

Simonstone St. Peter's CE Primary School



English Policy

Our Mission Statement – ‘Keys to Faith and Knowledge’

At Simonstone St Peter's School we want every child to:

Be confident and happy about who they are;

Have knowledge and skills for life and to work together and make friends;

Learn to have faith and understand differences;

Learn through Jesus that we are loved and can love; that we can talk to others; find guidance to be a better and stronger person, to know right from wrong and find forgiveness;

Show care, kindness and appreciation in the world.

At Simonstone St Peter's C of E Primary School we believe that English is a fundamental life skill.

Aims

To enrich the children's learning experiences with a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills in all areas.

To ensure that the needs of all pupils are met and to develop their individual abilities within an integrated programme of Speaking & Listening, Reading and Writing.

To teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.

To develop all children into enthusiastic, responsive and knowledgeable readers and writers.

To enable pupils to express themselves creatively and imaginatively, both in spoken language and writing. To foster their enjoyment in expressing themselves and recognise the value of developing these life skills.

At Simonstone St Peter's C of E School we strive for children to be a 'Primary Literate Pupil'. By the age of 11 we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage .

In the Early Years Foundation Stage children are taught in the context of lively, engaging and creative themes, that help to ensure that they make progress as readers and writers. Taught Teaching ensures that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts and through continuous provision. The prime areas of CLL provide a framework for planning progressively to meet the needs of every child: Children should be given opportunities to:

- Listen with enjoyment to stories, songs, rhymes and poems. Sustain attentive listening in a range of situations and respond with relevant, comments, questions or actions.
- Answer questions in response to experiences, stories and events. own name, familiar words and advertising logos
- Use language to imagine and recreate roles and experiences in play situations and express themselves effectively in a range of situations.

The implementation of discrete daily phonics will give children the tools to read and write. Children will be taught to read and understand simple sentences demonstrating an understanding of what they have read. They will be taught to decode regular words and read them aloud accurately. They will also read some common irregular words..

They will use their phonic knowledge to write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body

Regular reports are made to the governors on the progress of English provision and to our designated Governor, Mrs Liz Evans.

This policy will be reviewed every two years or in the light of changes to legal requirements.

Subject Organisation

The English Curriculum is delivered using the Primary National Strategy framework. Progression across year groups is maintained but the units have been reviewed and adapted to meet the needs and interests of the learners in the mixed age classes and to link to a wider, creative curriculum.

In the Foundation Stage, Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Pupil provision is related to attainment, not age. We use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential. Wherever possible, teaching assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

In the reception Class, the Curriculum for the Foundation Stage is taught. The class teacher plans activities, which will help children progress towards achieving the Early Learning goals. 'Communication, Language and Literacy' covers the development of early communication, reading and writing skills and is incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions. During the daily English lesson in KS1 and KS2, children may experience whole class shared/modelled reading and writing, whole class or group word or sentence activity, extended writing time or guided group work. Children are taught English in mixed ability classes, by their own class teacher. Differentiation is planned for and appropriate challenge and support put in place, dependent on the needs of the pupils.

In KS1 and KS2, the teaching of English is planned using the National Curriculum and the renewed framework as a resource. Staff use and adapt the Lancashire Renewed Planning resources for long and medium term planning, and units may be taught in a two yearly cycle. Cross curricular links are sought out through the termly topics and opportunities for summative assessment are identified. The Class Teacher is responsible for identifying and integrating these into their planning.

All teachers have consistently high expectations of all pupils. Teachers set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Teachers check pupils' understanding throughout lessons and assessment for learning has high priority. Plans for the teaching of English include; clear learning objectives and differentiation, the structure and content of the lesson and learning outcomes. The emphasis is placed on child directed learning.

Approaches to Speaking and Listening

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.

Approaches to Reading

Children are exposed to a wide variety of text types. Children's reading includes shared reading, guided reading, independent reading and home reading.

Opportunities are provided for:

- Shared reading is an important modelling strategy used within English lessons and at other times of the day. In KS2 class novels are often used and linked to specific topics.
- Guided reading has a specific focus and teachers aim to link objectives for the guided session in with the assessment focuses.
- Independent reading – daily in Key Stage 1 and 2. Children are encouraged to develop a love of books in a range of genres and formats and use the school library on a regular basis. Reading for pleasure is highly valued and children are allowed to choose their own reading material. School uses 'Junior Librarian' and the children can select books from the school library to read

From the Foundation Stage through to the end of KS2, children progress through the reading scheme. Parents are encouraged to listen to their child read every night and liaise with school through their child's reading record. Teaching Assistants, Governors and Parent Helpers are all used in school to hear children read and develop their fluency and understanding.

Resources – Oxford Reading Tree is our main reading scheme but this is supplemented by other schemes and other texts. All classes have a collection of texts for home reading (from published schemes as well as a range of significant authors), dictionaries and thesauri, interactive whiteboard, fiction and non-fiction big books.

Approaches to Writing

School have adopted the Ros Wilson approach to developing writing skills throughout the school which focuses on VCOP. Vocabulary, Connectives, Openers and Punctuation are embedded in daily lessons and are given high priority. Engaging VCOP displays and table prompts are featured in all classes.

Opportunities are provided for:

- Emergent writing in Foundation Stage and Key Stage 1 through directed teaching activities or as a result of continuous provision in class.
- Shared Writing – within the English lesson.
- Guided Writing/Independent Writing - within the English lesson or other areas of learning.
- Extended writing - within the English lesson and cross-curricular themes.
- Handwriting – practised regularly within the English lesson

- Writing to be stimulated by experiences outside the classroom .

In order to help children develop as writers, they are provided with frequent opportunities to write for a variety of purposes and for different audiences.

Children are encouraged to become increasingly independent in their writing. Emergent writing is valued and encouraged. Drafting and re-drafting of written work is recognised as a valuable learning tool and is promoted in all year groups.

Modelled writing in shared sessions is recognised as a key tool in developing children's skills. In KS 1 and KS2 writing frames are used for various types of writing, to provide sample sentence openings, prompts and to help children to focus on the structure of stories, reports and recounts. As children progress through KS2 they are encouraged to become more independent and creative in their approach.

Children are informed about key features and criteria for a successful piece of writing, in order to help them focus upon these as they plan and write. Children are encouraged to edit their own work on a regular basis and also to edit each others with the use of 'Response Partners'.

Display areas in classrooms are used to support children's writing and to provide learning prompts at an appropriate level.

Marking of children's work follows the school's marking policy. It is used as a teaching tool and includes comments that indicate learning points and the next steps.

Writing is cross curricular and creative wherever possible. The use of ICT as a stimulus and a tool is used as often as possible.

Big

Writing sessions feature regularly each term from Year 1 to Year 6 and are used not only for assessment at the end of each unit, but also to encourage and celebrate achievement in writing.

Grammar

Grammar is learnt naturally and implicitly through interactions with other speakers and from reading in everyday life. Building this knowledge is best achieved through a focus on grammar within the teaching or reading, writing and speaking. Discrete grammar lessons are taught from year 1 to year 6 and children are then encouraged to apply and explore their knowledge of grammar in their own speech and writing and to note where it is used by others. Grammatical concepts are introduced in line with year group expectations in the National Curriculum programme of study, and are revisited in subsequent years to consolidate knowledge and build on pupils' understanding.

Phonics

Phonics is taught as a discrete lesson every day throughout the Foundation Stage and Key Stage One. In Key Stage Two it is used as an intervention for those who have not succeeded in phase six in Year Two. The school follows the recognised progression through 'Letters and Sounds'.

The children in the Foundation Stage and Key Stage One are streamed into phased groups. Some groups may run parallel to each other covering the same phase, but these are set to the needs of the children and how quickly they are able to progress and the amount of consolidation that they require. Phonics is delivered by Teachers and Teaching Assistants at the same time every day for twenty minutes. There are also constant and enhanced activities within the environment for the children to access during independent learning. The activities have learning outcomes specifically planned from the Letters and Sounds Document. The Key Stage One classrooms have displays for the children to 'apply' their knowledge from the taught sessions within english sessions.

In the Foundation Stage children are immersed in Communication, Language and Literacy as soon as they come into school, with differentiated activities designed to promote and enhance their learning.

The children in Key Stage Two have 20 minute daily phonics sessions as an intervention delivered by teaching assistants and tracked by the english co-ordinator.

Spelling

The school uses the National Curriculum programme of study. Children will have followed a programme of discrete phonics teaching in the Reception Year and in Year 1. In Foundation Stage synthetic phonics are taught using Letter and Sounds and supplemented with the Jolly Phonics materials. By the end of Year 1, the expectation is that most children will be secure at phase 5. For those children who are not yet secure at phase 5, they will continue with daily phonics sessions.

In Year 2 and throughout KS2 children move onto the spelling objectives as set out in the National Curriculum, and these continue to be taught in short, lively, focused sessions. . Phonics knowledge continues to underpin spelling after key stage 1, our aim is to gradually build pupils' spelling vocabulary by introducing patterns or conventions and continually practising those already introduced.

Spelling strategies are taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils' words. A range of schemes are used which link closely with the National Curriculum Spelling objectives. Proofreading is taught during shared and guided writing sessions and links are made to the teaching of handwriting. Children are encouraged to apply their knowledge of spelling in cross-curricular writing activities.

Children are given the opportunity to work independently, in pairs or in small groups, using a range of strategies to practise and consolidate new learning .

Statutory word lists for years 3 and 4 and years 5 and 6 are taught systematically.

In Key Stage 1 high frequency words are practiced daily. Strategies used in Key Stage 1 include:- Look, Say, Cover, Write, Check; Sound Mats; Onset and rime; Word banks and dictionaries; Personal spelling journals; Spelling games.

In KS2 other strategies are used, which include: Spelling games; Spelling challenges; Spelling logbook/My Dictionary (to enter records of corrected spellings from written work); Look, Say, Cover, Write and Check method for daily spellings; Spelling tasks and lists are provided as homework every week.

Handwriting

The 'Penpals' Handwriting' scheme is used throughout the school and we follow our 'Handwriting Policy'.

Handwriting is taught and practised on a daily basis to enable pupils to write with fluency and speed. Correct letter formation is taught in the Foundation Stage, initially through phonic work and then in a more structured way using the 'Penpals Handwriting' scheme.

In Year 1 and 2 children are taught to develop cursive script. In KS2 children are taught to use different forms of handwriting for different purposes and are encouraged to develop an individual style.

Cross-Curricular English Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through english lessons to other areas of the curriculum.

The Use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

Assessment and Target Setting

Work will be assessed in line with the Assessment Policy. In addition to this school conduct end of term assessments to monitor progress and verify teacher assessment. School use a variety of tests depending on the key stage. These include:

PIRA reading assessments
Headstart Reading and Spelling, Grammar and Punctuation
Rising Stars
Testbase
Independent Writing Tests

Inclusion

We aim to provide for all children so that they achieve their potential in English. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. The school supports the use of intervention groups to ensure that children make at least expected progress.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English:-
- Pupil progress
- Provision of English (including Intervention and Support programmes)
- The quality of the Learning Environment;
- The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in English and literacy

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment Policy

Marking and Feedback policy

Special Educational Needs Policy

ICT Policy

Member of staff responsible: Mrs J Cockings

Policy revised: September 2017