

## Lockington CE VC Primary School



### English Policy

Date Policy Formally Agreed By Governors	7 <sup>th</sup> December 2017
Date Policy Becomes Effective	October 2015, Reviewed Nov 17
Review Date	October 2018
Person Responsible for Implementation and Monitoring	English Subject Leader

#### 1 Introduction

At Lockington CE VC Primary School our motto is 'The little school that makes a big difference.' We believe that literacy is a fundamental life skill. It develops children's ability to listen, speak, read and write for a wide range of purposes. Children are supported in express themselves creatively and confidently and become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins and use their knowledge, skills and understanding in speaking and writing across a range of different situations.

English teaching takes place within the context of our school vision: to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment based on Christian values which encourage all to show respect, acceptance and understanding of others.

#### 2 Aims

We intend that our pupils develop their skills in English so they continue to improve in their ability to:

- Communicate effectively in speech so they can talk appropriately with confidence in different situations.
- Listen attentively with understanding.
- Express themselves clearly in writing, using correct spelling, grammar and punctuation.
- Write in ways appropriate to an intended audience for a specific purpose.
- Produce well-presented work using good, legible handwriting and using ICT.
- Develop reading skills so they become proficient, enthusiastic, knowledgeable and responsive to a variety of texts.
- Improve the planning, drafting and editing of their written work.

We aim to embody principles of the distinctively Christian nature of our school in all aspects of learning.

We have a separate Phonics Policy.

### **3 Teaching and learning**

The school uses the National Curriculum (2014) English Programmes of Study for Key Stages 1 and 2. Reception plans are based on the Early Learning Goals and Development Matters.

English is taught daily to pupils in Key Stages 1 and 2. All year groups are taught English for at least five hours each week. KS2 is usually taught in two groups: Y5/6 and Y3/4. Pupils also receive separate guided reading sessions: the composition of groups changes throughout the year depending on the needs of the pupils. Booster classes are provided and intervention groups target pupils according to need. Weekly grammar, spelling and punctuation sessions are delivered and then followed up by children applying the skills they have learnt to their independent writing. A cross curricular piece of writing is planned for regularly within each topic, allowing children the chance to transfer and apply their writing skills. Both Classes have time allocated for handwriting, spelling investigation, quiet reading/story time, extended writing tasks and listening skills and discussion. There are opportunities for writing for real purposes (competitions, newsletters, correspondence with others). Pupils from Reception to Year 2 also receive daily phonics sessions, with the option to extend these to Key Stage 2 pupils depending upon assessed need. Handwriting sessions are taught in short blocks to ensure regular practice takes place.

In the daily lesson, pupils typically experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and/or a whole class session to review progress and learning. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, helping to ensure that work is matched to the needs of the child. We plan activities which will allow children to discover for themselves, work in teacher/adult led groups and learn from each other.

We use a variety of teaching and learning styles to meet the needs of our pupils, including visual, auditory and kinaesthetic (VAK). Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom. Children use ICT in lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.

Each classroom has an English working wall to display key features and good examples of the current work.

We provide the pupils of our school with key experiences, including: World Book Day activities; theatre groups and workshops, theatre visits, library club, opportunities to take

part in performances, including in the Church, for wider audiences and the opportunity to experience live theatre.

In Key Stage 1, children are expected to read at home and receive homework on a weekly basis. In key stage 2 pupils regularly (minimum weekly) receive homework which complements the work they are covering in class or encourages them to extend their learning independently. They are also expected to read on a daily basis. The contribution parents make to the learning of their children is highly valued and a vital part of our work in school.

### **The Foundation Stage**

We teach Communication, Language and Literacy (CLL) in the Foundation Stage. We relate CLL to the objectives set out in Development Matters and the Early Learning Goals. We give all children the opportunity to:

- talk and communicate in a widening range of situations e.g. role play
- respond to adults and to each other
- listen carefully
- practise and extend their vocabulary and communication skills.
- explore words and texts

Language and literacy development are incorporated in all areas of learning. 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 and children are read to every day. 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.

The homework given to pupils in the foundation stage includes a home reading book and letters to learn.

## **4 English Curriculum Planning**

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long term plan follows the National Curriculum (2014).

As the basis for our medium-term plans, we generally adapt the Hamilton Trust scheme of work which gives details of each unit of work for each term. Our medium-term plans are adapted from the National Curriculum Programmes of Study and give details of the main teaching objectives for each unit. The class teacher creates the plans and saves them on the school's server in the shared area.

The class teacher writes the lesson plans for each lesson (short-term plans). These plans list the specific learning objectives of each lesson and are adapted from the medium term plans. The class teacher is responsible for keeping these individual plans. We incorporate differentiation into our short – term planning, so that pupils' interest is maintained, individual needs are met and all pupils achieve success. We build pupils' confidence and self

–esteem as language users by sharing learning objectives and success criteria with them and through positive and constructive oral or written feedback.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move through the school.

Differentiated homework tasks are linked to grammar, spelling, punctuation, reading and writing. Target focused work is planned for weekly in guided reading.

Planning and assessment outcomes should be stored on the staff server by teachers.

## **5 Recording and Assessment**

Short term assessment is informal daily assessment based on a specific activity, centred on the learning objective. It informs the teacher's future planning. Outcomes are measured against success criteria. These may be recorded in teachers' plans, children's books or as targets for pupils (displayed on the working wall). The school marking policy is integral to this process. The teacher is then responsible for putting the data onto Classroom Monitor by the end of each month, supported by teaching assistants as appropriate.

Annual assessments are conducted at the end of each year. These provide a summative assessment of the child's annual progress in relation to the National Curriculum. From these we can:

- track the progress of each pupil
- monitor groups of pupils
- monitor whole year groups
- set targets for improvement
- inform report writing and information for parents

Additional assessments may be carried out for diagnostic purposes and determine progress in greater detail. We assess children's reading ages annually and put strategies in place to support children where necessary.

## **6 The Elements of English**

### **Handwriting**

We aim for a consistent, whole school approach. This sets high expectations of presentation across the curriculum. We teach a fluid style which helps pupils write speedily and legibly. This is based on the spelling patterns/phonics children have been learning and/or the Penpals scheme. Short handwriting sessions are held at least once each week. Grip and posture are reinforced. Other than when printing is required, this style will be used in all writing activities. Opportunities will be given to produce well-presented work of a high standard finish. Teachers will employ this style on the board and in their marking and displays. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen from their teacher. This generally follows the pattern:

## **Reading**

Pupils will be involved in independent reading each day for approximately 15-25 minutes to build up speed, stamina and to practice strategies. This may form part of a daily guided reading session. Reading to children on a regular basis is also important to model reading skills and introduce high quality writing. Both classes have a stock of books selected for age groups. It is the teacher's responsibility to maintain this collection. Pupils will be shown methods of evaluating books for personal reading: favourite authors; favourite genres; peer and teacher recommendation; analysis of cover, blurb and scanning paragraphs. Pupils will be encouraged to use the school library books. The pupil should maintain a record of all books with occasional reviews which is also a home-school link. Reading skills will be taught and modelled in shared or guided reading sessions, with the target of promoting higher order reading skills.

## **Writing**

We aim to teach writing in a range of genres: fiction and non-fiction. Opportunities for extending writing in other curricular areas are planned into teacher's work. The pupils will engage in the whole writing process using a stimulus such as a video clip, picture, story, poem etc. This takes the form of:

1. Thinking and planning
2. Drafting
3. Revising
4. Editing and proof reading
5. Publishing/rewriting to a high level of presentation
6. Reflecting and evaluating

## **7 Contribution of Literacy in other Curriculum areas**

The English skills that children develop are applied in every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

**Mathematics:** Pupils develop mathematical understanding by talking about it with adults and other children. They experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic. Pupils are encouraged to read and interpret problems to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

## **Computing/ICT**

The screen projection of text enables it to be read and shared. Film clips can be shared as "Hooks" for writing. The projection of a word processor permits the writing process to be modelled effectively. Groups can work at a computer and input text. A range of software is used to develop specific grammatical and spelling skills. ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website). A range of equipment such as digital cameras, digital camcorders are used to promote speaking and listening and also prepare children for writing experiences. The Interactive Whiteboard is

used regularly to model writing and use at an independent level and allows children to interact and engage with the writing process. Microphones can also be used.

### **Foundation Subjects and Science**

Pupils can read primary sources, interpret maps and record their work in a variety of ways that complement their work in English. They should be expected to transfer their learning in English to their work in these other subjects.

### **Personal, social and health education (PSHE):**

Pupils take part in class and group discussions on topical issues. They research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

### **Spiritual, moral, social and cultural development**

The children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the opportunity to discuss their ideas and results.

## **8 Outdoor Learning**

We take every opportunity to make use of the outdoor environment including our local area to promote learning in this subject.

## **9 Resources**

All classrooms have dictionaries and Y2 – 6 have thesauruses. All classrooms have a selection of fiction and non-fiction texts. The school uses the library loan service to borrow books to support the teaching of topics. Access to the Internet is also available. A range of ICT equipment which can be used e.g. digital cameras. The library contains a range of books to support children's individual research. The adopted reading scheme is Pearson's Bug Club, supplemented by other schemes such as Oxford Reading Tree and Treetops. We also use Pearson 'Rapids' for reading and phonics support. KS2 also have Rigby Navigator books and Treetops for guided reading. A range of resources are used to support Grammar, Spelling and Punctuation, including Rising Stars and Nelson Spelling materials. Penpals handwriting is adopted from Reception onwards.

## **10 Parents / Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- explaining to parents how they can support their children with homework e.g. reading.
- holding meetings to explain relevant developments in their child's education.

## **11 Inclusion**

### **Equal Opportunities**

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time. We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability. We promote mutual respect and tolerance for all cultures. We also encourage responsibility to the community and the environment.
- We deal with issues clearly and sensitively when they arise.

### **Differentiation**

We teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age-related expectations. We use a range of strategies to support pupils. A few of these, particularly relevant to English are:

- the use of appropriate vocabulary at varying levels of difficulty during lessons;
- modified text passages as expected in other curriculum areas;
- different levels of written or oral questions;
- careful use of support for pupils with English as an additional language.

### **For our more able and talented pupils we will expect:**

- teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches.
- pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- greater independence in working, e.g. a pupil might be able to contribute to newsletters.
- to avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- to provide opportunities within English for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

### **Teaching English to children with special educational needs and disabilities**

- We teach English to all children, whatever their ability. English forms part of a broad and balanced education. Through our English teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

Teachers decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining at levels broadly appropriate for their age. Teachers are best placed to judge whether the learning objectives meet the learning needs of individual children and to adapt these to provide appropriate opportunities for all children to succeed. Some of the teaching activities will need to be adapted to ensure that children with special educational needs and disabilities may participate fully and demonstrate their achievements.

## **12 Roles and responsibilities**

### **The Governing Body:**

Determines, supports, monitors and reviews the English policy.

### **The Headteacher's role is to:**

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching;
- give feedback to teachers following lesson observations;
- support staff development through in service training and provision of resources.

### **Role of the Subject Leader is to:**

- ensure the English curriculum is being delivered in a way which meets the learning objectives and hopefully inspires and motivates the children.
- be responsible, along with the class teacher, for monitoring the standard of the children's work and the quality of teaching in English.
- support colleagues in the teaching of English, being informed about current developments in the subject, and to provide a strategic lead and direction for the subject in the school, including advising the Head teacher about purchasing, ordering and maintaining teaching resources.
- give the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work.

### **The Class teacher's role is to:**

- be responsible for the teaching of English as set out in the policy;
- provide planning and reviews for the Headteacher and subject leader to have access to;
- provide samples of English work when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of English;
- identify training needs and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.

## **13 Monitoring and Review**

We are aware of the need to monitor and update the school's English Policy on a regular basis so that we can take account of improvements made in our practice.



Member of staff responsible: English Subject Leader

Date policy written: October 2015

Interim review: November 2017

Date to be reviewed: October 2018

Signature (Head) J. Cable (Date) 7/12/17

Signature (Chair of Governors) [Signature] (Date) 7/12/17

This policy should be reviewed annually and rewritten every three years if necessary.