

Calverton Primary School



English Policy

Person responsible for the policy	Assistant Headteachers
Date reviewed and shared with staff	Autumn 2019
Date to be next reviewed by staff	Autumn 2020
Date ratified by the Governing Board	Autumn 2019
Date to be reviewed by the Governing Board	Autumn 2020

Signed by Chair of Governor:	Signed by Head Teacher:
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ENGLISH AND LITERACY POLICY

1. MISSION STATEMENT

'Every Child, Every Chance, Every Day'

Calverton aspires to provide a school environment that is safe and stimulating for the children in our care. We aim to promote the highest possible levels of achievement for all members of the school community, valuing all learners equally and developing within them an enthusiasm for learning and a desire for personal excellence.

2. AIMS

We aim to develop pupils' abilities within an integrated program of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Calverton Primary School we strive for children to be a 'Primary Literate Pupil'. By the age of 11, we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- have an interest in books and read for enjoyment;
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation;
- be developing the powers of imagination, inventiveness and critical awareness;
- have a suitable technical vocabulary to articulate their responses.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Document (2014) and in the Early Years (under 5) Foundation Stage Framework (2014).

In the Early Years Foundation Stage EYFS (Nursery and Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with

enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our link governor for English.

This policy will be reviewed every two years or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary Curriculum. The Early Learning Goals (ELGs) in the EYFS are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

KS1 and EYFS

Children in the Nursery use the RWI programme (Read, Write Inc).

There are daily RWI sessions for children in Key Stage 1 and Foundation Stage. Children are grouped according to ability. Those children exceeding in the reading progress have a daily English lesson instead using the Language and Literacy program.

KS2

There are daily English sessions. Children remain in their own classes for English. Teachers plan their lessons using the Language and Literacy program. There are many opportunities to use English across the Curriculum and where possible children are encouraged to write for 'real purposes'. Provision is made for children who require intervention programs through RWI.

5. APPROACHES TO SPEAKING AND LISTENING

In the EYFS, there are three strands as part of the Communication and Language area. Each area has an ELG and children are given the opportunity to reach these ELGs through talk every day throughout the Curriculum.

1. **Listening and Attention:** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

2. **Understanding:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
3. **Speaking:** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction; and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Children also have weekly P4C sessions (philosophy for children) which encourage children to ask questions, take part in debates and listen to others. Children also take part in assemblies and performances throughout the school year and there are regular opportunities for speaking and listening across the curriculum.

6. APPROACHES TO READING

Children learn to read using a program called Read Write Inc. (RWI) Phonics. Reading is taught using synthetic phonics from Reception where children are taught letter sounds, blending, reading with fluency and expression and partner work. Phonic storybooks are shared at school and home. The expectation by the end of Reception is to achieve the ELG in reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

By the end of Year 1, the expectation is that all children are accurate and speedy readers. Children are given extra support where needed. Children in Years 2 and 3 receive the programme if they need reading support and children in Years 4, 5 and 6 receive Fresh Start, aimed at teaching reading at a faster pace.

Children in the nursery work on general sound recognition such as instruments, environmental and body sounds. As they near the end of their time in the nursery, they will begin to learn the first 30 letter sounds. Help and support can be found at www.ruthmiskin.com

Children are encouraged to share reading books at school and at home and guided and shared reading takes place regularly. Children in KS1 and KS2 also have a daily 30 minute reading session, which incorporates reading for pleasure and guided reading activities. Pupils are encouraged to use the school library and interactive displays encourage a love of reading. National Book Week is celebrated each year and books are sold at an afterschool book fair.

A daily reciprocal reading session is taught from Year 2 to Year 6 which teaches children to predict, clarify, question and summarise. Real texts are used as the stimuli for these sessions.

Reading is used across the Curriculum in all subjects and children are asked targeted questions based on assessment focuses to assess their understanding of what they have read. Reading areas in classrooms, KS1 Library and KS2 Library have been developed to raise the profile of reading across the school.

7. APPROACHES TO WRITING

In the early stages of writing, children are encouraged to write emergently as part of the continuous provision using a variety of media and in a variety of situations. The children work toward achieving the ELG in writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Adults model writing during whole class work and with individual children. All children have regular sessions of creative writing. Handwriting is initially taught separately with children expected to transfer these skills to their independent writing. As children progress through school, they are encouraged to develop an awareness of different punctuation, sentence structure and the mechanics of language. Children are encouraged to experiment with language and vocabulary and take risks!

SPELLING

Read Write Inc Spelling is used from Year 2 onwards to teach spelling. It is taught for an additional 30 minutes weekly, in addition to being included daily in Literacy and Language lessons. Spelling log books are used to record individual progress and build a home/school link.

HANDWRITING

Continuous cursive handwriting is taught from Reception to Year 6 and practised for 10 minutes daily.

During and by the end of the Foundation stage, it is expected that children will use a pencil, and hold it effectively to form recognisable letters.

During and by the end of KS1, it is expected that children will write legibly using a comfortable pencil grip and will join their letters.

During lessons, we ensure that children sit, position their paper / book and hold their pen/pencil correctly. Staff should also position themselves appropriately when writing on the board.

To enhance and encourage handwriting development and to raise the importance of presentation, a pen licence is presented to children from Year 3 onwards. The conditions for being awarded a pen licence are displayed in classrooms. Children should demonstrate

correct letter formation using joined up and fluent handwriting across all curriculum subjects. There should be consistency in size and proportion with the correct spacing between letters and words.

All KS1/KS2 children have the opportunity to use a pen in their Special Writing Books if they demonstrate good handwriting.

8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

It is expected that an additional piece of extended writing will be carried out in a subject other than English, per term.

9. THE USE OF COMPUTING

Opportunities to use computing to support teaching and learning in English will be planned for and used as appropriate.

10. ASSESSMENT AND NEXT STEPS (formerly known as targets)

Work will be assessed in line with the Assessment Policy. Each child, from Reception to Year 6, completes an assessed piece of writing every term during the end of a taught English unit.

Teachers are also required to use the English bookmarks as a formative assessment tool. These should be stuck into children's exercise books and used on a daily basis.

Targets are set and reviewed termly, and children and their parents, are involved in the learning process. Children in the EYFS use Next Steps for their targets. Regular Pupil Progress Meetings give the teachers and Senior Management a chance to discuss the progress of every pupil.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Intervention and special consideration is given to children with English as an additional language. Gifted and talented children will be identified and suitable learning challenges provided.

INTERVENTION PROGRAMMES

These are run by the teacher assistants across each year group every afternoon.

In Key Stage 1, RWI intervention is also used in the afternoon.

Any mid phase admissions are assessed in reading and phonics.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

12. ROLE OF SUBJECT LEADER

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:

- pupil progress;
- provision of English;
- the quality of the Learning Environment;
- taking the lead in policy development;
- purchasing and organising resources;
- keeping up to date with recent English developments.
- maintaining links with the governor for English.

13. PARENTAL INVOLVEMENT

Parents are encouraged to support their children with English by reading with children, using books or Bug Club and using the home-school journal to communicate with school; assisting learning spellings/words where appropriate; and supporting their child's individual targets. Each child is given a piece of English homework to complete on a weekly basis. Parents are asked to help their child complete the homework tasks. Children are expected to read at home daily and record pages read in their home journals. Throughout the school year, opportunities arise for parents to encourage their children to read by buying books during Book Week/ National Book Day and supporting the use of the school library.

14. CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy
- EAL Policy