

Reculver Church of England Primary School



English Policy

Date adopted by Local Governing Body: April 2016

Date of next Review: September 2019

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

This is a whole school issue.

English has a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in.

At Reculver Primary School, 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.

Purpose

- **To promote a shared love and understanding of literacy;**
- **To establish an entitlement for all pupils;**
- **To establish high expectations for teachers and pupils**
- **To promote continuity and coherence across the school.**

Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Time Allocation

English is taught daily giving children time to develop reading, writing and speaking and listening skills.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from daily story sessions.

Teaching and Learning

Planning

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. Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies.

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: familiarisation 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.

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. 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.

Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Teachers assess six times per year and the data is used to inform teaching. Data is shared and children are discussed at pupil progress meetings. Intervention groups are set up according to the needs of the children.

Children are aware of how to improve their work through success criteria linked with the sentence menu expectations of their year group.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English subject leaders will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English subject leaders leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Monitoring and Evaluation

The Head teacher, Assistant Heads, the English subject leaders, Assessment Co-ordinator and teachers, monitors English. Having identified priorities, the SLT and English subject leaders construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

This policy will be reviewed Autumn 2019 or according to the School Development Plan.

Reading

Aims

- We aim to enable our pupils to read for enjoyment, confidently, accurately and with understanding.
- We aim to employ a full range of reading cues – phonic, graphic, syntactic, contextual – to monitor, correct and make sense of their own reading e.g miscue analysis.
- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.

- We aim to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- We aim to develop a suitable technical vocabulary through which to understand and discuss their reading.
- We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

Principles for the Teaching and Learning of Reading.

In order to deliver the above, we will meet the national curriculum objectives. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre.

Strategies for the teaching of reading.

At Reculver Primary School, reading is taught alongside the synthetic phonics programme Read Write Inc (RWI). This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme the children will be taught to:

- Discriminate between the separate sounds in words
- Learn the letters and letter combinations most commonly used to spell sounds.
- Read words by sounding out and blending their separate parts
- Study written representations of a sound and how it looks
- Recognise on sight vocabulary identified as 'red words'

Reading is taught through shared teaching the skills of reading sessions and opportunities to practise and consolidate skills through independent reading. During these sessions, teachers/ teaching assistants will use a wide range of strategies to try and enhance the teaching of reading. Some of these are outlined below:

- Modelling and discussing the features of written texts through shared reading of texts.
- Giving direction to develop key strategies in reading
- Demonstration – e.g how to use punctuation when reading, using a shared text
- Explanation to clarify and discuss e.g need for grammatical agreement when proof reading
- Questioning – to probe pupil's understanding of text.
- Investigation of ideas – to understand, expand on or generalise about themes and structures in fiction and non-fiction.
- Discussion and argument – to justify preference
- Provision of a wide range of fiction and non-fiction genres for the children to choose from.

Strategies to enhance the learning of reading

We believe that in order for children to foster an enjoyment of reading and in order for them to have an understanding of the texts they read, they must be at the centre of their own learning. Some of the strategies used to enhance this independent learning are outlined below:

- We are aware that all children have individual and preferred learning styles.

Therefore, we aim to provide children with a range of visual, kinesthetic and auditory experiences which will enhance and improve their reading skills.

- Children will be made aware of the learning focus of the reading session.
- Children will be given oral and/or written feedback about their reading in order to help them develop specific aspects of it further, aiding progression.
- Children will be given opportunities to self-assess their own reading. This not only promotes independence but also assists in their reading development.
- Reading tasks/ books will be appropriately matched to individual abilities and needs in the classroom (differentiation).
- Home/ school reading will be encouraged. Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to use the reading prompts and make relevant comments about their child's reading or understanding in their reading record book.

Accelerated Reader

In Key Stage Two the Accelerated Reader programme is used. Children take a 'Star Reader' assessment three times a year which provides them with a ZPD (Zone of Proximal Development) to help to guide their reading choices. The children have free rein to choose books within their ZPD. After reading a book the children complete a quiz which helps the teachers to monitor their understanding and comprehension skills. Teachers analyse data from the STAR assessments and AR quizzes to support the children in their reading progression.

As part of the AR programme parents can track their children's reading from home using the 'Home Connect' website. Parents can receive instant feedback on the quizzes taken and help to guide their children in their reading choices.

Buster's Book Club

Buster's Book Club is a reading incentive to promote reading at home in Key Stage One. Children are encouraged to read every night at home but especially on a Wednesday when the Early Years, Year 1 and Year 2 Teachers look at the children's reading bookmark (sent home in the Autumn, Spring and Summer Term) and add up how many minutes of reading they have read at home.

The data is collected for how many children have read the expected 10/15 minutes of reading and any additional minutes read (recording how many). The data from each class is reported to the KM Charity team.

Every week a child from each class is recognised for most minutes read, best progress made or participation in reading at home and awarded with a 'Star Reader' certificate.

The Star Reader is announced weekly on Class Dojo and badges are awarded to acknowledge the child's reading success. These can be bronze, silver and gold.

Writing

Aims

- We aim to allow children to write in different contexts and for different purposes and audiences
- We aim for children to be increasingly aware of the conventions of writing, including vocabulary, grammar, punctuation and spelling

- We aim for children to have opportunities to plan draft and edit their writing to suit the purpose
- We aim to use ICT as a literacy medium for presenting work and manipulating text
- We aim for children to know how to form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Principles for the Teaching and Learning of Writing.

In order to deliver the above, we will meet the national curriculum objectives. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre.

Strategies for the teaching of writing.

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

- shared writing
- guided writing
- Extended Writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- 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 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.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

Spoken Language

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately

- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

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
- Talk for writing
- 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 outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc. Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

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

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.

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 through Read Write Inc
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities that include at KS2:

- Whole class teaching of specific spelling conventions and rules
- Using phonological and morphological 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 'no nonsense spelling' 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 red 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 lists for their particular year group including the common exception words.

Resources

RWI

No Nonsense spelling

