

Heptonstall J, I & N School.

English Policy

Aims

We aim to develop pupils' abilities within an integrated programme of spoken language, SPAG, reading & writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

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.
- use correct SPAG in their writing.

At Heptonstall School we strive for children to be a 'Primary Literate Pupil'

To achieve these aims we implement the guidance given by the New National Curriculum 2014. Both planning and delivery of this area of the curriculum are done in regular consultation with staff and within a culture of school self-assessment, training and support, both internal and external.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the Programmes of Study of the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Foundation Stage (2012).

EXPECTATIONS

By the end of the foundation stage we expect most of our children to have achieved the Early Learning Goals. Some may still be working towards the goals, and some may have exceeded the goals.

By the end of key stage 1, the performance of the great majority of pupils should be in the range of 'working at' age related expectations with some achieving 'greater depth'

By the end of key stage 2, the performance of the great majority of pupils should be in the range of 'working at' age related expectations with some achieving 'greater depth'

We strive to help children to achieve their true potential.

THE GOVERNING BODY

Reports are made to the governors on the progress of English throughout the school.

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

SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum 2014. The 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.

Communication and Language and Literacy are an integral part of teaching and learning in the foundation stage class, following EYFS documentation.

In Key Stages 1 and 2 English is delivered via 5 sessions each week covering a combination of spoken language, SPAG, reading and writing. Children in Key Stage 1 also have a daily phonics session.

During English lessons pupils work in a variety of groupings dependent upon the nature of the activity. These include whole class, group, paired work and individual work. Where it is thought to be most effective some setting into ability groups take place for part of the time.

Classes in key stages 1 and 2 follow a 2 year programme of work.

English is subdivided into 4 areas of attainment:

Spoken language

Spelling Punctuation and Grammar

Reading

Writing

SPOKEN LANGUAGE

The ability to speak and listen is fundamental to children's language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and school staff. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

The foundation stage children follow a curriculum based on Development Matters, working towards the achievement of Early Learning Goals in Communication and Language.

Children in our school are given opportunities to develop speaking and listening skills in lessons, in informal and social situations, and in assemblies and performances. Opportunities are planned to develop children of all abilities and stages of development, with extended opportunities such as preparing pieces for public speaking, as well as support for those who need it.

SPAG

To support the pupils in the complex skill of learning to read and write we use phonics systems for developing knowledge and understanding of how words are built. In FS and Key Stage 1 the pupils follow the national Letters and Sounds phonics programme.

At the end of Year 1 all children do the National Phonics Screening Check.

We teach spelling through the Letters and Sounds phonics programme in the Foundation Stage and Key Stage 1. More able children then progress onto Support for Spelling.

In key stage 2 we follow the statutory spelling guidance from the National Curriculum 2014 and also focus on topic related vocabulary.

Spellings are sent home at the discretion of the class teachers.

In line with National Curriculum 2014 children in Key Stage 2 have specific targeted grammar and punctuation lessons where skills are taught and practised.

READING

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to implement a range of strategies. They need to be able to decode words, and they need to develop comprehension skills.

We use the "Oxford Reading Tree" as the core scheme, throughout school, with which we support the acquisition of early reading skills. A range of reading books from other complementary schemes and "real books" supplements this. In line with 'Letters and Sounds' we are, when possible, buying new books as they are published which support the stages of letters and sounds phonics teaching. The pupils are encouraged to take their reading book home daily to enable parents and carers to share the experience of learning to read along with their child. Accompanying the reading book is a Home Reading Record which provides an opportunity for dialogue between home and school. We use the 'Book Bands' system of organising our reading books in the Foundation Stage and in Key Stage 1.

All reading resources available in school are carefully selected to aim for equal opportunity for all pupils in consideration of gender, ethnic origin and special educational needs.

Key Stage 2 Reading Scheme.

We use the Oxford Reading Tree – Treetops reading scheme in KS2. All reading books within the scheme are recommended as age appropriate for their specific age range. The reading scheme is split into 4 different colour bands. There is then a 'free reading' section to accompany each coloured book band.

We encourage the children to read at least 6 books, from each of the levels within the coloured book band, before moving onto the next level. When the children have finished reading a book they have some comprehension questions to answer in their reading review book which they then show to an adult in the classroom before changing their book.

We are aiming to improve and develop the children's understanding of what they have read by being able to answer the following different types of questions which appear within the KS2 reading tests.

- Literal questions
- Inferential questions
- Deduction questions
- Authorial intent questions

Pupils practise reading in a variety of ways. They regularly read from their reading book to their teacher or other nominated adult in the classroom. They participate in shared and weekly guided reading. We use the Guided Reading Records.. Informal assessment is ongoing. Formal assessment is done termly using SAT based materials. Children may also be assessed using the Benchmark materials if their teacher feels this is appropriate. In the foundation Stage children are assessed using the Early Learning goals for reading. Children are given individual or group targets following assessment. Children also read instructions, labels, displays and from books during other lessons throughout the week. The use of computers and the interactive whiteboard provide opportunities to reinforce reading skills.

Value is placed on reading for enjoyment. The children are encouraged to read for pleasure and to discuss books they enjoy. They use the school library during class time and also have the opportunity to attend a weekly lunchtime Library Club. Membership of Hebden Bridge Library is encouraged. We also have 'events' such as World Book Day.

WRITING

Pupils are provided with a wide range of stimuli for producing their own writing. They are given opportunities to write for a range of purposes and audiences, adapting their language and style according to purpose. Displays on the walls support the use of relevant vocabulary. Teachers model good practice in writing skills, grammar

and conventions of writing. Pupils are given opportunities in all areas of the curriculum to write independently and collaboratively. On occasion we give pupils the opportunity to celebrate good work by sharing it with peers, by displaying it in school, and also by showing parents, carers and staff our efforts during Friday Good Work Assemblies.

Writing in the Foundation Stage is assessed as an ongoing process using the Calderdale Learning and Development Progress Tracker (derived from Development Matters EYFS 2012) using the Early Learning Goal for Writing. In key stages 1 and 2 writing is assessed formally termly and by teacher assessment half termly.. Children are given individual or group targets following assessment.

There is an opportunity for extended writing within each unit of teaching and cross curricular writing is encouraged.

Emergent writing is valued and encouraged in the foundation stage, and for older children who are still at this stage of development.

Handwriting

Pupils develop fluent lines of correctly orientated letters from an early age. Handwriting begins in FS with mark- making and all pupils are given access to a wide range of pencils, pens, felt tips and crayons with which to hone their fine motor skills.

We follow National Curriculum guidelines using a variety of schemes and methods. Pupils are taught and are encouraged to use cursive writing where appropriate. Cursive letter formation is consistent in all classes.

CROSS-CURRICULAR LITERACY 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.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Higher ability children will be identified and suitable learning challenges provided.

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.

PARENTAL INVOLVEMENT

Parents are encouraged to support their own child's learning through;

- *reading to and with them at home
- *demonstrating good reading practise, e.g. visiting library, reading newspapers
- *demonstrating writing
- *valuing their child's writing
- *encouraging conversation

The home-school reading record is a valuable link.

Parents are encouraged to come into school to help with guided reading groups. Appropriate training and guidance are given.

