

The Cathedral Church of England Voluntary
Aided Primary School Chelmsford



English Policy

Policy Framework

Revised during the Summer Term 2016

Next Review - 2018

Introduction

This document has been developed by the staff at the Cathedral School and describes the philosophy and methodology used to teach Mathematics in the school.

Philosophy

We aim to show children that English is an essential element of communication, a powerful tool enabling children to show imagination, initiative and flexibility. Also that English is a medium in which children will have the opportunity to work independently, co-operatively, with confidence and experience opportunities for in- depth studies.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Organisation

There is a structured, balanced and varied programme, which is progressive and ensures continuity from Foundation Stage to Year 6. Early English skills are taught through different topics. This includes sentence level work, phonics and handwriting.

- Shared reading with the class takes place from the outset.
- Word Level work is taught through phonics as a class and, later on, in small groups. The teaching of Phonics follows the Letters and Sounds documentation.
- Teachers plan for the introduction of a more formal English lesson by the end of the term before the children move into Year1.

KS1 and KS2

Explicit English teaching is time tabled for one hour per day by all classes (5 hours per week). Staff ensures that the variety of genres are covered to ensure breadth of understanding and mastery of skills.

Staff plan additional activities not only as a single subject, but also in the context of other subjects, to achieve a balanced approach.

Homework

Homework will be set according to the age and ability of the child (see Homework Policy for greater detail)

Cross curricular links and ICT

While recognising that English has a discrete set of objectives, it is expected that it will feature in the majority of other curriculum areas. Throughout the whole curriculum opportunities exist to extend and promote high standards of writing. Teachers will seek to take advantage of all opportunities.

Use will be made of SMART boards, laptops and the ICT suite should be used to enhance learning in English.

Although Computing is a separate area of the curriculum, aspects of ICT will sometimes be incorporated into English lessons to support the learning of reading and writing. Technology should be used to enhance and stimulate ideas, teaching and learning during the English lesson. The use of film and photographs (visual literacy) and music is extremely valuable and important particularly in developing writing skills because it stimulates imagination. Teachers are encouraged to use a variety of stimuli and media.

Pobble

The Pobble website platform is used by all classes to support English in a variety of ways.

- Pobble365 is used to support afternoon writing sessions. Pictures from the site are used as a stimulus for creating writing alongside a prompt or bank or questions.
- The main Pobble site is used weekly to upload pupils work. This can then be viewed by other schools from across the world.
- Classes and pupils comment on each other's' work as well as children from other schools.
- High quality examples of writing produced by children from other schools are shared with classes to show best practice.

Planning

Lessons are planned using a common planning format (see Appendix) and samples will be collected and monitored by the English co-ordinator.

Based on the New English Curriculum 2014 and Development Matters documentation, planning will be in 3 stages:

1. Long term planning, which will determine content to be covered during a year
2. Medium term planning, focusing on a genre, text study or theme and following Curriculum 2014.
3. Short term planning which will be for each week (or part of a week). Short term planning should be flexible and subject to change; this will depend on progression of each lesson
4. Each lesson will include assessment and/or evaluation, to determine next steps.

Resources are designed and used to meet the learning objectives from the relevant year group in the Mathematics Curriculum 2014. Where Year groups are taught together, the relevant learning objectives for each year group are used.

Inclusion

Pupils with particular needs

It is recognised that all children and abilities are unique. Teachers will recognise and meet the needs of individual specialised needs.

Children with EAL are supported in a variety of ways: e.g. repeating instructions; speaking clearly; emphasising key words, using picture clues; playing phonics and word games.

Pupils with SEN and One Plans

Within the daily English lesson teachers will provide activities to support children who find Reading or Writing difficult. Children with SEN are taught within the daily lesson and are encouraged to take part when and where possible. Where applicable, children's targets incorporate suitable objectives from the National Curriculum teachers keep these in mind when planning work.

When support staff are available to support groups or individual children they work collaboratively with the class teacher. The support teacher feeds back to the class teacher when appropriate to inform evaluations, assessment and future planning.

Children who are more able

As well as their needs being met in the main lesson through sets and differentiation, more able children may be offered additional work through outside agencies, such as feeder secondary staff, or supplementary sessions within the school's resources

(See Inclusion Policy for greater detail)

Disability Equality

We recognise our duties and responsibilities under the Disability Discrimination Act. It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support where necessary, that every child irrespective of disability will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all reasonable adjustments are made to help both children and adults with identified specific needs and disabilities to participate in the curriculum.

Monitoring and evaluation

All work should be marked with detailed feedback whenever possible.

Marking should be both diagnostic and summative and school policy believes that it should occur whenever possible with the child or between children but acknowledges that constraints of time do not always allow this (see the School Assessment and Marking Policy).

Assessment and record keeping

Teachers are expected to make regular assessments of each child's progress and to record these systematically. Records will be kept for each unit. Progress is also recorded from relevant tests. Careful

recording of work covered and the level of understanding shown informs both ongoing progress and will inform the child's end-of-year report

Information and involvement of parents and the community

Curriculum information is sent home to parents at the beginning of each term. When children join the school at Foundation stage, the curriculum is explained to them. Induction meetings at the end of Foundation and transfer to Key Stage 2 explain the English curriculum.

A governor is assigned to the role of English governor and the coordinator will liaise with him/her. Outside agencies, such as Feeder Schools and our partner schools may be involved in the quality of learning in the English curriculum.

Resources

All staff organise an area within the classroom dedicated to English resources. This area is easily accessible to all children and allows them to become familiar with all resources. In addition, there is relevant and appropriate wall displays, such as key vocabulary, spelling and definitions of terminology.

Resources which are shared or not used regularly are stored centrally:

- Text books are located in the library, PPA room or the phases that they relate to.
- Lined paper and exercise books are in stock cupboard
- Each Year Group is provided with a selection of graded dictionaries and thesauruses. Materials and resources for English lessons are kept in the library and PPA room.
- The School Library is an important central resource housing the majority of the school's stock of books. Each child has a library ticket and children visit the library regularly to change books. The library is staffed in the afternoons by volunteers who supervise and assist the children in their choices.

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Other resources are use of SMART boards and other ICT. (See Appendix for useful websites)

Staff Training

The coordinator attends subject leader updates sessions within the consortium.

The use of Pobble is established for teaching staff.

The school is engaging with English mastery concepts through external and internal training.

There are regular staff meetings to keep all staff up to date with developments.

The coordinator produces a yearly Action Plan which has been agreed with the Head and staff.

Review -This policy will be reviewed every year by staff and every 2 years by Governors.

Appendix 1

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

☒ **Talk Partners/Writing Partners**

Opportunity is given to children to discuss with a partner, questions or issues related to an activity or topic. Similarly opportunity is also given to children to discuss and evaluate each other's written work.

☒ **Group Collaboration**

Subjects such as religious education or science, provide opportunities for groups to work collaboratively discussing ideas together then presenting these ideas to the rest of the class or planning and implementing an investigation.

☒ **Shared reading/writing, plenary**

Within the English lesson there are opportunities to promote speaking and listening with the class as a whole or in small groups.

☒ **Discussion and Debate**

Within the curriculum there are various opportunities to promote discussion or debate concerning a subject or issue.

☒ **Role Play**

Drama provides the opportunity for children to develop and use their speaking and listening skills to empathise with people or situations.

☒ **Assemblies/Services**

Assemblies give the children an opportunity to develop their oral skills for more formal occasions.

☒ **Circle Time**

Circle time can be used to enhance speaking and listening skills, and to raise children's confidence and self-esteem.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Appendix 2

Reading

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

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

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Guided Reading.

May take place in the English lesson, but sessions are also arranged outside this time when appropriate or if the teacher feels it is necessary.

The activity should be:

- In a group with an appropriate differentiated text.
- The focus of the session should be recorded in the child's reading record **or** the reading record should be stamped and/or written in, with a date, to show that the activity has taken place.

Individual Reading

In addition to the weekly Guided and /or Supported Reading session, teachers should undertake to read with a child or as the child becomes fluent discuss what they are reading on a regular basis.

Teachers should aim to hear children read during quiet reading session or at other times that they feel are appropriate.

All children should keep a reading record which should note:

- The books the child has read and is currently reading.
- When they have read at home, and include comments from parents.
- When the child has read or discussed a book with a teacher
- Any comments the child may wish to make about an author or book
- When the child has read in a group/completed Guided Reading.

All children should have a reading book.

At FS, KS 1 (and KS2 where it is considered appropriate) pupils read banded colour-coded books that are appropriate to their level.

Hearing children read individually should be regarded as a monitoring and assessment process. Children are expected to read at home in line with the school homework policy, and government guidelines. This should be recorded in the child's Reading Record/diary by the parents.

All books kept in classrooms should be stored and displayed in an organised and attractive manner. The importance of caring and valuing books should be given the highest priority.

It is important that children are able to select non-fiction books, plays, poetry and a variety of genres for „their reading book“. Topic books are ordered termly to aid with learning in Foundation subjects. The selection of a child's reading book should be guided and monitored by the class teacher.

Appendix 3

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).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Writing is valued across the curriculum and pupils are guided to use their skills in all areas of the curriculum.

Word Level Skills

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

A variety of resources and materials are used including Letters and Sounds in The Foundation Stage and KS1. Additional programmes are used as supplementary support for children who may be experiencing difficulties in these areas both in KS1 and KS2.

Spelling, vocabulary, grammar, punctuation and glossary

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Phonics and Spelling

We aim to help our pupils to become good spellers so that they are able to write with confidence and fluency without having to worry that the reader will not be able to make sense of their writing. Spelling skills are taught systematically.

- At KS1 children follow a structured programme based on the Letters and Sounds document.
- Children are taught a variety of strategies to encourage good spelling, including learning patterns and rules as well as Look-Say-Cover-Write-Check.
- Teachers use a variety of games, such as those on Bug Club, and different approaches to make spelling an interesting, lively and stimulating activity.
- Children are taught how to use a dictionary to find and check spellings.

Appendix 4

Handwriting

The School has a recognised progressive, cursive handwriting style.

Foundation Stage and Key Stage One

A range of pre-writing activities are used and in Foundation Stage. A multisensory approach of feeling, seeing and finger tracing letters is used to start with. Pupils will often begin on whiteboards and then move onto paper.

- From the beginning children learn the correct shape of letters.
- All children are encouraged to join at an early stage when letters are correctly formed.
- Children are taught to adopt a good seating position, use the correct grip and position the paper properly.
- Children may be taught in groups to target specific skills, and as a whole class.

Key Stage 2

Handwriting pens are of a standard variety provided by the school. The introduction of these pens is determined by the development of the individual child, and decided by the teacher and often occurs in Year 3 and 4.

- Children are not allowed to use biros.
- Children may use their own ink pens at the teacher's discretion. For a particular piece of work teachers may allow the use of coloured, or gel pens for effect or display.
- Children are encouraged to use their handwriting skills in all curriculum areas.

See additional Handwriting Policy