

Wootton-by-Woodstock CE Primary School

Policy for English

Definition

English is a core subject of the National Curriculum and Foundation Stage curriculum. English encompasses the key skills of reading, writing and spoken language.

The planning of the curriculum takes into account the following aims, which integrate the requirements of the National Curriculum for English 2014 and the EYFS curriculum.

Aims for English

For children:

- To read, write and speak with confidence, fluency, accuracy and understanding in all curriculum areas for a range of purposes.
- To develop listening skills.
- To take part in a variety of language-based activities including role-play, drama, debates, discussions, play readings.
- To have the opportunity to take part in school based productions or performances, which are performed to their parents and/or others.
- To explore how language is used in events such as theatre visits, live drama, a book week, a visiting author or storyteller.

The Curriculum

The school follows the EYFS curriculum for reception children and the National Curriculum for English 2014 for KS1 and 2.

The EYFS Prime Area covered is Language and Communication encompassing listening and attention, understanding and speaking. The Specific Areas covered are Literacy, encompassing reading and writing and Physical Development for handwriting.

The National Curriculum for English encompasses the statutory Programmes of Study for Spoken Language, Reading and Writing. The Programme of Study for reading consists of two dimensions - word reading and comprehension (both listening and reading). The Programme of Study for writing also consists of two dimensions - transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing, through accurate, appropriate use of grammar, vocabulary and punctuation.)

Teaching and Learning

Reading

AIMS

For children:

- To develop a love of reading through accessing books, magazines, online material and other reading resources.
- To see reading as an enjoyable and worthwhile experience.
- To become fluent readers who are able to read a wide range of texts confidently.
- To be able to choose appropriate reading material.
- To develop as discriminating readers and make a critical response to what they read.
- To read for information in other curriculum areas and use reading for other purposes.

CURRICULUM

Reading is taught through the Programmes of Study in the National Curriculum 2014 consisting of two dimensions, word reading and comprehension and the Communication and Language and Literacy strands of the Foundation Stage curriculum. Reading skills may be taught discretely in English lessons or through other curriculum subjects such as instruction texts in Design and Technology.

In addition, children have an opportunity for sustained reading in a minimum of two sessions each week; share a class story, and take home reading books for formal and informal reading homework. Individuals read to the teacher, TA or parent helper as a means of monitoring progress and for extra 'practice'. This happens more frequently for less experienced readers and for children who are identified as SEN. Both key stages have a range of fiction and non-fiction books available in class. Picture books at varying levels are also available.

The different elements of reading are taught through:

Early reading

We teach early reading skills through a wide range of strategies: regular use is made of sound and phonic work (using the 'Jolly phonics' and letters and sounds' synthetic phonics strategies) and sight word recognition; words are read individually and in context. Words are also learnt by using them directly in sentence composition. A range of books graded using the 'book bands' scheme is used, including books with no words to develop storytelling and early comprehension skills.

Shared Reading:

The texts are chosen to reflect the English scheme of work and the cross curricular topics each class is covering. A Shared Reading text may be more challenging than texts the children can tackle independently. It is the teacher's role to demonstrate strategies a reader uses to decode and explore a text.

Guided Reading:

The children work in ability groups and teaching is matched to the needs of the group. Guided reading may happen more frequently when reading is the unit focus or less frequently when the main focus is on writing, particularly in KS2.

Independent Reading:

All children are expected to take reading books home to encourage independent reading. Every child has a reading record, which provides a link between home and school and may contain entries written by children, teachers, parents and TAs. Children may be asked to read as their 'coming in' task on a daily basis and are given other time outside the English lesson in which to pursue sustained reading, such as the first half hour of the afternoon.

Other opportunities:

We welcome community volunteers who come in and work with individual readers. We work with writers, poets, storytellers, the local library service and bookshop to enrich the English curriculum. Texts are linked with theatre visits and DVD adaptations in order to enhance analytical reading skills and interpretation of texts.

Writing

AIMS

For children:

- To see writing as an enjoyable activity and understand the importance of writing.
- To be able to write fluently and accurately as well as creatively and meaningfully.
- To write for a range of purposes and understand that writing forms may vary according to the purpose or audience.
- To compose on paper and on computer screen and use redrafting to improve and develop the content, style and accuracy.
- To use punctuation, grammar and spelling accurately.
- To present work neatly and clearly, forming letters correctly and developing a fluent, cursive style.

CURRICULUM

Writing is taught through the school scheme of work for English and the Programmes of Study in the National Curriculum 2014 consisting of two dimensions transcription - spelling and handwriting, and composition - writing in different genres, vocabulary, grammar and punctuation. The Literacy and Physical Development strands of the Foundation Stage curriculum are followed for the Foundation stage children. Links between reading and writing are made explicit: the structure and language features of each text type are first explored through exposure in reading and then used as a model for writing.

Early writing:

Foundation stage children are encouraged to write using developmental writing. They are encouraged to sound out words and write the initial phonemes using the 'Jolly phonics' and letters and sounds' synthetic phonics strategies. A 'magic line' can be used to show that there are more phonemes in the word. Activities such as using chalks and painting with water support the youngest children in their mark-making and pre-writing skills. The "phonicsplay" website is also used to support and teach phonic strategies.

Modelled writing:

The teacher speaks aloud the thought processes as a writer, making explicit the

structure, language features, spelling and punctuation of the text type while writing and modelling letter formation.

Shared writing

This is a collaborative approach where pupils contribute their thoughts for the teacher to select the most appropriate and give reasons for choices made.

Guided writing

The teacher or another adult works with a group during a writing activity. The adult will focus on a particular aspect of the writing process linked to individual or group targets to provide an appropriate level of challenge.

Independent writing

Children are given the opportunity to apply their understanding of the text type in their own writing during independent writing and Big Write sessions. They may work alone, with a peer or in guided groups to assess and redraft work. Opportunities for extended and creative writing are provided, and links to other subjects are made explicit in medium term plans e.g. a recount of an historical event.

Handwriting

Handwriting is taught following the school's scheme of work in both discrete sessions and reinforced in shared, guided and independent writing sessions. It is expected that the majority of children will have mastered correct letter formation by the end of Year 1 and will have developed a fluent, cursive style by the end of KS2.

SPOKEN LANGUAGE

AIMS

For children:

- To speak confidently, clearly and audibly in a wide range of contexts.
- To listen with concentration in a wide range of real contexts, such as talks, radio, television.
- To participate in class and group discussion, debates and individual presentations.
- To communicate independent views and opinions, respond imaginatively and express feelings through spoken language.

CURRICULUM

The programme of study for years 1-6 in the National Curriculum 2014 and the Communication and Language and Literacy strands of the Foundation stage curriculum are used as a basis for teaching and learning.

Drama

Drama is of central importance in developing language use, we aim for pupils to:

- Create, adapt and sustain different roles individually and in groups.
- Explore meaning of texts e.g. characters, actions, emotions.

Presentations

Children are taught to prepare and present information based on class topic work or an out of school interest. This can be in the form of a recount e.g. of an event that they have attended; or in the form of an information text or explanation. Big Talk sessions are used to encourage confident, articulate speech.

Debates

Children are taught how to construct an argument for debate and how to present this argument within a large group.

Other opportunities

These include expressing feelings and opinions during PSHE and other curriculum subjects, and in incidental situations. Children may also take part in a school council or Eco Schools group and share their opinions using pupil voice via PPP meetings. We also place importance on teaching children to speak politely and appropriately to all persons in any circumstances.

Progression, Differentiation and Personalisation

A variety of differentiation and personalisation strategies are incorporated into English lessons, for example:

- Stepped Activities which become more difficult and demanding but cater for the less able in the early sections.
- Common Tasks which are open-ended activities where differentiation is by outcome.
- Resourcing which provides a variety of resources depending on abilities e.g. writing frames, word lists, differentiated reading texts.

- Grouping according to ability so that the groups can be given different tasks when appropriate. Activities are based on the same theme but at different levels.
- Precision learning is provided for those pupils whose progress is causing concern in addition to the class's English sessions.

SEND

It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities and support that are matched to the needs of children with learning difficulties.

Children with SEND are normally taught within the daily English lesson. Small groups working with a class teacher or TA are frequently used to provide extra targeted help where needed. English is frequently a focus for Precision Learning activities.

Within the daily English lesson teachers not only provide activities to support children who find English difficult, but also activities that provide appropriate challenges for children who are high achievers in English. See SEND and Most Able policies.

ICT

ICT is an important means of developing language use in the context of the modern world and is used to support pupil learning by using opportunities to compose directly on screen and use word processing techniques to develop writing skills. Pupils use ICT to check for written accuracy, using grammar and spell checkers and use the computers to read for information. Word processing may be used to support children with SEN and as a means of encouraging reluctant writers. The internet provides valuable support in research and non-fiction reading. ICT also includes the use of cameras and digital recording devices to develop speaking and listening skills. (See Computing policy.)

SMSC

The teaching of English enables children to gain a deeper understanding of times, places and cultures other than their own. It provides opportunities to develop the whole child:

Socially: To work in groups or pairs co-operatively, communicating effectively and sharing expertise and ideas, for example in guided writing sessions evaluating each others' work and suggesting ways to improve.

Morally: Encouraging a sense of personal responsibility for their own learning in class and through homework. Encouraging honesty. Opportunities are provided to explore moral issues through the expression of authors as well as themselves and explore reasoned views about moral and ethical issues.

Spiritually: To use language to explore and share concepts such as the beauty of the world and differing viewpoints and opinions. To reflect on and explore the beauty of language for example in poetry. To use imagination and creativity in their learning. To develop the ability to confidently express their 'inner selves' and how they relate and respond to the world.

Culturally: To develop an understanding of multicultural awareness, sensitivity and respect for those from cultures different to their own, through the reading of stories and information texts relating to and originating from different cultures.

Assessment

Work is assessed according to the School Assessment Policy and the Teachers Standardised Assessment Policy.

In 2014 teachers use the Key Objectives from the APP assessment sheets to track and monitor progress for children working at National Curriculum levels and the EYFS development matters statements for children working on the Foundation Curriculum. P scales are used for assessment below National Curriculum levels. These assessment procedures will change in line with new guidance currently being developed.

In the Summer term 2015 the children will be formally assessed using the National Tests in years 2 and 6 and the Foundation stage profile for Reception children. Phonics testing for the Y1 children will also take place in the Summer term. These assessment procedures will change in line with the new guidance developed for the National Curriculum 2014, EYFS and new national statutory tests.

Parents are given the opportunity to formally discuss their child's progress in the Autumn and Spring terms.

Annual written reports are sent home and include statements on reading, writing, spoken language, spelling and handwriting with guidelines for next steps.

Resources

- There is a range of resources (including computer programmes and interactive teaching programmes) to support the teaching of English across the school. These are stored in classrooms and in the resource cupboard.
- Each class holds a stock of fiction books and other reading material such as 'First News' newspaper. Dictionaries and thesauruses are also available at appropriate levels in all classes. Non-fiction books are generally stored in the Forest Room library and selections may be made from here regularly to supplement class reading stock or topic research. Guided reading books are also kept in each class although teachers may share books from different classes if they are at an appropriate level for the children in their class.
- When appropriate, pupils will be encouraged to independently select resources suitable for the task.

Monitoring and Evaluation

The school monitors and evaluates on a continuous basis by the following:

- Lesson observations and the quality of teaching
- Work scrutiny
- The quality, consistency and effectiveness of long, medium and short term planning
- The quality, consistency and effectiveness of assessing and learning
- The quality and deployment of resources to support learning

Continuing Professional Development

All adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place.

Equality and Access

All teaching and learning opportunities are available to all irrespective of religion or belief, race, nationality, ethnicity, sexual orientation, age, ability or disability, opinion or family background.

Texts are provided to represent a range of cultures and access to learning is provided at an individual level through differentiated teaching and learning strategies. We recognise potential differing language experiences of pupils at home and in the wider community and make use of additional support such as EAL and speech therapy when appropriate.

See Equality and Access Policy

Health and Safety

Please see Health and Safety Policy.

Agreed _____

Person Responsible: JC

To be reviewed: