



Lambton Primary School

English Policy

1. Introduction

All children have a statutory entitlement to access to the Programmes of Study for English as set out in the National Curriculum. The skills of speaking, listening, reading and writing are explicitly addressed through the objectives detailed in the statutory requirements.

The scope of the English curriculum is wide and encompasses the development of the pupils' ability to:

- Speak confidently and competently in a range of contexts for different purposes and audiences.
- Understand, respond to and comment upon speakers' use of language.
- Take different roles in groups, contributing and responding to others' suggestions and responses.
- Use dramatic techniques to explore, create, share and evaluate ideas.
- Read fluently and automatically, using phonic knowledge and blending skills to decode unfamiliar words.
- Spell words accurately through use of segmenting and application of their knowledge of word structures and patterns.
- Access texts for pleasure or information.
- Understand and interpret texts on both an organisational and literary level.
- Engage and respond to a range of texts and the intended effects of authors.
- Express themselves creatively for purpose, pleasure and learning.
- Write in a range of forms, making stylistic and structural choices to suit both purpose and reader.
- Organise ideas cohesively and use varied sentence structure and punctuation to convey meaning effectively.
- Develop a fluent handwriting style.

- Use ICT tools to present work appropriately.

This policy should be referred to in conjunction with the policies on teaching and learning, assessment, marking and displays as well as the planning guidelines for English. Policies for the core and foundation subjects should also be referred to in order to ensure cross-curricular links to English whenever possible.

In the Early Years, children are given opportunities to:

- Speak, listen and represent ideas in their activities.
- Use communication, language and literacy in every part of the curriculum.
- Become immersed in an environment rich in print and possibilities for communication.
- Take part in a daily phonics session.

At Key Stage One, children learn to:

- Develop confidence when speaking and listening.
- Read and write with increased independence and enthusiasm.
- Use language to explore experiences and imagination.

At Key Stage Two, children learn to:

- Change the way they speak and write to suit different situations, purposes and audiences.
- Read a wide range of texts and respond to the different layers of meaning within them.
- explore the structure and use of language

2. Aims

Speaking and Listening

Speaking and listening provide the foundation for further language development. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation. To reflect this, we aim to provide pupils with opportunities to:

- Speak in a variety of forms for different audiences, purposes and situations (both formal and informal).
- Reflect upon their speech and make appropriate choices.

- Talk in group situations, valuing the contributions of others and responding appropriately.

Reading

Reading is one of the most powerful tools of learning both in and out of school. It facilitates independence and allows pupils to share experiences they may not otherwise encounter. Reading provides opportunities for pupils to gain both understanding and pleasure from a range of texts. To support them in this, we aim to help pupils to:

- Master the basic mechanical skills of reading.
- Read with accuracy, fluency and expression.
- Develop and use higher order reading skills which will contribute to their overall comprehension of texts.
- Understand the value of information texts as an aid to learning.
- Develop a love of literature and an understanding of the pleasure reading can bring.

Writing

Confidence and competence in the use of the written word is essential to the communication of meaning. A pupil's ability to write effectively affects performance in all areas of learning and living and is very much a developmental process. Staff encourage writing from its emergent start, through developmental attempts to its final, independent stage. Throughout these stages, we aim to provide opportunities for pupils to:

- Explore and develop knowledge of the variety of functions and formats of writing.
- Communicate meaning effectively through appropriate language choices according to intended purpose and audience.
- Understand, value and use the process approach to writing in order to improve the content and presentation of their writing through planning, drafting and re-drafting.
- Write individually and collaboratively, experiencing praise and receiving constructive criticism and support.
- Experience the pleasure of publishing their writing and sharing it with a wider audience.
- Experiment with language play for enjoyment.

Spelling

We value and encourage children as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing. To support this goal, we aim to develop pupils' knowledge of:

- Sound-symbol relationships.
- Regular patterns in words and non-standard forms.
- The structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- High interest words associated with topics and specific curricular areas.
- A variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, mnemonics etc.
- Spelling rules.

Handwriting

Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing. In order to achieve this, we are aware of the need for a consistent approach to the teaching of handwriting across the key stages. We use the Berol scheme to support our delivery of a structured teaching programme which:

- Ensures correct formation and orientation of letters.
- Develops consistency and appropriateness in size and spacing.
- Encourages a pride in presentation.
- Eases the transition from printing to joining.

Drama

The staff appreciate the role of educational drama strategies as

- A learning tool across the curriculum.
- An effective factor in the development of oral and aural skills.
- A means of developing empathy with others and an understanding of self.
- A way of encouraging interaction with texts.

3. Subject organisation

The National Curriculum is taught throughout the school and our Long Term Plan ensures depth and breadth of coverage. The Early Learning Goals are followed to ensure continuity and progression from the Early Years through to the National Curriculum. Pupil provision is related to attainment, not age. For some aspects of learning children are grouped according to ability e.g. reading groups and phonics

groups. For some sessions they are in mixed ability groups so they can learn from each other and support one another.

4. Progression, Continuity and Differentiation

- Progression and continuity are dependent upon teachers' assessment of present achievement in knowledge, skills and concepts as well as previous learning experiences. This knowledge then shapes the planning of future teaching. To this end, assessment, target setting and planning processes are followed by all staff.
- The National Curriculum is followed to ensure continuity and progression throughout English.
- Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning or by task differentiation.
- Teachers differentiate in short term planning in the way in which is considered most appropriate for the child, group or objective being taught.

5. Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

6. Assessment, Recording and Reporting

The assessment and recording of English is part of the overall assessment of the child and should be seen alongside all the other areas of development. Assessment in English reflects the general principles and procedures laid down in the school's assessment and reporting policy and incorporates guidance from Assessment For Learning (formative assessment). Key to this is the premise that children will improve most effectively if they understand the aim of their learning; where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

Key elements of our English assessments are:

- Significant observations on weekly planning sheets to identify the next steps for learning for all pupils.

- Phonics and key word tracking sheets in Foundation Stage and KS1 (and some children in KS2 who are working below national expectations in Phonics).
- National Curriculum criteria of achievement for reading and writing decided on the basis of termly teacher assessment and tracking using TIPPS.
- SATs results.
- Half-termly writing assessments marked using TIPPS (assessment without levels).

Formal written reports are provided each term and this information is shared with parents.

7. Planning and Teaching approaches

Planning takes place in two stages; on a half-termly basis and on a weekly basis. These plans reflect the expectations set out in the National Curriculum 2014.

Long Term Planning:

Each year group map out their learning journey for the year. This plan takes into consideration the coverage of all genres. It is also used as a tool to ensure cross-curricular links between topics and writing.

Weekly Planning:

Every year group plans for English on a weekly basis. These plans display clear objectives, success criteria, target children, resources, use of additional adults, differentiation and personalised learning for children with specific needs, Assessment for Learning and evaluations of the lessons.

Approaches in reading

In Reception, when the child is ready, they have a levelled reading book selected by the teacher. These books are taken home with a reading record, or log book, in which the parent/carer can make comments. The children then progress through the reading bands as they move through the key stages. At some stage, based on teacher assessment, the children are classed as a 'Free Reader' and choose their own book. Throughout the Key Stages children read aloud to an adult on a regular basis. Some children may be identified as needing daily reading sessions and will receive extra support. The adult may make a comment in the child's reading log.

Shared reading takes place within the class and may be on the whiteboard, from a Big Book or a photocopied extract. Children will be encouraged to read aloud in order to gain confidence and learn to use expression in a supportive environment. This may be in small groups or whole class depending on the activity and desired outcome.

Guided Reading forms part of the reading experience in all classes. This provides the opportunity for a focused look at a particular text in order to develop comprehension skills, increase knowledge of vocabulary and promote enjoyment of a wide range of

more challenging texts. We have implemented a reciprocal teaching approach to guided reading and this takes place regularly, outside of the main English lesson.

Phonics: In Early Years and Key Stage 1, discrete phonics lessons are taught daily. Children are grouped according to their ability as we believe that this is the most effective way of pupils making the best progress. Children who still require more Phonics teaching in KS2 are also grouped in this way.

Independent reading takes the form of 'quiet reading'.

Home Reading: In EYFS, KS1 and KS2, children take home a reading book based on their reading level. The children change their books on set days dependent on their year group. They select their own reading book and they record the title in their home Reading Record. Children may choose texts that they are familiar with or a new text. We expect children to read each evening at home with their families and to make comments in the reading record books. Rewards are offered for regular reading at home.

Reading for Pleasure: Each class has a designated Reading Corner which is an engaging and comfortable environment to stimulate and engage children during quiet reading time. There is also a book trolley with a range of book titles. These books are 'real' stories with interesting themes which can stimulate points for discussion. We also hold a yearly book fair to further encourage home school reading links.

Library visits: We have a school library and the children may choose a book from the library which is then recorded. We also make termly visits to the local library.

Class teachers read to their own class regularly and have significant authors per year group (See English planning guidelines).

Approaches in writing

The programmes of study for writing at Key Stages 1 and 2 consist of two dimensions:

1. Transcription (spelling and handwriting)
2. Composition (articulating ideas and structuring them in speech and writing)

These skills are taught through the following approaches.

Talk for writing:

We believe that if children can't speak a sentence, they cannot write a sentence. Speaking and listening forms a key aspect of writing and it is incorporated throughout the teaching phases.

Shared writing:

Shared writing takes place within the English lesson; the teacher models the writing process to the whole class as an expert writer, articulating the process. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing, where

appropriate.

Guided writing:

Guided writing takes place as part of a guided session within a unit of work. During guided writing the responsibility for writing shifts to the learner. Guided writing takes place with a group of children with similar writing targets/needs. During a guided writing session the children will write with a teacher supporting. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills.

We have decided to organise the teaching of the specific writing skills associated with each text type into year groups. These are to be taught explicitly in English lessons.

Early Years: Description e.g. labels, captions, Instructions, Recounts, Narrative

Year 1: Description, Instructions, Recounts, Narrative

Year 2: Non-Chronological Report, Instructions, Recounts, Narrative

Year 3: Recounts, Narrative, Instructions, Description/ Report

Year 4: Narrative, Explanation, Summary, Persuasion

Year 5: Persuasion, Instructions, Narrative, Summary, Evaluation

Year 6: Description/ Report, Recounts, Narrative, Explanation, Summary, Evaluation, Comparison,

Approaches in Grammar and Spelling

We firmly believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Grammar is taught a minimum of three times a week in Key Stage 1 and 2, in line with the objectives in the new curriculum relating to SPaG. We believe that the teaching of grammar should, as far as possible, feed into the writing activity that the children are undertaking and should not be taught in isolation. Children are taught and encouraged to use the correct grammatical terminology from Key Stage 1 onwards.

All teachers follow the expectations set by the spelling guidance within the New Curriculum Framework 2014. In Early Years Foundation Stage and Key Stage 1, spelling will be taught and monitored daily through discrete phonics lessons. In Key Stage 2, spelling is taught three times a week in a three lesson approach of 'investigate, practise and consolidate'. Spellings are systematically taught according to spelling patterns. This then feeds into a weekly homework cycle.

8. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management

promote good quality teaching. This policy will be reviewed every three years or in the light of changes to legal requirements.

9. Resources

- The majority of the teaching resources for English are kept in individual teacher's cupboards. These include teaching notes, photocopyable resource sheets, poster, big books and sets of texts for guided reading. Other general resources can be found in the PPA room.
- Core scheme and supplementary books at appropriate ability levels are stored in central locations in KS1 and KS2
- A centrally stored library is available for class access to a range of fiction and non-fiction texts. Individual and group access is at the teacher's discretion.
- Class collections of books appropriate to age and ability are available within classrooms for reading enjoyment.
- Book boxes relating to specific topics can be ordered from the Schools' Library Service.
- All classes display alphabet friezes and/or age-appropriate word walls to aid children's independent writing.
- A regular allocation is devolved each year from school budget for English resources. Decisions are made regarding expenditure in consultation with staff and governors. Priorities are established through review of the school improvement plan, the English development plan and requests from staff. Resources are then purchased on the basis of this information.

10. Cross-curricular Links

We recognise the unique position of English as a medium for learning in all areas of the curriculum. Opportunities for children to explore and develop language use in other curriculum areas are identified by teachers at the planning stage.

Media education provides particularly strong links with English by enabling pupils to analyse the way in which language is used for effect with target audiences. Radio and television programmes, computer software, newspapers, comics, photographs and advertisements are all used on a termly basis to ensure pupils receive access to a full range of texts.

ICT links are also promoted whenever possible to assist and enhance English skills. These include opportunities for pupils to compose, revise and edit texts as well as use desk-top publishing facilities to improve the presentation of work. Specific English

software is also available to develop skills such as spelling, interactive reading etc. Access to the Internet is also used when appropriate to enhance research skills.

11. The role of the Subject Leader.

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

- Taking the lead in policy development designed to ensure progression and continuity of English throughout the school.
- Providing support for colleagues in their development of planning and the implementation of the scheme of work.
- Giving support in assessment and record keeping activities.
- Assisting in the monitoring of progress and standards in English, taking responsibility for the purchase and organisation of central resources for English and keeping up to date with developments in English education and disseminating information to colleagues as appropriate.
- In association with the Senior Leadership Team, the subject leader will analyse data and monitor teaching and learning. Using this information the subject leader will identify priorities and set appropriate targets. They should plan and deploy resources accordingly to meet these targets.

12. Parental and community involvement:

We value parental involvement in their child's development of English and promote a whole school partnership in the following ways:

- Home-school reading record book
- Homework tasks
- Inviting parents to hear readers in school - subject to relevant DBS checks
- Parent's Evenings; sharing successes and targets
- Updates about methodology and new developments - e.g. in newsletter, website
- Involvement in national/local events e.g. World Book Day, Annual School Book fair

Ratified by governors spring 2016

Next review: summer 2018