

BEREWOOD PRIMARY SCHOOL



English Policy

Spring 2019

Revised by School	January 2019
Responsible Person	Sue Patrick (head teacher)
Responsible Committee	Full Governing Body
Ratified by GB	14 th March 2019
Next Review	Spring 2022



BEREWOOD PRIMARY SCHOOL

A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

ENGLISH POLICY

The teaching of English develops the ability of pupils to communicate effectively both in speech and writing, and to listen with understanding. All pupils in our school are entitled to a full, stimulating, well-structured curriculum. The children's skills will be developed within an integrated programme of speaking and listening, reading and writing, and extended through all other curriculum areas.

The purpose of this policy is to:

- inform staff, governors, parents and visitors to the school of the literacy practice within our school;

- ensure effective delivery and skills progression as outlined in the Early Years Foundation Stage (EYFS) Curriculum, National Curriculum and the Primary Framework for literacy;
- ensure that language skills are developed and used across the whole curriculum.

Aims of the teaching of English

Our children should:

- read and write with confidence, accuracy, fluency and understanding;
- use a full range of reading cues to monitor their reading and correct their mistakes;
- show an interest in books and evaluate and justify their preferences;
- be able to read a range of texts for pleasure or for information;
- be able to recall, infer, predict and summarise;
- develop and deepen a growing vocabulary;
- understand phonics and regular spelling patterns, using them to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and have a growing vocabulary;
- understand narrative structure through basic literacy ideas of setting, characters, plot etc;
- become confident children who can understand and use appropriately the features of language available to them;
- become independent in the processes of planning, drafting, editing (including punctuating) and improving their own work when writing for a purpose;
- develop effective and confident speaking and listening skills, and an ability to demonstrate empathy;
- develop a lifelong love of reading and writing.

Approaches to Learning and Teaching

Learning and teaching will be based on the end of year expectations for English as described in the National Curriculum.

Specific skills will be taught and practised as appropriate, usually during a designated English lesson each day, focusing on text, sentence and word level work. Children's learning will involve reading to identify a genre, establishing the features of that genre and modelled writing of the genre by the teacher, leading to independent writing in the style of that genre. Opportunities to use these skills, in context, will follow in work across the curriculum, and then be consolidated.

A variety of teaching strategies and styles will be used to ensure balance, depth and delivery.

These will include:

- independent tasks;
- working individually, in pairs, small groups and whole class;
- reviewing, reflecting and evaluating on their own, with their peers and with the teacher;
- appropriate scaffolding to support individual needs;
- working with other adults, parents and non-teaching staff;
- differentiated tasks;
- a wide range of resources / stimuli;
- appropriate use of ICT and computing.

In Reception, the primary method of teaching children to read and spell words is through systematic phonic work. Throughout the school, children's learning will include their engagement with a wide range of texts. As children progress, they will gain the ability to identify different genres, by recognising key features. Teachers model writing of different genres throughout the school, supporting and enabling children to become independent writers in a range of styles and genres. These English skills are consolidated and form an integral part of children's work across the curriculum.

Speaking and Listening

Speaking and listening are crucial to language development and all pupils will encounter an extensive range of opportunities to develop their abilities and confidence in this area through:

- formal English lessons e.g. shared text level work;
- guided reading and evaluation;
- performance poetry;
- reporting back in the plenary;
- group presentations;
- think-pair-share;
- topics with specific speaking and listening focus e.g. debates, arguments...;
- drama, including roleplay, hot-seating etc...;
- Asking thought provoking questions;
- Justifying opinions and reasons;
- use of ICT, e.g. podcasts, recording voice for animation and PowerPoint presentations;
- the development of positive relationships with adults and peers;
- early learning experiences that engage all the senses e.g. physical movement, song and dance;
- Finding out the meaning of words and where they derive from;
- formal occasions such as assemblies and concerts including productions

Reading

The school reading scheme is colour banded; each colour directly linking to a National Curriculum reading level expected for their age. Wordless 'lilac' books begin the system in Reception and, at the upper-end, dark banded books present the children with a breadth of reading experience at the expected average national attainment for the end of Key Stage 2. These books are not intended to be "long reads", but rather short varied texts, drawing on a range of genres. Children are encouraged to use libraries and their own books to develop personal interest and reading stamina.

In addition to banded books, the children are encouraged to make choices from library resources to develop and support their love of books. Assessment is based primarily upon formal comprehension tests of nationally recognised tests and on-going teacher assessment moderated across classes alongside short comprehension tasks matched to their banded book.

Parents of children who struggle to maintain progress within the scheme are invited in to discuss either fast-tracking their child's reading. This may include daily reading interventions, extra resources to support area of need or rewards to encourage reading. In these cases, the teacher and child's parents endeavour to work closely in partnership to give every possible encouragement to the child and ensure daily practise.

The foundation for learning to read for pleasure and understanding will come from:

- the teaching of reading which takes place during shared text level work, guided reading sessions and individual reading sessions with the teacher and teaching assistants;
- reading practice at the pupil's own level, which will take place during quiet reading times and as an ongoing homework activity;
- reading with volunteer and parent helpers;
- access to a wide range of genres in both fiction and non-fiction, both within the structured reading scheme and the use of the school library;
- Using interactive books at banded levels where children can answer questions and gain rewards;
- encouragement to go and use the main library in Waterlooville.

Pupil's understanding of texts will be monitored by direct questioning or through reading comprehension exercises and formal assessments.

Writing

Writing is closely linked to reading and speaking and listening. Topic-based projects will excite the children's imagination and create links and an ability to build upon previously acquired skills. There will be a strong focus on the teaching of specific skills in spelling, grammar and punctuation as an integral part of the writing process. Children will also have experience of amending and improving their work.

The features and layouts of a full range of writing genres will be taught in both fiction and non-fiction, with planned opportunities to write freely in these genres in other curriculum areas. There will be a strong focus on writing for a purpose and making appropriate choices about the chosen style for a piece of writing (i.e. completely independent writing).

Drama

Drama techniques play an important role within and beyond the English lesson. They are used as a means of responding to a text or setting the scene upon which writing can be based. Dramatic methods are used to explore and express ideas, concepts and issues in a range of subjects. They can be valuable tools that release children from their constraints and fears of writing.

Spelling

The teaching of spelling is based around a structured scheme from Year 1, which introduces word phonemes and families at the pupil's own level and is closely linked to the development of phonics. This will be supported with handwriting and language work at word and sentence level to provide further practice of the phonemes and words. The practice of high frequency spellings (key words) is on-going throughout the school, with the addition of topic words. Spelling rules are taught and applied from Year 2 with each year teaching the appropriate rules identified in the National Curriculum. New words will be given and tested weekly in spelling tests, from Year 1. The children will be expected to apply the spellings that they have learnt to all of their written work, as appropriate to their development.

The Y1 Phonics Test

Phonics is taught systematically from Year R, and a whole school scheme has been introduced to secure a consistent approach and regular usually daily, teaching. Children progress is carefully monitored, and the level of teaching is targeted to individual skill and competence. Children continue to have regular phonics teaching throughout Year 2, and some will continue to need it's support in helping them learn to read in Year 3.

Handwriting

Pupils will be encouraged to understand that other people will see much of their work, and it needs to be legible and well presented. To build up correct letter formation, accuracy and speed, the formal teaching of handwriting will take place regularly throughout the school.

Handwriting skills are taught regularly and systematically by:

- developing motor skills;
- using a multi-sensory approach to learning handwriting and spelling together (see Handwriting Booklet).

During Reception, children are taught pre-cursive letter formation and joined handwriting is taught as soon as children are secure in the movements of each letter shape. Handwriting and presentational skills continue to be taught through KS2.

To encourage children to take pride in their handwriting, children will be given their own 'special' pencil when they can form letters with leads in and leads out consistently but without joining. When joins are consistent, they will be awarded with a mechanical pencil and finally a Berol pen when writing in a well-formed, personal cursive style consistently throughout the curriculum.

Planning

Planning is based around the objectives in the EYFS and the National Curriculum for English in each year group and will often link closely to the topics. This should facilitate writing in context and increase engagement in the written task.

Long Term Plans

These are based upon the expectations for each year group, as presented in the EYFS and the National curriculum.

Medium Term Plans

Each year group (from Year 1) will make appropriate choices as to the units covered each term, informed by their topic and the needs of that year's cohort.

Short Term Plans

These are the weekly plans that each class teacher is responsible for producing to inform their delivery of each learning objective. They should be annotated and reviewed to aid assessment of the children's learning and to inform future planning.

Assessment

Formative assessment is used to guide the learning and teaching of individual pupils, groups and classes in literacy. It involves identifying an individual's progress in each aspect of the subject, determining key areas that each child has learned and what should be the next stage in their learning. Formative assessment is carried out by teachers in the course of their teaching.

Accuracy in teacher judgements about progress and achievement in reading and writing are vital in enabling success for every pupil and for specific learning needs to be identified and targeted. The new national Curriculum end of year expectations will be used to inform teacher assessment from September 2014 and moderation meetings allow teachers to cross examine judgements with other local schools.

In addition, the following tests may be used:

- Year One Phonics Test;
- KS1 Formal Teacher Assessment, guided by National Curriculum Test criteria;
- KS2 Spar Spelling test;
- KS2 teacher set tests.

The EYFS Profile is the summative assessment completed by practitioners at the end of the EYFS. It summarises children's progress towards the Early Learning Goals.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage through the use of National Curriculum Tests and teacher assessment. See the following policies for details about meeting individual needs:

- Learning and Teaching Policy;
- SEN Policy;
- Gifted and Talented Pupil Policy.

Records of progress in English kept for each child contain:

- reading record and comments;
- individual targets and notes;
- individual records;
- in Reception and key stage 1, phonic tracking records;
- each child's portfolio, which includes their latest English book and topic books or "Learning Journey" in Reception;
- half-termly examples of unaided writing.
- SWST scores

(For further details, please refer to the ARR Policy.)

Monitoring

A programme of monitoring is carried out by the Senior Management Team and subject leaders. This involves scrutiny of work, observation of lessons, planning scrutiny and learning walks, (see Monitoring and Target Setting files) and regular staff meetings led by the English Co-ordinator inform, support and update.

Teaching Assistants

Teaching assistants play an important role in the classroom and in the running of intervention programmes. The teaching assistants receive school-based training and when appropriate Local Authority or Trust training. Link books are kept and lesson plans are shared so that the teaching assistant knows the focus of the lesson and their role within that lesson, and to enable the teaching assistant to feedback to the teacher.

Home / School Links

At the beginning of each academic year, curriculum meetings are held when parents have an opportunity to learn about the core subjects as well as the wider curriculum. Reporting to parents is done on a termly basis through parent interviews and through written reports. Reporting in English focuses on each child's progress in speaking and listening, reading and writing. The Home/School link reading booklet is used across the school.

Homework

During Reception, children take home the following:

- phonic file;
- key words;
- reading books.

During Key Stage 1:

- in the early stages of reading – sound books and key words;
- reading books from the Reading Scheme for sharing at home;
- from Year 1 onwards, spelling books;
- occasionally there may be topic related research.

During Key Stage 2:

- reading books from the Reading Scheme for sharing at home;
- spelling, punctuation and grammar tasks;
- research tasks;
- a variety of English based tasks.

The children will also have access to the rich resources in our school library. For more information please refer to the Homework Policy.

Monitoring, Evaluation and Review

This policy was reviewed by all staff and Governors in Spring 2019, and is reviewed as part of the 3 year review cycle or when significant changes occur.