



Rudston Primary School

English Policy

Date: September 2020

**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 2020
Review Autumn Term 2021**

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 and Oxford Reading Tree.
- 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 section).
- Be able to self-edit using toolkits.

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.
- Verbal feedback.

Phonics and Spelling are developed through:

- The marking of GPS and verbal feedback to pupils. Children are to then correct own work through editing.
- 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 through Spelling Shed which is used in class and at home.
- Non-negotiable spellings from previous year groups displayed.

Handwriting and presentation

Handwriting is developed through:

- Resources such as Collins Handwriting Scheme to support.
- The number of teaching and practice/application sessions reflects the key stage and needs of the children.
- Consistent reinforcement through modelling (by all members of staff including LSPs, supply teachers and students) and Verbal feedback.
- Introduction to the use of pens from Year 3, with the aim of all children to be writing in pen by the start of Year 4.
- High expectations from all staff of letter formation, ruler use for underlining and neat crossing out for corrections.

Handwriting strategy and progression:

Handwriting is a skill which needs to be discretely taught and practised.

- Nursery and Reception to teach correct pencil grip and letter formation with lead outs, this includes the pre cursive k and f.
- Year 1 to teach cursive letters with the lead ins and lead outs.
- Year 2 to teach the children how to join.
- Year 3 to continue joining practise as well as the introduction to pen use.
- Year 4 – 6 to maintain this high expectation of handwriting with discrete lessons and practise sessions if needed.

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.
- Monitor curriculum coverage and the teaching of GPS and phonics.
- 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.
- Attend co-ordinator meetings.
- Attend moderation meetings.
- 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. The English curriculum is taught through carefully chosen quality texts which the children become immersed in. Texts are challenging and a balance of classic and modern literature is used.

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 lessons 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 and key stage 1 follow the Letters and Sounds documentation for the sequence of sounds taught. This involves teaching a daily four-part lesson with the children learning their phonics in 'phases' outside of the English hour. Phase 1 is taught in Nursery with phases 2-4 in Reception and phase 5 in year 1. There will be children in year 2 and KS2 who will still need this phonics teaching as part of their education.

Phonics is taught whole class with just the apply section differentiated. This is to ensure the correct progression and to not put a ceiling on any pupils' learning. If a child is struggling the previous phases will be addressed through intervention.

Spelling, Punctuation and Grammar

Spelling sessions are taught discreetly each week through the Spelling Shed scheme and online resources. Children are encouraged to access Spelling Shed at home. Each class has a 'Spelling Stop' or a 'GPS area' and English working wall to support children with their spelling.

Vocabulary, punctuation and grammar are taught through the quality texts as well as discrete sessions when needed.

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; including toolkits and non-negotiable spellings.
- 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. Teachers choose a main text for a half term following the children interests, needs and genres outlined in the curriculum.

Long term and medium term planning

Our whole school English coverage curriculum 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. Teachers are responsible for ensuring coverage and progression and this is monitored by the curriculum leaders.

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.

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 Shed)
- 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) 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

SEND Children 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.

Monitoring

Monitoring is undertaken in various ways:

- Pupil voice
- Learning walks undertaken by the English team.
- Scrutiny of pupils' work.
- Planning meetings with staff
- Lesson observations when appropriate
- Long, medium and short term planning reviewed.

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 feedback in line with our feedback 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.

Reading scheme/s

Bug Club, Oxford Reading Tree, Project X, Collins Big Cat.

Phonics scheme

Letters and Sounds

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 2020/2021. The policy will be reviewed in 2021.

Sign _____

Date _____