

# WHITFIELD ST JAMES CE © PRIMARY SCHOOL

## Policy for ENGLISH

Autumn 2015.



*Involvement, Enjoyment, Achievement*

### Introduction

- This document is a statement of the aims, principles and strategies for the teaching and learning of English.
- It was reviewed in the Autumn of 2014 through a process of consultation with teaching staff and governors.
- The review takes into account the New Curriculum beginning September 2014.
- It was approved by the governing body on .....
- This policy will be reviewed in the Autumn 2016 in accordance with the schedule for the review of this, and all other policy documents as set out in the School Development Plan.

### What is English?

English consists of three components:

- reading
- writing
- speaking and listening

These are not discrete areas for study or learning but they are to be experienced through an interaction of writing, talking and listening and reading.

Language is the principal means by which we think and reflect upon experience in order to interpret the world in which we live. It is a major means of communicating with other people. We use language in many different ways and for many purposes.

### Why we teach English;

To enable children to participate fully as members of society and use English fluently, accurately and confidently so that they

- communicate effectively and confidently with others through speech and writing
- become discerning and enthusiastic readers
- have the ability to listen with attention and understanding.

### Aims of teaching English:

- to develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability,
- to be able to speak clearly, fluently and with confidence

- to be able to listen to the spoken word attentively and with understanding, pleasure and empathy,
- to be able to read all types of literature with understanding, for enjoyment and for information,
- to be able to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently,
- to create a positive attitude to the learning of English and encourage the enjoyment of all aspects of English.

## **Equal Opportunities**

Equal opportunities in English development are planned to take account of individual needs of children irrespective of gender, ability, ethnicity or social circumstances.

## **Special Educational Needs**

English planning and teaching covers the range of ability from the less to the more able. Individual programmes are followed where necessary. A range of enrichment activities are planned for the more able and strengthening activities are planned for the less able. The Early Literacy Strategy (ELS), Rapid Read and Rapid Write are carried out by teachers and/or classroom assistants in liaison with the class teacher to help those children who are below average in their reading and writing skills.

Where there are specific English/Language difficulties, the appropriate external advice and support is requested through the S.E.N. co-ordinator and in negotiation with parents.

## **Teaching and Learning Methods**

English is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in “English in the National Curriculum”. A further framework of objectives appears in the New Primary Framework for Literacy, setting out teaching objectives from Year 1 to Year 6. The framework is mainly intended for day to day reference for classroom teachers to ensure they have appropriately high expectations of their pupils, understand how their pupils will progress through the years at primary school and to help them plan for an appropriate age related balance between reading, writing and speaking and listening.

Teaching and learning methods include the use of:

- speaking and listening in a variety of situations
- debate
- drama/ role play
- poetry, plays, fiction and non-fiction
- reading for interest, development of skills, information and entertainment
- opportunities to write using a range of styles and forms
- the practice of specific related skills (e.g. spelling, phonics, comprehension, appreciation, handwriting, punctuation and grammar)
- the transfer and application of these skills across the curriculum
- incorporating ICT in English activities

## **Strategies for the teaching of English**

The English curriculum is taught as advocated by the New National Curriculum 2014. We have adopted this framework within the context of our school and the needs of our children.

A dedicated English lesson is implemented from Y3 to Y6, to provide a daily period of Literacy teaching and learning, but they may be cross curricular in content.

KS1 and F2 have Read,Write,Inc. lessons daily with a 'Long writing' session on Friday in KS1 . Children are in differentiated sets for RWI. Children are taught in sets in KS1 and KS2.

### **Foundation Stage**

In the Foundation Stage, there is guidance for English and Literacy teaching and learning. A wide variety of experiences and activities are identified in Foundation Stage Profile and included in cross-curricular plans. These activities stimulate ideas and promote communication and skills development in speaking, listening, reading and writing in a variety of situations and for different audiences. Speaking, listening, reading and writing experiences are fundamental to the all round development of the child.

Activities for speaking and listening develop the child's ability to use language to express ideas, intentions and needs.

The child's interest in reading is fostered through early and varied experiences of print and books. An individual's further learning is then developed at a pace that is appropriate for that child.

Children are encouraged to write as part of their play activities and gradually move from their own invented symbols to developing skills in the use of conventional print. The role of the adults in the Foundation Stage is important in encouraging children to extend and develop their language skills and is carefully planned in order to maximise learning.

### **Planning and Differentiation**

Planning includes:

- using New National Curriculum 2014
- meeting statutory requirements in Key Stages 1 & 2
- opportunities for English across the curriculum
- the use of commercial reading and language schemes
- the use of planning formats in all Key Stages

Differentiation strategies include:

- ability grouping in Key Stage 1
- ability grouping in Key Stage 2
- selecting appropriate texts for guided group reading sessions
- planning for developing writing in guided group writing sessions
- planning appropriate independent reading/writing activities for a child's development
- ability grouping for phonics
- extra group work where appropriate

### **Reading in Foundation, KS1 & KS 2**

Reading is taught as part of the English lesson in KS2, through shared text, whole word work, sentence level work and guided reading sessions. In addition, specific focussed reading groups are taught between 11.50 and 12.15 each day.

In KS1/KS2, reading is taught in daily Read,Write,Inc. lessons, or shorter sessions in F2. Reading material must be matched to the group depending on interests and ability. Children read a variety of texts including plays, fiction, poetry and non-fiction. Children are further encouraged to enjoy reading by taking home 'rhyming bags' in KS1 and 'teacher's bedtime story' bag in KS2.

### Assessment and Recording

- Children are ability grouped for guided reading using a variety of methods including Read,Write,Inc assessment in KS1, Reading Now(NFER) , Salford Reading Ages, Schonell, QCA and teacher assessment.
- Children's progress in KS2 is recorded on a Reading Conference sheet along with relevant action or targets for improvement.
- Class teachers in KS2 keep reading conference sheets, lists of books read individually or as guided reading sessions and reading assessments in a reading record file to be passed on to the next teacher.
- KS1 and KS 2 children have 'Homebooks' where parents can comment on a child's progress. Parents are encouraged to write positive comments in these records. They also contain guidance for reading activities at home.
- KS 2 children have reading diaries to record their progress and are encouraged to write their own comments.

### Resources

- A variety of Big Books in main corridor and KS1 new block
- A variety of small fiction books (in library)
- A variety of commercial reading schemes (main corridor)
- Teacher resource books etc. (resource room and KS1 new block)
- A large selection of fiction and non-fiction in the library
- Class book collections
- Reading Corners/libraries in classrooms
- Rapid Read/Write Scheme Y2-Y6
- ICT suite including interactive whiteboard and laptops
- Listening centres
- Class computers including interactive whiteboards in all classrooms
- Comprehension Activity Books in main corridor
- A variety of phonics resources
- SEN resources (resource room and main corridor)

Lost reading **books** – a replacement charge is made if a book is lost. There is a standard letter to parents for this purpose.

### Homework

- Home reading is encouraged through informal chats with parents, home books and reading diaries.
- In KS2, it is the child's responsibility to change their book as often as needed, the expectation being that children read at home most evenings and recorded in reading record books or diaries.
- Teachers are responsible for ensuring that children are choosing books at an appropriate level.

- In addition to class readers and library books, children in KS1 and KS2 have a reading scheme book to practise at home. These are changed with the class teacher.
- KS2 set reading homework where appropriate
- In KS2, weekly spellings are set as appropriate and tested at the end of the week
- In KS1, weekly spellings are taught as part of the RWI lesson and assessed at the end of the week

## **Writing, Handwriting and Spelling in Foundation, KS1 & KS2**

Writing skills are taught as part of the English lesson in KS2, through SPAG (Spelling, Punctuation and Grammar), whole word and sentence level work and guided writing. The range of writing is taught including narrative, recount, procedure, report, explanation and exposition. The children should write for a variety of audiences. In KSF/KS1, writing is taught within Read, Write, Inc. lessons and includes spelling, punctuation and grammar.

Handwriting is taught within the English lesson and the expectation is that children learn correct letter formation and present written work in a neat hand. Pencils are to be used for any recording until Y5 except for handwriting and presentation writing activities when **blue Berol handwriting pens are to be used in Y5/6**

Differentiated spellings are set by the class teacher and tested weekly from Y3 – Y6. In Y1/2, spellings are practised and assessed daily and in an end of week test.

## **Assessment and Reporting**

- ‘I can’ grids are used to record pupil’s progress in reading and writing
- Spellings are tested weekly to aid future planning.
- Schonell spelling ages are carried out at the discretion of the teacher.
- From KSF children produce a piece of writing each term, which is kept in a specific writing book. This aids future planning and will show a child’s writing progress from nursery through to Y6.
- In KS2, QCA writing/results are sent up to receiving teacher.
- The English Coordinator file contains examples of levelled work
- Parents are sent a short half term report Autumn and Spring term, indicating progress and effort in English, then a full report is sent out in July

## **Resources**

- A variety of resources for phonics teaching
- A variety of resources are used to teach writing skills. These are matched to the learning objectives from the National Curriculum 2014
- Phonics is taught using Read, Write, Inc in F2 and KS1
- Nelson Spelling Scheme in Y3-Y6, plus other support phonics teaching materials.
- Nelson Handwriting Scheme
- Spelling – Literacy word lists, Nelson spelling scheme, and topic word lists.
- Teacher resources including photocopiable materials are kept in the resource room
- Ginn Models for Writing in KS 2
- ICT suite
- dictionaries and thesaurus
- comprehension sets for KS1/2
- Rapid Reading/Writing for SEN

## Homework

In KS1, children have a 'Homebook' which contains phonics activities and words for children to practise their reading skills

In KS2, children might be set various tasks at the discretion of the teacher. Spellings are sent home weekly in Y3-Y6.

## Speaking and Listening –

Speaking and listening skills are developed by;

- providing a range of opportunities for children to talk and listen in formal and informal settings,
- the use of drama and role play to explore imagined situations,
- links between language and music exploring rhythm,
- a daily story time when the teacher or other adult reads aloud to the class,
- class and group discussions on topical issues,
- interviewing carried out as part of a topic or project,
- circle times.

Good oral work enhances pupil understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose text.

## Assessment, Reporting and Recording

Assessment procedures include:

- Initial nursery assessment
- Foundation Stage Profile
- F2 Baseline
- continuous teacher assessment -APP
- formal assessment at end of KS1 and KS2
- QCA end of year tests in Y3,4,5.
- spelling tests from Y2 – Y6.
- writing activities for levelling termly

The results of assessment procedures are used for target setting. Teachers keep records in line with the Level Descriptions of the Foundation Learning Profile in Foundation, using P Levels in Y1/2 where appropriate and English National Curriculum in KS1 and KS2, individual reading records and guided group reading records. All records are passed on to the child's next teacher as part of transition meetings held late in the Summer term.

Reporting to parents is done on a termly basis in the form of a Parent's Open Evening in the Autumn term, a Parent's Evening with specific appointments in the Spring term and annually through a written report in the Summer term. We also send out a half-term report which will grade a child's effort and progress.

Reporting in English will focus on each child's progress in reading, writing and speaking and listening.

Records of progress in English include:

- Best writing book – three pieces of work placed in individual pupil books per year

- a record of books read with comments – (Reading conference sheet in KS2)
- records of progress in each attainment target – ‘I can’ statements in Yellow File
- an English Coordinator’s File with annotated and levelled pieces of work as exemplars for all level descriptors
- target setting and actual attainment –( orange files ).

### **Continuity and Progression**

These are achieved through:

- pupil notes sent to receiving teachers at the end of the Summer term
- the keeping of internal records and receiving records from previous schools
- home/school liason
- target setting based on performance in tests
- target setting based on results of writing activities
- the monitoring of the child’s individual reading
- KS2 target sheets at the front of each child’s creative writing book

### **Computing**

The use of computing (ICT) is encouraged in all aspects of English development. This includes the use of:

- Flipit cameras to record short movies with sound
- word processing for the writing process to develop drafting and recording skills
- multi-media/CD ROM/Internet to select and analyse information
- interactive whiteboard for specific skills teaching in ICT suite and in FS to Y6 classes
- desk-top publishing of materials for a variety of audiences.
- Programmable robots to encourage using instructions

### **Role of the English Co-ordinator**

- To take the lead in policy development
- To monitor progress in English throughout the school
- To take responsibility for the purchase and organisation of resources
- To keep up to date with developments in English and disseminate information to colleagues
- To support colleagues in their planning and teaching

### **Role of the Head Teacher**

The head teacher is responsible for ensuring that the policy is being implemented and that it is updated when necessary.

### **List of Appendixes .....**

- i. Schemes available for use at St James’
- ii. Handwriting/writing books

## Appendix i

### Schemes available for use at St James

Main planning from - New National Curriculum for English  
Letts Literacy Activity Books  
Rising Stars Sentence, Punctuation and Grammar Teacher's Books

Main group reading schemes - Oxford Reading Tree  
All Aboard – (out of print from 2004)  
Collins Skyracers – KS2  
Oxford Snapdragons  
Oxford Fireflies  
Oxford Treetops

Nelson Handwriting

Nelson Spelling

Models for writing (Ginn) – KS2

Read,Write,Inc. – KSF/KS1

## Appendix ii

### Handwriting

The following will be committed to:

- a. Handwriting taught as part of English lessons in KS2 and RWI in KS1 and KSF. This could be simple letter formation in KSF and KS1, or handwriting practice in KS2, which could use a scheme, or simply could be copying out in best handwriting.
- b. Children will be corrected if they have formed bad habits in terms of pencil holding/control, or in how they sit to write.
- c. Teachers may use a scheme to reinforce and practice handwriting where and when necessary
- d. All writing should be neat, legible, clear and with correctly formed letters
- e. Handwriting style, as long as it meets the conditions above, can be individual. There is no need for all children to be “Nelson” clones. Some children will find it easier to print rather than join up. If the letters are correctly formed and executed, this is OK.
- f. In common with past practice, children should write in pencil until the teacher feels that they have achieved a standard suitable to the use of a pen. Only school approved pens should then be used, usually “Berol” and in blue ink only. It is expected that all Yr5 and Yr6 children should be writing in pen.

### Writing books

Yellow best writing books from KSF will be passed on through KS1 and into KS2.

- a. They will contain one piece of best writing per term



- b. This may be an assessed piece if appropriate, or a piece which was particularly good, responsive, progressive or simply liked by the child or teacher
- c. KS1 children have a writing folder containing pieces of longer writing, completed on Friday's 'Let's All Write' session.

### **Extended writing folders in KS2**

- a. These include assessed pieces of writing, timed to link with termly assessments and recording in the orange files
- b. The books contain clear target sheets at the front of the book showing children how to improve
- c. These books should be passed up to the next teacher. When a book is full, targets should be transferred to the new book
- d. Books should NOT be sent home when full, but follow a child through school as a record of their writing development and response to their targets. This provides continuity and progression evidence for OFSTED.
- e. At the end of Yr6 the English coordinator will retain a sample of the books across the ability range, to keep as moderated examples of writing. The remainder of the books can then be sent home.

**F.Taylor November 2015**