



ENGLISH POLICY

Aims

At Highfield we aim to develop pupils' abilities within an integrated programme 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.

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.

At Highfield Community Primary School we strive for children to be a 'Primary Literate Pupil'

We aim for a child at Highfield 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 suitable technical vocabulary to articulate their responses.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Curriculum Statutory Guidance for the Foundation Stage (2017).

In the Foundation Stage (Nursery and Reception) children should be 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.
- practise their reading and writing skills in focused and independent activities.

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 and in all areas of the curriculum. They should use language to explore their own experiences and imaginary worlds. They will apply their phonic knowledge in all reading and writing. They will be taught to construct grammatically correct sentences.

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. They will use a fluent and legible style of handwriting. They will be taught to construct sentences that are grammatically correct. They will spell words correctly and punctuate sentences accurately.

Subject Organisation

The English Curriculum is delivered using the National Curriculum 2014 which forms the basis of all teaching and learning. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Children are grouped in their classes according to age and attainment and given work that is pitched at an appropriate level with appropriate challenge for all pupils.

Planning includes:

*Correct format for both English and phonics sessions

*phased planning

*class, term, phase, date

*skills-based activities and written outcomes for each phase of the unit

- *genre & final outcome
- *learning objectives
- *grammar, punctuation and spelling (GPS)
- *TA support
- *guided/focused group activity
- *AfL opportunities/questioning
- *differentiated independent activities where appropriate for SEN
- *ICT opportunities
- *plenary

All children will produce an independent written outcome at the end of each unit.

Pupils will receive guided sessions to develop skills that are appropriate to their age (SEN - to their ability)

Curriculum maps will show where English skills will be taught/linked/applied throughout the curriculum.

Time Allocation

The time allocated for English is in line with recommendations for key stages one and two.

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

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 skills and activities they need to undertake and what the expected outcome will be.

Approaches to Speaking & Listening

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.

Approaches to reading

Shared reading - clear focus for teaching

Guided reading - daily sessions taught KS2 to follow scheme, KS1 to use Guided reading books and complete reading based activities linked to the text

Opportunities for independent reading

Well organised and inspiring reading corners

Phonics - taught every morning in Rec & KS1

Spelling & Grammar taught every morning in KS2

Resources - Guided reading books are banded

Links to parents - reading record, learning log - homework, reading workshops, phonics info evening, SATs evening,

Wider reading (including Library; class novel, Bug Club)

Home Reading (home reading books to link to pupil's phonics level)

Wordsmith

Visits to the local library

Approaches to writing

English lessons will focus on the teaching of writing.

Sentences structure and grammar will be taught explicitly, skills will be linked to the genre taught

Phonics and spelling sessions taught daily

Emergent writing

Shared Writing - clear/focused modelling of skills

Guided Writing/Independent Writing - pupils to apply phonic/spelling/grammar skills

Short writing opportunities

Extended writing - Big Write sessions

Writing for a purpose

Talk for writing

Cross curricular writing

Editing and re-drafting

Handwriting - Penpals scheme

Wordsmith

Cross curricular opportunities

Teachers will ensure pupils have opportunities to make cross-curricular links in learning. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

The use of ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as and when is appropriate.

Assessment and target setting

Work will be assessed in line with the Assessment Policy.

Teachers will use reading and writing KLIPs assessment sheets that are used to inform planning and assess progress and attainment.

Targets are set from the gaps in learning identified from KLIPs and LAPs and data analysis.

Assessment/check up weeks are used each term to monitor progress and attainment in each class/cohort.

Assessments and analysis will inform planning and next steps for all pupils.

Y1 pupils will complete the phonics check in June.

Year 2 pupils who did not reach the standard will re-take the phonics check.

Year 2 pupils will complete tests in reading and GPS

Year 6 pupils will complete tests in reading and GPS in May.

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 will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified

and suitable learning challenges and opportunities provided. (Pupils are identified through teacher assessments, pupil progress meetings and termly data analysis.)

Intervention

A timetable of intervention programmes aims to provide extra support for all pupils who require it.

ELS and Rapid Write - Y1

fast track phonics - Y2

Guided sessions - grammar support/EAL grammar support - KS2

precision teaching - Y1 - 6

speech & language

1:1 support

IDL

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.

Role of the Subject Leader

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

- Book and planning scrutinies
- Quality of teaching and support
- Pupil progress
- Provision of English (including Intervention and Support programmes)
- The quality of the Learning Environment;
- The deployment and provision of support staff
- Resources

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent English developments

Parental Involvement

Parents will have opportunities to attend reading and writing workshops, phonics workshops.

Parents will be encouraged to listen to their child read every day and record comments in the school reading record.

Parents will be kept informed of their child's progress on a termly basis but school also offers an open door policy to ensure parents are able to discuss concerns with the Class Teacher.

The Governing Body

Regular reports are made to the governors on the progress of English provision and to our English Governor.

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

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

Equalities Policy

Health and Safety Policy

APPENDICES

Guided reading books - Project X, Floppy's Phonics, Phonics Bug

Spelling scheme -

Phonics play for phonics planning and IWB activities

Wordsmith (KS1 & 2)

Penpals

Bug Club

Member of staff responsible: Jane Smethurst

Date policy written: March 2019

Date to be reviewed: April 2021