

Rollsby Primary School and Nursery English policy

This policy needs to be read alongside other school policies including:

- Homework policy
- Curriculum and Planning policy
- Early Years Foundation Stage policy
- Gifted and talented policy
- Special Needs policy
- Assessment policy

This policy also should be read alongside the new National Curriculum in England (published September 2013) and other documents from the Standards and testing Agency.

Our Curriculum overview, long term and medium term planning support this policy, as do the schemes of work for:

- Phonics
- Grammar and Punctuation
- Spelling

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'
(p10 National Curriculum)

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10). They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our aims and connected provision:

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time e.g. guided reading session, class reader sessions
- Poetry recital
- School Plays
- Class debates
- Participation in assembly
- School Council
- Talk partners
- Drama / role play
- PSHE and circle time

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary.

We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in Reception and Key Stage One, regular reading to adults in school, reading partners and incentives to read at home
- Pupils develop skills in reading for understanding using the graded Reading scheme.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using shared reading, quiet reading time, listening to an adult read and the various methods outlined above.
- Pupils also need to read to find information in all lessons
- Comprehension is practiced every week and assessed at the end of every half term.
- Pupils have weekly guided reading sessions.
- All pupils who are struggling with reading or making slow progress are given accelerated reading support.

3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and connected provision

- We teach grammar and spelling explicitly and children then show their understanding in their own writing
- We correct grammatical errors orally and in written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, WAGOLL, modelling and shared/ collaborative writing to demonstrate good practice
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising, using S.I.T and peer assessment
- We mark extended pieces of work in-depth and set targets for progress with the pupil
- Pupils self-assess and peer assess, when appropriate, so they can evaluate effectively
- We use joined handwriting to support spelling and speed
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs/phrases' used in examinations
- Subject specific- accurate mathematical and scientific words

Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home weekly and learn
- Spelling rules taught weekly
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate
- Initiatives such as Vocab. Ninja

5. Planning and Assessment:

Planning:

- Long term and Medium Term planning by all teachers, including provision for covering spelling and grammar
- Pupils are taught in mixed Key Stage Classes and teacher's planning shows differentiation by ability
- Schemes of work for phonics, grammar and spelling are used to ensure developmental learning building on prior knowledge
- Short term planning is flexible, allowing for assessment for learning after each session/ group of sessions

- Pupils entitled to Pupil Premium funding will be given additional English support, if required, which is tracked and monitored termly
- Pupils with EAL will be given additional English support, if required, which is tracked and monitored termly

Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Termly formal writing tasks are assessed and this is moderated and tracked
- Termly formal assessments of Reading Comprehension ability are carried out, tracked and monitored.
- English is assessed using Learning Ladders assessment grids These are tracked half termly
- Staff attend moderating sessions within the local cluster and moderate in school once a term
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management
- Children receive 1:1 target setting sessions with their class teacher and have clear targets, recorded on bookmarks, for writing, reading and grammar

6. Professional development:

- The English Co-ordinator attends termly training within county and reports back to all staff and attends other relevant courses during the school year. Other staff receive additional training as required.

7. Specific groups:

- Analysis of English achievement for all groups is carried out half termly, pupils who are slow moving or making little or no progress are discussed and plans made

- Pupils entitled to pupil premium are given additional English support, if required, and this is monitored for effectiveness termly
- Pupils with EAL are given additional support in all aspects of English
- Pupils who are gifted and talented are identified and are catered for in short term planning
- Pupils with SEN will have English based targets on their Inclusion plan. These are reviewed termly