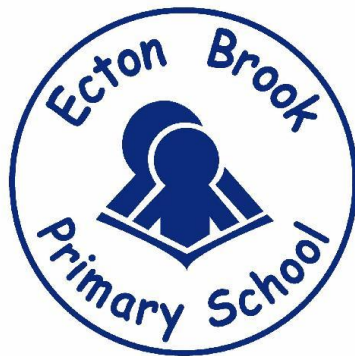


Ecton Brook Primary School

English Policy

2017



ECTON BROOK PRIMARY SCHOOL

POLICY FOR ENGLISH

*“The value of English in the curriculum? Without English, nothing. And without good English, nothing very well.”
Anne Fine*

Introduction

- This document is a statement of the aims, principles and strategies for the teaching and learning of English at Ecton Brook Primary School.
- It was developed during the school year 2014/15 in consultation with our own teaching staff and the governing body to be in line with the new National Curriculum. It has been reviewed and amended in January 2017 to be in line with current practice, changes in on-going assessment and end of key stage SATs.
- This policy will be reviewed every two years.

What is English?

- English is the predominant language of communication in this country and is a common language throughout the world and its mastery is a prerequisite for educational progress. It is the second most commonly spoken language in the world after Chinese Mandarin.
- “Teachers should develop pupils’ 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.” The National Curriculum in England 2013.

Aims

Our aims in teaching English are that all children will:

- leave our school in Year 6 able to: read, write, have a good understanding of grammar and be able to spell to at least the nationally expected level.
- to become confident performers within drama activities, to take on different roles to gain a wide understanding of literacy.
- to develop ‘Literacy for Life’ skills to equip children for their role in society.
- develop the necessary skills in speaking, listening, reading and writing (including grammar) to use the English language confidently, appropriately and accurately to the best of their ability.
- be able to speak clearly, fluently and to communicate with others effectively.
- be able to listen to the spoken word attentively with understanding, pleasure and empathy.
- be able to read a range of materials fluently and with pleasure and understanding, for enjoyment and for information, and to become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts.
- be able to write effectively for a range of audiences and purposes using spelling, grammar, punctuation and syntax accurately and confidently.
- to equip children with the necessary skills to find and use information in a range of contexts.
- to develop transferable literacy skills which can be used in a range of different contexts.
- express themselves creatively and imaginatively.
- choose and adapt what they say and write in different situations.

Basic Skills

Ecton Brook Primary School is committed to the rigorous and systematic teaching of basic skills in English and Mathematics. It is the responsibility of all staff to plan basic skills in English and numeracy as an integral part of their teaching in the subjects, and through our cross-curricular, thematic approach, to promote basic skills throughout the curriculum. The teaching of basic skills will include all children and is differentiated to their individual needs. The English and Mathematics curriculum leaders and the leadership team, on an ongoing basis, will monitor the teaching and learning of basic skills through pupil voice, book scrutinies, learning walks and observations.

The implementation of the National Curriculum is as follows:

Reception Year follow the Early Years Foundation Stage Guidance for Communication, Language and Literacy, in conjunction with a phonic awareness scheme –Letters and Sounds with “Jolly Phonics” actions. Phonics and letters and sounds are taught through short daily sessions and real life/play experiences.

Language development is encouraged through structured play taught through real life play experiences throughout the year, building up to more structured and formal lessons at the end of Term 3 in preparation for the transition to Year 1. All activities are carefully planned to have an ‘early years’ approach.

All children in the school are taught English in their classes, to ensure that their generic literacy skills are developed through all subjects. Some specific skills aspects may be taught in ability groups; these include phonics, spelling, grammar and handwriting.

At Ecton Brook Primary School, we teach English in a cross-curricular, thematic way where possible, so that links are made to real context learning, and skills are developed throughout the day in a range of different subjects and contexts. Planning is derived from the National Curriculum and Chris Quigley Essentials. There is always an English focus in every teaching unit, although some English units may be taught discreetly. Wherever possible, drama is integrated within all English units. The school has introduced the Drama for Writing scheme which has been used to enhance speaking and listening skills, acquisition of extended vocabulary and provides a stimulus for writing This is now being developed into Drama for Learning and looks to bring the same approaches to the teaching of the wider curriculum.

In addition to English lessons, groups of children throughout the school may be targeted for additional support, booster support, or challenge support, outside of their literacy sessions.

English is also taught outside the literacy lessons through:

- independent, guided or shared reading times
- topic based learning
- drama activities
- individual reading
- activities that have learning outcomes related to other areas of the National Curriculum, but that inherently enhance or reinforce English skills.

The National Curriculum for English - Cross Curricular Links

Speaking and listening are developed through:

- providing a range of opportunities for children to talk and listen in a variety of settings
- the use of drama using the Drama for Writing scheme of work and role play are explored through set activities that involve the use of the playhouse, home corners, or dens
- a regular story time when the teacher or other adult reads aloud to the class
- class discussion and debate on topic-related issues or a topical centre of focus
- showing times or news sharing when pupils are encouraged to speak to their assembled classmates.
- Interviewing, carried out as part of a topic or project
- Pupil Personal Development (PSHE) sessions and circle times
- Taught sessions of information retrieval in the library by the class teacher

Reading is developed through:

- shared or Book Talk reading sessions
- providing a wide range of reading material and opportunities so as to stimulate interest and enjoyment, through self selection shared reading boxes, classroom based fiction/non-fiction and library based fiction/non-fiction
- providing the opportunity for shared reading so as to establish print recognition, decoding and orientation, structure, style and use of language
- providing a broad base of reading material that features a sustained menu of high frequency words, so as to allow for the acquisition of a basic sight vocabulary
- use of a structured reading scheme to support all pupils until they are capable of independent reading and to provide a measure of development and progress
- a programme of phonics and word-recognition development in the early years from Letters and Sounds.
- regular reading support for all children who have not yet reached the stage of being able to read independently
- Book Talk sessions to teach students to independently use reading strategies at their instructional level. It is a bridge between shared reading and independent reading. Guided Reading provides opportunities for teachers to work with small groups of children on text that closely matches the children's needs, abilities, and interests. The teacher acts as a facilitator, using prompts and questioning strategies to guide children to comprehension
- introduction of higher order reading skills, with particular reference to non-fiction material
- a Home-School Reading Project as part of our Homework Policy
- regular library times for all pupils
- Independent readers are given the opportunity to move away from the structured reading scheme and can read more challenging texts of a wider genre and a higher interest level.
- Children are able to access a wide range of stimulating texts linked to the wider curriculum.
- Dedicated comprehension opportunities to explicitly teach the skills of inference and deduction, retrieval of information and skimming and scanning techniques

Writing is developed through:

- shared and guided writing sessions in and out of literacy
- providing a wide range of contexts and formats for writing - story, letters, poetry, reports, lists, captions, etc
- paying increasing attention to punctuation, grammar and spelling as children become more fluent and confident
- encouraging a process of drafting and redrafting. As a child becomes more confident, they are expected to identify errors in their own work through peer Collaborative Improvement and the use of whole class improvement using the visualiser. In addition, writing is developed through:
- the use of a range of technology
- providing opportunities for collaborative writing
- Sentence menu and sentence stacking strategies
- the use of visual and auditory stimulus
- The development of the Literacy working wall to develop ideas and vocabulary
- The use of marking ladders and success criteria (Development of AfL)
- Other curriculum areas to enhance and give purpose to writing
- Drama for Writing to provide writing stimulus and vocabulary development

Spelling is developed through

- Letters and Sounds in Foundation Stage KS 1
- Support for Spelling KS2
- the use of visual references through linking spelling and handwriting

- the marking of work to an agreed format (see Marking Policy)
- encouragement of dictionary and thesaurus use for self correction

Handwriting is developed through:

- Kinetic Letters in FS, KSI and lower KS2
- correct pencil grip and control
- the use of left to right writing patterns
- the formation of individual letter shapes
- introduction of the use of pens when children are ready (Key Stage 2)
- regular practice to promote and correct letter formations

SEN Aims

That all children with special educational needs are targeted to identify their barriers in learning and that lessons take specific account of their needs. That children who are identified as having additional needs make progress in line with national expectations.

Where appropriate, pupils with special needs in English are supported and provided for by:

- The SENCO and specialist SN assistants working within the class to support children with individual targets related to their IEP. Where appropriate, children are withdrawn to work on specific IEP targets e.g. Speech and language targets
- Additional classroom support from classroom assistants
- Follow up over learn material, related to an IEP
- Children on IEPs use a variety of SEND intervention programmes for literacy
- Children who have SEND are usually supported by an outside agency in addition to the provision provided by the SN team within school (Speech and Language, Educational Psychologist, Physical Difficulties team and SPLLD)

Homework is used to support English through:

- In Reception Year, the children are expected to read for 5 mins each day and as part of that activity they have book marks with relevant tricky words on. They will also take home a pack of letters and words to support reading at home
- the Home-School Reading Project which involves each child in taking a book home to share with a member of their family or to read independently
- Children will be expected to complete online homework through accessing Reading Eggs
- specific tasks set through Learning Logs

Excellence in English is acknowledged and celebrated through:

- display of written work
- read or spoken presentations to the class or whole school at assembly time
- awarding achievements stickers that count collectively towards a certificate
- Writing Walls
- examples shared on year group blogs
- extracts shared in assemblies

Strategies for Ensuring Progress and Continuity

Planning

Planning in English is a process in which all teachers are involved and begins through year team collaboration. It is derived mainly from the National Curriculum and Chris Quigley Essentials.

In Reception and Key Stage planning sessions, staff meet to discuss learning objectives, skills and understanding and assessment opportunities

Half termly plans for literacy are monitored where appropriate by the team leader for coverage of topics and to ensure consistency and quality. Weekly plans may be monitored from time to time.

Internal moderation is achieved through a process of Key Stage and whole school collaboration, with the recording of assessment as a central feature. Exemplars of levels are kept centrally as a guide for teachers and parents. Regular moderation across the NPAT ensure consistency in English levels.

English subject leaders meet regularly to discuss current issues and meet regularly with English coordinators across the NPAT.

English lessons are observed (formally and through Learning Walks) and monitored regularly by the subject leader, SLT and Governors. Progress is also monitored through pupil voice and book scrutiny (by NPAT and SLT)

Assessment:

Aims:

- to inform the teachers planning and set targets to support individual children's progress
- feed back to pupils about their own progress in English is achieved through discussion and through the marking of work
- help children learn, not to find fault, and comments aim to be positive and constructive
- may be done while a task is being carried out through discussion between child and teacher, or as part of a guided session in the lesson
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.
- Each half-term, one piece of assessed writing will be moderated across the key stage. The End of Unit book contains all half termly writing assessments and is quality marked (marking policy) using marking ladders linked to success criteria. To ensure progression, the book accompanies the child into their next year group
- Moderation of reading and writing is carried out by teams with a member of the Senior Leadership team present
- Examples of levels and evidence are moderated during whole school meetings
- Year two and Year six teachers attend external cluster meetings where examples of work are moderated and levels agreed against the interim assessments from the DFE
- Termly PPMs are undertaken where reading and writing levels are analysed to ensure groups and individual progress. The results of this are shared with SLT and Governors

Formative assessment is used to guide the progress of individual pupils in English. It involves identifying each child's progress in each aspect of the subject to determine what each child has learned and what, therefore should be the next stage in his / her learning.

Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- hearing children read in a one-to-one context
- small group discussions perhaps in the context of a practical task
- short tests in which the teacher gives questions orally and pupils write answers (such as spelling tests or dictation exercises)
- the collection of evidence of attainment from specific activities
- individual discussions with the teacher in which children are encouraged to appraise their own work and progress

Formal summative assessment is carried out at the end of Year 2 and Year 6 through the use of teacher assessment and / or SATS. Optional SATS are completed in Years 3, 4 and 5. In addition, interim reading assessments are made using materials from PIRA.

Baseline assessments are used in Reception Year to identify levels of skill and understanding as children enter school and at the end of the year. The information they provide enables the selection of appropriate learning activities and forms part of our ongoing monitoring and evaluation systems. Data is entered onto SIMS each term to show progress.

Strategies for Recording and Reporting:

- annotated reading records are kept for all books that are read in school. Children have an additional reading record book for parents to write in when books are read or shared at home.
- reporting to parents is done twice a year through Teaching and Learning conversations, (TLCS) and yearly with the child's annual report to parents

Reporting in English will focus on each child's progress in:

- reading
- speaking and listening
- grammar and punctuation
- writing
- spelling

The roles of the English subject leader is to:

- take the lead in policy development and ensure progression and continuity in English throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress and attainment in English across the school and advise on action needed
- take responsibility for the purchase and organisation of central resources for English
- keep up-to-date with developments in English education and disseminate information to colleagues as appropriate
- monitor the teaching of English through observation of lessons and monitoring of planning documents
- offer training for staff on new initiatives
- support the planning and implementation of the school action plan for English and monitor the progress achieved through triangulation
- monitor data

Pupils for whom English is an additional language:

- the importance for a child to have fluency and literacy in their mother tongue is understood and acknowledged through the respect and consideration we give to that language
- English is the common medium for all learning activities in school and due consideration is given to the language functions we use for both monolingual and bilingual children

We aim to facilitate learning by:

- offering adults as positive role models in reading, writing, grammar and speaking
- allowing pupils to acquire a vocabulary for talking about language

Strategies for the use of resources

Classroom resources in English include:

- a class year reading area containing fiction, non-fiction and poetry, changed regularly in school library
- dictionaries and thesauri, where appropriate
- Interactive whiteboards, visualisers, cameras, tablet computers and Macbooks
- textbooks, workcards and worksheets to support comprehension activities
- a selection of papers and guide lines for writing activities

Central resources in English are the responsibility of the English subject leader who has a budget available. They include:

- the school reading scheme
- the school library
- guided readers
- class readers

Information Technology is a resource which is used in English for:

- word processing, involving the drafting and redrafting of work originated on the computer
- desk top publishing of materials for a variety of audiences
- information access to the Internet
- Interactive whiteboards are used to present and evaluate texts in a variety of ways
- Visualisers are used to collaboratively improve writing, as a means to project texts onto the IWB

The library is a substantial resource of reference materials for the whole school. All children are taught how to use the library effectively and how to make best use of reference materials such as encyclopaedia and dictionaries.

Equal Opportunities

Gender:

- all children will have the opportunity to access a broad and relevant curriculum, progressing at a rate appropriate to their needs
- groupings within the class will reflect the purpose or task to which they are directed
- groupings need not be seen as static arrangements

Ethnicity:

- care is taken to ensure that any materials used broadly reflect the cultural diversity of our society
- careful consideration is given to the use of language so as not to disadvantage any children
- pupils with EAL are given additional support with their acquisition of the English language

There are no specific Health and Safety issues in English.