

# English Policy



St Werburgh's C of E  
Primary School

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To be revised:

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# **ST WERBURGH'S CHURCH OF ENGLAND PRIMARY SCHOOL**

## **ENGLISH Policy Spring 2016**

*At St Werburgh's Primary School we recognise that English is a core subject and a pre-requisite for the educational and social progress of the pupils in our care.*

*Mastery over English empowers children to communicate creatively, sensitively and imaginatively, as well as allowing them to engage with the world at large being able to structure and make sense of their experiences.*

### **Aims of Policy**

- To establish an entitlement for all pupils;
- To establish high expectations for teachers and pupils;
- To promote continuity and coherence across the school.
- To provide a language rich environment that promotes a culture of reading, clear communication and writing;
- To develop creativity, imagination and critical awareness through all types of literacy work;
- To develop communication skills with a range of different listeners;
- To include the use of ICT as a literacy medium for presenting work and manipulating text;
- To develop confident, independent and fluent speakers, readers and writers;
- To develop in pupils an interest in, and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- To value and use texts in books and media as a basis for learning, pleasure, talk and play;
- To teach children the craft of writing, including planning, drafting and editing, in order to develop in children the confidence and skills to write well for a range of purposes and audience;
- To teach pupils the correct letter formation, leading to a fluent, joined and legible handwriting style, giving increasing regard to presentation;
- To teach the basics: spelling, handwriting, grammar and punctuation – in order to liberate creativity.

- To teach the pupils to understand and use the conventions of writing including grammar, punctuation and spelling.

### **The Role of the Headteacher**

- The Headteacher is responsible for the quality of the teaching of English.

### **The Role of the English Coordinator**

- To lead the Curriculum Development team;
- To support teaching and learning;
- To organise and manage literacy events and resources with consideration for cost effectiveness;
- To monitor and review planning, teaching, learning and assessment – including of intervention strategies;
- To make written reports on any monitoring and support given – feeding back where relevant to staff and governors;
- To write a development plan with targets to be achieved;
- To lead staff meetings and INSET as appropriate;
- To keep up to date with relevant issues and practice, and feedback to staff, governors, pupils and parents.

### **The Role of the Class Teacher**

- To be responsible for the teaching of English as set out in the policy and National Curriculum;
- Provide data, planning and work samples to be monitored;
- Ensure engaging learning activities are provided for pupils to make progress in-line with expectations and their potential;
- Assess and provide feedback to pupils in order that they can improve their learning and inform future planning.

### **Partnerships for English**

- Parents are informed of topics and content and ways to support their children through parents' meetings, the school website and through the use of homework and reading diaries;

- The English Governor meets with the English Coordinator and is invited in to school to see English in place;
- The English Coordinator meets and communicates with other English Coordinators including with the local secondary school.

### **Planning**

- 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 programs 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 the teaching and learning of English;
- Additional adults are used to support the teaching of English; they work under the guidance of the teacher with small groups of children or individuals.

### **Assessment, Recording and Reporting**

- Assessments are made in line with the school assessment policy;
- Marking is in line with the school marking and feedback policy;
- Sheffield STATs is used to assess and monitor the children's learning in English;
- Rising Stars is used to assess pupils in SpaG and reading at the beginning and end of the year;
- End of Year SATs are undertaken by Year 2 and Year 6 pupils;
- Each term formal assessments of all of the pupils Y1 – Y6 are carried out and results are tracked;
- SEN pupils are assessed against their MEP targets;
- 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;
- Writing is assessed using Interim Standards and National Curriculum expectations;
- A portfolio of writing will be collated to show the expectations of each year group;

- Reading is monitored and assessed during individual and Guided Reading sessions and following formal comprehensions;
- Analysis of assessment data is used to set targets;
- Curricular targets are set and monitored for key aspects of the New Curriculum;
- Children are informed of their own improvement points and targets for learning are supported in making progress towards them;
- Children are involved in reviewing their progress towards points of improvement through: self, peer and teacher assessment;
- Staff and pupils may use Marking Ladders to assess work and set future targets;
- Parents are informed of individual pupil targets that are set and reviewed each half term.

### **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.
- The English co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated.
- Where necessary, the English co-ordinator 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.
- Teachers visit schools where exemplary practice is noted and the disseminate their findings back at school.

### **Monitoring and Evaluation**

The SMT, the English Co-ordinator, and Curriculum Development Team, monitor English. The SMT identifies priorities and the English Co-ordinator leads the Curriculum Development Team to formulate and carry out an action plan that will also 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.

## Teaching and Learning

- Teaching of English throughout the curriculum draws from a variety of sources and wide range of opportunities including the topics from the Edison Learning Primary Curriculum;
- We follow the statutory requirements set out in the National Curriculum 2014;
- Teaching and Learning takes place through: shared, modelled, paired, guided and independent reading and writing, and teachers work towards independent learning;
- Teachers employ a variety of appropriate and engaging teaching strategies to suit the learners' needs.

### Reading

Teachers promote and value reading as an enjoyable activity and a life skill.

Teachers plan for a range of comprehension strategies that allow pupils to engage with texts.

In **shared reading** the teacher models the reading process to the whole class as an expert reader providing a high level of support through explaining the reader's thinking processes.

Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration.

Texts are rich and challenging for all members of the class.

**Guided reading** takes place with a group of children of similar ability. During the session the children read and respond to a challenging text with the teacher supporting – it is run like a "book club". Guided reading allows the children to demonstrate, develop and extend their reading and comprehension skills.

Many other opportunities are provided for pupils to practise and extend reading in other subjects.

Pupils select texts under the guidance of the teacher for independent and home/school reading.

Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils.

Classroom and central displays are language rich and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Reading Record books.

### **Individual Reading**

Children have access to graded books in a reading scheme, to support their individual reading skills. They continue with the scheme until they become competent independent readers. They can then choose from a wide range of classroom and library books.

Pupils have the opportunity to read to an adult in school individually, including through Guided Reading:

- Foundation – three times a week
- Year 1 and 2 – once a week
- KS2 – on a weekly basis

### **Reading Intervention**

Where pupils are working at below age appropriate objectives they will have the opportunity to access further reading support including Project X Code in KS2.

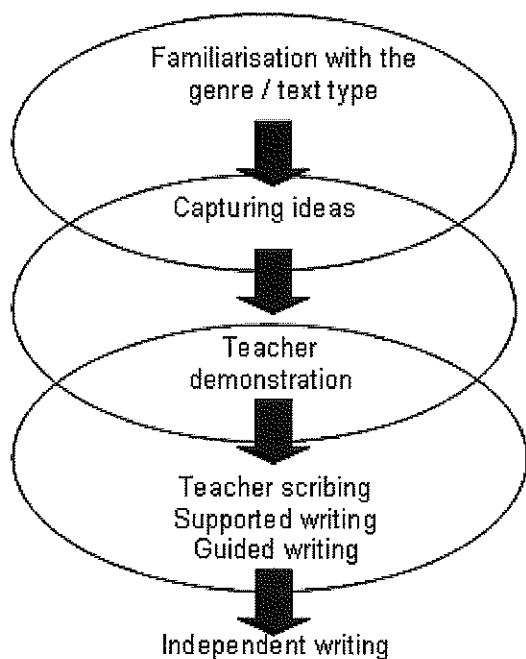
Pupils requiring SEN support for reading will be able to read to an adult the number of times stated on their MEP.

### **Writing**

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

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

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 following teaching sequence for reading and writing will be used as a framework:



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

An engaging hook is used to provide an exciting stimulus for writing at least 2x per half term. A real reason for writing is given wherever possible and pupils are made aware of the purpose, audience and viewpoint of their writing. We understand the need for pupils to have an element of choice over the context of their writing in order to make it their personal creation as much as possible. The pupils devise or are given a list of success criteria at the beginning of a piece of extended writing and they use it to check their work as they write. Pupils will be given specific sessions during the extended writing period to edit and improve their writing in-line with the feedback they have been given through teacher and peer marking. There will also be further opportunities built into the timetable for the pupils to apply their skills to free choice extended writing. 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 grip and develop a legible and joined handwriting style. The school follows the Nelson handwriting programme. 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.

### **Speaking and Listening**

#### **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

#### **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

We give children a range of purposes and audiences for Speaking and Listening including through the curriculum topics and in other wider school events such as through Collective Worship, Drama, Arts competitions, presentations etc. Speaking and Listening strategies are used to enhance other areas of the curriculum: **Think Time, Paired Talk, Snowballing, Envoying and Feedback.**

### **Spelling and Phonics**

#### **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.

**Pupils have access to a range of phonics/spelling opportunities that include at FS and KS1:**

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

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

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

Teachers provide a wide range of contexts for reinforcing spelling patterns, statutory spellings and tricky words. Learning takes place in differentiated phonics groups, whole class lessons and group settings. Pupils also take home a weekly list of spellings to learn at that will have a spelling pattern focus, be linked to the curriculum topic or be from the word lists for their particular year group.

Children are expected to spell high frequency words correctly and the statutory word lists for their year group.

### **The Foundation Stage**

In Foundation there is an initial assessment based on the Foundation Profile.

The Foundation Profile is the form of assessment used throughout the year.

The Foundation Stage Curriculum is used to inform the planning of cross-curricular English activities.

Letters and Sounds is used for phonic work.

Progress and the pupils' Profile Score are reported to parents through open afternoons.

English activities are sent home and communicated to parents.

### **Review**

This policy will be reviewed Summer 2017 or according to the School Development Plan.