

KEMBLE PRIMARY & SIDDINGTON C of E PRIMARY SCHOOLS



English POLICY

Member of staff responsible	A Newton; K Wyatt
Governor responsible	
Sub-Committee responsible	Standards & Performance
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Statutory Policy	
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Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	Jan 16	New policy

Purpose of study:

At Kemble and Siddington C of E Primary Schools, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

This policy consists of key paragraphs that explain how English is taught and appendices that give further guidance about:

- Reading - appendix 1
- Writing - appendix 2
- Speaking and listening - appendix 3
- Spelling and Phonics - appendix 4
- Handwriting and Presentation - appendix 5

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.

In line with the national curriculum for English we aim 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

Planning:

The coordination and planning of the English curriculum is the responsibility of the subject leader who also supports colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for this subject

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

In Key Stage 1 we use a systematic programme called 'Read Write Inc' to deliver phonics and early writing skills.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: familiarization with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.

The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children. Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

The needs of children with English as an additional language will be met through planning.

Links to other subjects:

Literacy is encouraged and developed across our curriculum and links are made where appropriate. ICT is used where it enhances, extends and complements literacy teaching and learning.

Assessment for Learning:

Assessment data for reading and writing is collected 6 times a year to monitor attainment and progress in the two schools. Tracking spreadsheets, linked to Ros Wilson are available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The Subject Leader uses this information to:

- monitor progress across the school and for groups of identified pupils;
- regularly moderate writing samples to ensure accurate assessment;
- give the head teacher & governors an annual summary report in which s/he evaluates the strengths and weaknesses in English and indicates areas for further improvement;

Resources:

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class library. Useful resources and schemes are kept in each school and in a shared online drive as required.

Teacher resources are located in classrooms. Guided reading books are kept centrally in each school. These books are banded using colour codes.

The school library contains a range of fiction and non-fiction books.

A school subscription to Bug Club is used to support reading.

Appendix 1 - Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud frequently
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts

Much of the Programme of Study will be taught through English lessons. There is time set aside for independent reading, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill.

Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learnt about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading.

Teachers plan for independent reading activities during sessions of Literacy teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and sometimes displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books.

Reading Frequency

All teachers are responsible for hearing children read at least once per week and TAs hear children read weekly where possible. This should ensure that all children are heard read by an adult at least twice per week although this may be more frequent depending on need.

Resources

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.

Appendix 2 - Writing

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan, draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation (see Appendix 5 - Handwriting and Presentation)

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing in different curriculum areas
- planning, drafting, editing and presenting including using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for reading and writing will be used as a framework:

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word

level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

Resources

Each class has a range of materials to support the writing process. Each class also has a set of age appropriate dictionaries, thesaurus and word banks.

Appendix 3 – Spoken Language

Aims

Children need to be able to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Teaching and Learning

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

Resources:

Teachers have access to a range of resources for Spoken Language activities. These are kept in classrooms

Appendix 4 – Spelling and Phonics

Aims

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

(These aims are further broken down for specific age groups in the National Curriculum 2014)

Entitlement

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts
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Pupils have access to a range of phonics opportunities that include at KS2:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

Teaching and Learning

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Read, Write inc. as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word list appendices (national curriculum 2014) for their particular year group.

Spelling Homework

Weekly spelling lists are set on a Friday and tested on the following Friday.

KS1 - 5 to 8 spellings per week

LKS2 - 8 to 10 spellings per week

UKS2 -10 to 20 spellings per week

Resources

Read Write Inc

Letters and Sounds

Read Write Inc Spelling

National Curriculum 2014 spelling lists

Appendix 5 – Handwriting and Presentation

Aims

Children should learn to:

- develop a clear, legible style of joined handwriting to communicating thoughts and ideas in a written form.
- develop a fast, fluent style of handwriting that enables the child to write at speed and to keep pace with his/hers thinking.
- enable children to present work neatly, attractively and in an organised way.

Teaching and Learning

During the autumn term it is expected that there will be an emphasis on the teaching of handwriting. As well as being used to practise forming and joining letters, handwriting sessions may also be linked to spelling. Handwriting books are used for practising handwriting and guidelines are available used for best copies or for writing on plain paper.

Children will also be expected to use this cursive style of handwriting whenever they write. Copies of the alphabet showing upper and lower case letters should be on display in each classroom

Presentation of work

Date

All work should be dated. The aim is for children to write the date in full e.g. Monday 23rd May 2016 at the top of each piece of work. The short date e.g. 23/5/16 may be used in maths and on draft work. The date should be underlined with a ruler.

Title

The title or learning objective (sometimes called WALT) of a piece of work is written on each piece of work and underlined with a ruler.

Use of rubbers

Children are discouraged from using rubbers in all but best work. Children should be taught that mistakes are part of learning and are part of the drafting process so should be encouraged! Any mistakes that are made should be crossed through with a neat line using a ruler.

Use of handwriting pens

Handwriting pens are used at the discretion of the teacher throughout the school for best work. A 'handwriting pen license' is awarded for consistently neat, cursive handwriting however, a pen license may be revoked at any time if a child's handwriting lapses!