



## English Policy

This document is a statement of the principles, aims and strategies for the teaching of English at Worth Primary School.

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Approved by Governing Body

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### Our vision for English at Worth Primary School

At Worth Primary School we believe Literacy is a fundamental life skill. It develops the children's abilities to listen, speak, read and write for a range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of situations.

### Statutory Requirements

We follow the 2014 National Curriculum for Literacy alongside Kent guidance to enable quality teaching and learning to take place.

### Aims

- To develop pupils' abilities to communicate effectively as speakers, readers and writers.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To develop pupils' listening skills essential to communicating effectively in a range of situations.
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination through all media.
- To help pupils understand the part language plays in enabling them to express their ideas, feelings and experiences, and those of others.
- To help pupils understand the function and importance of Standard English.
- To enable all pupils to use the English Language in all areas of the Curriculum.
- To monitor and assess the language development of each child and identify, as soon as possible, any pupils having special educational needs so that barriers can be overcome.

## Organisation

Teaching and Learning at Worth School is based on the 2014 Primary National Curriculum. Children's knowledge, skills and understanding in English are developed through studying and analysing a wide range of texts and wherever possible children are encouraged to use and apply their learning in other areas of the curriculum. In Key Stages 1 and 2 we do this through a daily lesson in which children are actively involved in a reading, writing or speaking and listening activity.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. There are children of differing abilities in all classes at Worth Primary School, therefore decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress. We recognise this fact and provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. Intervention programmes are used where necessary and whenever possible Teaching Assistants work in class, supporting specific individuals or groups of children as directed by the teacher. Pupils, who grasp concepts rapidly, should be challenged through being offered rich and sophisticated activities before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

## Curriculum Planning - updated September 2016

Long term planning for English is the Programme of Study outlined in the 2014 National Curriculum, which is used to provide a flexible structure to the teaching of English throughout the school. Units of work have been adapted to meet the needs of the children at Worth Primary School. The units are structured to form a termly overview, which is published on the School's website, with an appropriate balance of fiction and non-fiction work. From this, each class teacher decides which objectives will be covered and revisited in which term, to create a termly overview, which informs weekly planning.

Teachers have a clear idea of the knowledge and skills to be taught in the four areas of speaking, listening, reading and writing, which incorporate reading comprehension, composition, handwriting, vocabulary, spelling, punctuation and grammar. It should be noted that these areas are inextricably interrelated and a balance must be struck between them. A range of genres and texts are selected to ensure children have a rich variety of linguistic experiences.

## Speaking and Listening

Children are encouraged to develop effective communication skills in readiness for later life. Speaking and listening activities are embedded throughout the curriculum.

Throughout the school day children are involved in a variety of speaking and listening activities involving different contexts, purposes and audiences. At Worth Primary School we aim to ensure that opportunities for drama, debates, oral presentations and group discussion are carefully planned for and relevant to specific areas of the curriculum. A format is provided, which highlights year-by-year objectives and allow teachers to match tasks to children's abilities.

### Phonics and Spelling

In EYFS and KS1, phonic lessons are taught on a daily basis using Read Write Inc Strategies. 'Fred Finger' spelling takes place as part of these lessons.

EYFS – children are taught three sounds per week.

KS1 –Children are taught or re-visit one sound a day.

Sound booklets are sent home to parents so that they can support their children with their phonic knowledge.

Spellzoo is used in Years 1-6 to provide a framework for spelling lessons and weekly spelling tests. This ensures the children are working at the levels set out in the National curriculum. Where necessary, children are taught phonics as part of spelling lessons.

### Reading

In EYFS, Key Stage 1 and Key Stage 2, reading is taught and practised using a wide range of methods, including independent reading, shared reading and guided reading. Comprehension lessons take place weekly, focusing on a range of genres. Reading books go home every day and home-school liaison books are used. All children have access to the school library. We do not follow one formal reading scheme, however colour banded books are available in all classrooms until the children reach the level of free reader.

### Writing

In EYFS, Key Stage 1 and Key Stage 2, writing is taught and practised using a wide range of methods, including emergent writing, supported writing, shared writing, modelled writing, guided writing and independent writing. As far as possible, we will endeavour to link writing activities to high quality examples of the specific genre being taught. Furthermore we aim to provide opportunities for children to talk through a text to internalise the language patterns and features. Research has shown that this approach has a positive impact on the quality of children's writing. A cursive handwriting script is taught from EYFS upwards and when they have achieved a neat style of handwriting, they will begin to write in pen.

### Contribution of English to teaching in other curricular areas

As a school we recognise and identify the aspects of language and language use which occur and encourage effective learning, across all studies, topics or subjects. Language makes a valuable contribution to cross-curricular elements in the development of key concepts, skills values and attitudes.

### Assessment

Assessment in English is continuous; to inform planning and to diagnose strengths and weaknesses. Children's work in English is assessed informally during a lesson and through marking. Teachers provide feedback to pupils and adjust their plans accordingly allowing time for them to correct or redraft their work. Often, children will complete self-assessment grids

and refer to targets to evaluate their own progress. Additionally, the plenary will frequently involve an assessment for learning task.

Summative assessment is gained through formal tests such as SATs style reading comprehension papers, SPaG tests and individual writing tasks. By the end of each key stage, pupils are expected to apply their learning as specified in the relevant programme of study for their year group.

At the end of Key Stage 1 and 2, all children undertake statutory assessment tasks.

Targets are shared with children and parents and in KS2 they are glued into individual work books as reminders.

Pupil progress is recorded using assessment grids. Pupil progress meetings are held six times a year, with the Head Teacher, to monitor progress in Maths and English, and to highlight any concerns.

### Marking

See Marking and Feedback Policy

### Monitoring and Evaluation

It is the responsibility of the Head Teacher alongside the subject leader to analyse teaching and learning of English throughout the school, scrutinise books and provide constructive feedback.

### Homework

Children in Years 1-6 are given weekly spellings to learn. They may also be given specific English home learning tasks as requested by the class teacher.

### Resources

There is a range of resources to support the teaching of English across the school. All classrooms have Smart Boards with access to the Internet, dictionaries and thesauruses and a selection of fiction and non-fiction texts. Laptops are available for paired use. The Library contains a range of non-fiction books to support the children's individual research.

### Subject leader Role

The English leader's role involves;

- Modelling good practice and updating the School Policy when necessary.
- Being responsible for upgrading, ordering and storing of resources.
- Keeping informed about developments and new initiatives to support the teaching of English and ensure the staff are updated.
- Supporting teachers in planning and delivering the English Curriculum.
- To work alongside the Head Teacher to analyse English levels throughout the school through pupil progress meetings.
- As directed by the Head Teacher, to scrutinise books and planning and provide feedback to teachers.