



Rudston Primary School

English Policy

Date: September 2018

**Subject Leaders: Mrs Jones and Mrs
Cavanagh**

**This policy and all school policies are produced in accordance to
guidance set out in our school legislation and guidance policy.**

**Approved By Governors: September 2018
Review Autumn Term 2019**

Our Mission Statement:

To develop a love of learning,
enabling all children
to reach their full potential.

* Respect * Resilience *

* Responsibility * Enjoyment *

* Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Introduction

English is the principle means of communication for most of us who live in this country. Children and adults communicate with each other and understand others through the use of this language. They can do this most effectively if they are taught how to speak it, understand it, read it and write it to a high standard. Children come to school with varying levels of language skill which we extend and deepen and provide them with a variety of language experience. All English teaching will contribute to skill development in the following areas:

- Speaking and Listening
- Reading
- Writing

Our Vision

At Rudston Primary School we believe that English is a fundamental life skill enabling children to develop their speaking, listening, reading and writing for a wide range of purposes. The knowledge and skills involved in speaking and listening, reading and writing are vital to success within all areas of education.

We believe that sound English skills are a necessary preparation to allow our pupils to effectively engage in further education and training, employment and ultimately achieve economic well-being. English also fosters the ability to use language purposefully and creatively, to encourage powers of imagination and to promote spiritual, moral and cultural understanding.

The development and progress through our reading schemes provides the opportunity for our pupils to read using increasing and more advanced reading skills, to develop the ability to read accurately, fluently and with expression and to also comprehend the written text. Our schemes include both fiction and non-fiction reading materials. We uphold and strongly emphasise the main purpose of writing, which is to convey meaning as a result of learning and to use and apply the basic skills of writing, vocabulary, grammar, spelling and punctuation.

OUR AIMS

Speaking and listening

We aim that children will:

- Think critically and logically.
- Order their thoughts and express them clearly.
- Develop skills of oracy giving the children confidence and understanding, equipping them for work and leisure.
- Express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others.
- Communicate with ease in many varied circumstances for different audiences and purposes.
- Have suitable technical vocabulary to articulate their responses.

The above aims are developed through:

- Providing a range of opportunities for children to talk and listen in formal and informal settings.
- The use of drama and role play to explore imaginary situations.
- Class discussion and debates on topical or contentious issues, both local and world-wide.
- Show and Tell sessions or News Sharing when children are encouraged to speak to their assembled classmates.
- Interviewing and hot seating carried out as part of a topic or project.
- Participation in class assemblies, school productions etc.

Reading

We aim that children will:

- Read with confidence, fluency and understanding.
- Be able to use a full range of reading strategies, e.g. phonics, word recognition, graphic knowledge, picture or context clues.
- Have an interest in books and read for enjoyment which provides them with a wealth of texts and story patterns for their own writing.
- Develop the skill of sustained reading.

- Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature.
- Have knowledge of a range of authors, poets and playwrights.
- Have experience of group, shared and individual reading.

Reading skills are developed through:

- Providing a wide range of reading material and opportunities for children to select from, for information and entertainment.
- Use of structured reading schemes – Bug Club, Project X, Collins Big Cat, Oxford Reading Tree and Floppy’s Phonics.
- Additional reading support for all children who have not yet reached the stage of being able to read independently.
- A daily programme of word recognition development in Early Years, Key Stage 1 and Key Stage 2 and Letters and Sounds
- Regular Guided Reading/Reciprocal reading is developed throughout the school.
- Home Reading through Bug Club.
- A whole school emphasis on reading for pleasure, involving all staff, parents and children.

Writing

We aim that children will:

- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of genres – be able to write in a variety of styles and structures appropriate to the audience and purpose.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have suitable technical vocabulary to organise their responses.

- Produce independent pieces of writing using correct punctuation and sentence construction.
- Write extended pieces of text.
- Have knowledge of a range of authors, poets and playwrights.
- Develop fluid and well formed handwriting (see Handwriting Policy).

Writing is developed through:

- A wide range of contexts for writing from role play to assembly productions. Writing skills are applied both in English lessons and through our Learning Challenge curriculum.
- Punctuation, grammar and spelling which are taught on a regular basis.
- Providing opportunities for collaborative writing.

Phonics and Spelling are developed through:

- The marking of work and feedback to pupils.
- Sound-symbol relationships.
- The teaching of regular spelling patterns and non-standard forms.
- The structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- Vocabulary associated with topics and specific curricular areas.
- A variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, spelling journals etc.
- Learning of spelling lists according to Statutory Requirements.

Handwriting

(also see additional Handwriting Policy)

Handwriting is developed through:

- Use of Collins Handwriting Scheme to support a structured and consistent teaching programme.
- The number of teaching and practice/application sessions reflects the key stage and needs of the children.
- Consistent reinforcement through modelling and marking.

- Introduction to the use of pens from Year 3, with the aim of all children to be writing in pen by the end of Year 4.

Role of Subject Leader

- Monitor planning, ensuring it meets the minimum requirements and that an appropriate level of challenge is being planned. In addition to this it will be looked at alongside books regularly by the English coordinator.
- Organise opportunities for in school reading and writing moderation, regularly.
- Monitor children's workbooks and/or files, regularly.
- Arrange discussions with pupils about English, regularly, following lesson observations.
- Learning walks across whole school per term.
- Attend co-ordinator meetings.
- Attend moderation meetings regarding SATs.
- Keep up to date with new initiatives.
- To provide, when necessary, inset training.
- Purchase English resources.
- Review new materials for use in school.
- Write annual Subject leader review.

Teaching and Learning

Our children are taught in an English rich environment where the all encompassing nature of English will be reflected in the cross-curricular links for reading, writing and speaking and listening. The English curriculum draws on a variety of teaching/learning approaches and we strive for a balance between those that concern the child's individual developing use of language and those that concern the knowledge about language and literature. The mode of working in English is a balance between whole class teaching, teacher directed group work and independent working.

Learning Support Practitioners are used in English to assist:

- In the classroom, by teaching children to read on a one-to-one context if necessary and supporting reading skills.

- In group and guided reading.
- On outings and visits by fostering discussion and questioning among small groups.
- In individual or small groups special needs teaching.

Subject Delivery

At Rudston Primary School 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 Key Stages 1 and 2 we do this through a daily lesson in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning. 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. Members of staff have high expectations that all children can achieve their full potential. Wherever possible, Learning Support Practitioners work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Phonics

EYFS, key stage 1 and lower key stage 2 (where necessary) follow the Letters and Sounds documentation for phonics leading into the Year 1 Phonics Book and Year 2 Spelling Toolkit (as produced by Liverpool LA). This involves teaching a daily four-part lesson with the children learning their phonics in 'phases' outside of the English hour. The foundation stage use Letters and Sounds. This scheme adopts the synthetic approach to teaching phonics, as advocated by the Rose report.

Pupils in the Foundation Stage also access English during their independent learning time, with CLL being planned for in the different areas of learning. All pupils have the chance to use reading areas, technology, role play areas, Communication Friendly Spaces and outdoor provision during child initiated time. These designated times give the pupils the opportunity to take ownership of their learning and choose which direction they want it to go. Staff are there to guide and support as well as observe, with such observations feeding into pupil assessment.

Spelling, Punctuation and Grammar

Spelling sessions are taught discreetly for at least 2 x 20 minute sessions per week, as well as additional shorter sessions incorporated into English lessons. Each class has a 'Spelling Stop' or a 'SPAG area' as well as an 'English Help Desk' and English working wall to support children with their spelling.

Vocabulary, punctuation and grammar are taught explicitly through SPAG lessons on a weekly basis as well as discreetly during English lessons.

Resources

It will be the responsibility of the English Subject Leader to purchase, store and maintain new English resources. All staff members will be involved in identifying the needs for new resources and will inform the English Co-ordinator of any areas in which resources could be improved.

There is a wide range of resources to support the teaching of English across the school. Resources listed as follows-

- Each classroom has a store of books for a class library or reading area.
- All classrooms have dictionaries and Y2 – 6 have thesauruses.
- Each classroom displays subject specific vocabulary which pupils are encouraged to use regularly.
- Each class has an English Working Wall to support children's learning.
- Children have access to a school library (one in each Key Stage) containing high quality reading material, which is up to date, relevant and balanced in its presentation of fiction and non-fiction as well as ethnicity, culture and gender.
- Book banded guided reading books are stored in corridors in both Key Stage.
- A wide range of Spelling, Grammar & Punctuation board games are available for both Key Stages.
- All year groups have access to flash cards, phoneme frames, word fans and magnetic letters to support the teaching of phonics.

Planning

Clear and careful planning is important to the success of the teaching of English. We follow the LA English Plans, which outline the concepts and knowledge to be developed in each year group. Within the medium term plans, continuous and weekly objectives are highlighted. The planning follows a three phase format of Immerse, Analyse and Write.

Long term and medium term planning

This is based on the Primary National Curriculum Programmes of Study (2014) for English to ensure coverage. Teachers are encouraged to plan their units of work in a way that supports good cross-curricular links, enhanced by our Learning Challenge Curriculum.

Short term Planning

In line with the school policy on planning, teachers are expected to show differentiation where appropriate and progression over the week and unit in specific areas. Teachers plan to include a range of teaching strategies ensuring a balance between audio, visual, and kinaesthetic techniques. Plans are shared with learning support practitioners and are adapted in the course of a unit in response to on-going assessments.

Time Allocation

English is taught using Government guidelines, on a daily basis with each class allocating teaching time to the subject. It has been agreed that additional time throughout the week is given to phonics, SPAG, guided reading, handwriting and independent reading. In KS1: phonics is taught daily for 20 minutes; in KS2: SPAG is taught both discreetly for a minimum of 1 x 30 minute session, as well as being integrated through English lessons. Each child is provided with a 20/30 minute guided reading/reciprocal reading session per week. It is expected that there is also an extended write within Learning Challenge lessons.

In the EYFS Communication Language and English (CLL) is carefully planned so that it permeates all aspects of the child's day.

In addition to this, there is also an annual Immersive Text Focus fortnight to provide inspiring writing opportunities.

Homework

We acknowledge and value the effect that input from home has on a pupil's motivation and attainment. Homework includes:

- Reading (through Bug Club)
- Developing sight vocabulary.
- Developing spelling skills and knowledge. (through Spelling & Grammar Bug)
- Reinforcing class work.
- Preparing work for use in English and other lessons.
- Cross-curricular opportunities for reading and writing through our Learning Logs

The emphasis in our teaching of English is in extending pupils' knowledge about language, starting from what children can do, from their positive achievements in language and from the implicit knowledge about language that all children possess. We work together in order to make the learning experience of our pupils as smooth and continuous as possible and as diverse and exciting as possible.

Equal Opportunities

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (i.e. SEND, EAL, Pupil Premium, CLA) is carefully monitored.
- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments will be made available to enable children to access the learning required.

Inclusion Provision

Interventions for children who are not making expected progress are discussed and planned for during Pupil Progress meetings. Sessions are delivered in specific areas (reading, writing, spelling, handwriting) for a focused period of weeks. There is a focus on pre-teaching to support vulnerable learners at risk of not reaching age related expectations.

Special Needs

SEN Children (EHCP) have their particular needs recognised and are supported in the classroom by their class teacher who provides support as appropriate.

EAL

We are aware that children with English as an additional language may have specific challenges that may require tailored support in order to access the curriculum. There is additional support for children with EAL from EMTAS.

More Able Pupils

We are committed to raising standards of our more able pupils. These children are given a chance to further their understanding and deepen their learning through more challenging tasks and questioning from the class teacher and use of the LSP.

Target Setting

Children will be made aware of their own individual termly targets in English in discussion with the teacher.

Monitoring

Monitoring is undertaken in various ways:

- The SLT observes lessons usually with a focus that is a whole-school issue or area for development.
- Learning walks undertaken by the English team.
- Regular scrutiny of planning and pupils' work undertaken jointly by English team and School Improvement Officer
- Scrutiny of pupils' work.

Assessment

Assessment is a vital part of planning and teaching English. It is both formative and summative.

Formative

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a regular basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

It includes:

- Focused marking which adheres to the Marking Policy (see policy).
- Short assessment tasks.
- Keeping notes on those achieving below or above expected outcomes.
- Individual monitoring of progress on Bug Club.
- Keeping records of the children's progress on O Track.

Summative

This provides end of year information on pupils' progress.

- Statutory Teacher Assessments in English are undertaken in Year 2.
- In Year 6 SATs tests are set in accordance with legal requirements at the end of KS2.
- At the end of Foundation Stage children are assessed in line with EYFS 0-5 criteria under statutory regulations.
- At the end of Year 1 children undertake the Phonics Screening Test.

Cross Curricular Links

The skills developed in the teaching of English are generic. It is a component of all other subjects. This will be particularly true of computing and Foundation Subjects and in our themes.

We use a Learning Challenge Curriculum which often has cross-curricular links to English and provides regular opportunities for reading through research and extended writing.

Website Information

The English team are responsible for updating the areas of the website specific to English. Updates are also added to the year group Twitter pages on a weekly basis as well as the English twitter feed.

Reading scheme/s

Bug Club, Oxford Reading Tree, Floppy's Phonics, Project X, Collins Big Cat.

Phonics scheme

Letters and Sounds, Liverpool Year 1 Phonics Plans.

Reporting to Parents

Parents are given the opportunity to discuss English with their child's teacher through Parents Evenings and annually through a written report. Reporting in English will focus on each child's progress in all areas of the subject.

Review of Policy

This policy was written by Clare Jones and Jessica Cavanagh and was reviewed by the governors at the start of school year 2018/2019. The policy will be reviewed in 2019.

Sign_____

Date_____