in literacy on a daily basis and activities are differentiated accordingly. Where pupils are considered to require targeted support to enable them to work

towards age appropriate objectives, intervention programmes will be planned and implemented by teachers and/or teaching assistants.

In addition, children considered to be vulnerable to underachieving in literacy will have their needs met in one or more of the following ways:

- Children identified with significant and ongoing special educational needs and disabilities will be placed on the school's SEN register and will receive personalised targeted support
- Children who are socially disadvantaged may be eligible for pupil premium grant and this enables the school to target provision in curriculum areas such as literacy
- Where children are learning English as an additional language, differentiated work and individual learning opportunities in literacy will be provided as part of our provision for vulnerable learners
- For children identified as being most able, teachers will aim to extend learning in literacy through enrichment or extension activities

For further details on how we meet the needs of vulnerable children please read our Inclusion and SEND Policy and our Pupil Premium Policy.

Inclusion Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

All children know their next steps to ensure progression and from Year 1 have reading and writing cards. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Resources and Accommodation

A comprehensive range of resources is available in school. Every class has a reading corner with a wide range of fiction and non-fiction books and reference books such as dictionaries. We also have a well-resourced school library.

Teacher resources are located in classrooms. Guided reading books for Reception, Year 1, 2 and 3 are kept in the Reception and Year 2 central areas. These books are colour coded in bands. Key Stage 2 have guided reading books in colour bands in the library.

Monitoring and Evaluation

The Head teacher, Assistant Heads, the English Co-ordinator, and teachers, monitor English. Having identified priorities, the SMT and English Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Appendix 1 - Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to implement the full range of strategies

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 regularly
- selecting own choice of texts
- reading in other subjects including ICT texts

Much of the Programme of Study will be taught through English lessons and Guided Reading sessions at the beginning of the day. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterized by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging.

In guided reading, texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides an opportunity for pupils to discuss texts in more detail and develop and extend reading strategies taught. Teachers plan for independent reading activities during guided reading sessions. Texts and activities are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss targets with individual pupils on a regular basis. Where pupils are working below age appropriate objectives, extra support is given in individual reading time and appropriate phonic and grammar support in small groups or individually. Daily discrete phonic lessons in FS and KS1 enable children to decode efficiently. This is continued in KS2 where necessary.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read daily and respond to their child's reading through Home-School Dairies.

Reading Frequency

All teachers are responsible for hearing children read at least once per week and TAs, parent helpers and other adults hear children read regularly as well. This should ensure that targeted groups of children are heard read by an adult at least twice a week.

Resources

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets, newspapers and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.

Appendix 2 - Writing

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan, draft and edit their writing to suit the purpose
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- talk for writing

- guided writing
- poetry
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- information and report writing.
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Spelling and handwriting are taught discretely to support the writing process and breakdown the skills the children are focusing on at one time.

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process. There are many opportunities for children to improve their writing inspired by drama, role play, educational trips, hot seating, a wide variety of texts, pictures, film clips and outdoor learning.

Handwriting

The children are taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. A mixture of whole class, small group and individual teaching is used to teach the cursive handwriting style.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

In Year 2 children begin to use handwriting pens as appropriate. This is a motivator to improve their handwriting skills. By the beginning of the Spring term in Year 3 all children use handwriting pens.

Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesauruses and word banks. Teachers use National Curriculum 2014 to support writing. Other helpful resources include:

Developing Early Writing

Grammar for Writing

Improving Writing Fliers

Target statements for writing

National curriculum

Best Bet Folder

Talk For Writing

Other teacher resources are kept in classrooms and shared between parallel year groups.

Appendix 3 – Spoken Language

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts

- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Using dramatic techniques, including work in role to explore ideas and texts
- Creating, sharing and evaluating ideas and understanding through drama.

Teaching and Learning

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

Appendix 4 – Spelling and Phonics

Aims

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge which leads into spelling patterns
- Use a range of approaches to learn and spell irregular words.

Entitlement

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities in KS2 as appropriate:

- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

Teaching and Learning

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds where appropriate.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using

ICT; working collaboratively on an investigation and participating in short, focused whole class activities. Reception and Year 1 have daily discrete phonic lessons. Children are expected to spell Year Group common exception word lists for their particular year group.

Spelling Homework

KS1 and KS2 – Weekly spellings with a variety of activities.

Spellings may be taken from the Letters and Sounds Document, the National Year Group Expectations or based on spelling patterns being learnt in class. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be assessed regularly to ensure that spellings are fit for purpose.

Resources

Letters and Sounds

National Curriculum requirements for each Year Group

Weekly Spelling Lists