

ENGLISH POLICY

AIMS

We aim to develop pupils' abilities within an integrated programme of Spoken Language, Reading & Writing. We aim to give pupils opportunities to apply and consolidate taught literacy skills across the curriculum.

Our aims are:

- To enable children to speak clearly and audibly in ways which take account of their listeners.
- To encourage children to listen with concentration in order to be able to identify main points.
- To enable the children to adapt their speech to a wider range of circumstances and demands.
- To develop children's abilities to reflect on and evaluate their own and other's contributions.
- To read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- To encourage children to become enthusiastic and reflective readers through contact with a range of texts, which should at times be lengthy and challenging.
- To help children enjoy writing and recognise its value.
- To enable the children to have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- To help children to understand a range of text types and genres – be able to write with accuracy and meaning, in a variety of styles and forms appropriate to the situation.
- To develop the children's powers of imagination, inventiveness and critical awareness.

CURRICULUM PLANNING

In order to meet and implement the statutory requirements of the programme of study for English we use the National Curriculum. The EYFS statutory Framework is followed to ensure continuity and progression from the Foundations Stage through to the National Curriculum.

In the Foundation Stage children are 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 opportunities to communicate.
- Listen to stories, developing comprehension skills and own reading skills
- Write for different purposes with independence

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

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SUBJECT ORGANISATION

In Foundation stage, children have daily discreet phonics lessons (Read, Write Inc). Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

In Key Stage 1, children continue the daily discreet phonics lessons using Read, Write Inc. Children have daily English lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have daily story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

In Key Stage 2, Children have daily English Lessons including a regular grammar, punctuation and spelling focus. Additional literacy sessions include guided reading, class novel which is read at the teacher's discretion at a time throughout the day. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

APPROACHES TO SPOKEN LANGUAGE

In the Foundation Stage, children cover spoken language through a range of integrated activities. Throughout KS1 & 2 Spoken Language permeates the whole curriculum. Children are encouraged to develop effective communication skills in readiness for later life. However, discrete teaching of Spoken Language is delivered in English lessons and includes drama, role play, talk partners, group discussion and interaction, presentations to varied audiences. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model good language to the children to encourage Standard English both in speaking and writing.

APPROACHES TO READING

Pupils have opportunities to undertake guided, whole class, shared and independent reading throughout school. Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching.

Daily discreet phonics lessons in the Foundation Stage and KS1 using Read Write Inc gives the pupils the skills needed to decode efficiently. Reading opportunities are provided in the continuous provision for the children during child-initiated learning. Children in the Foundation Stage take home a Reading for Pleasure book that parents are encouraged to read with their child. When children's phonic knowledge increases they take home a reading book from the Read Write Inc scheme. Comments are added to a reading record to encourage teacher – parent communication.

In KS1 children take home a Read Write Inc book according to their ability. Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Where possible in KS1, we try and hear each individual read every day. The reading books are changed after 3-4 days to encourage reading fluency and skills.

In KS2 children have daily guided reading and response sessions, timetabled individual reading (dependent on need) and shared reading opportunities.

During English lessons across the school, Power of Reading materials and other quality texts are used.

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Each class has its own library area and children are encouraged to read Reading for Pleasure books in school and at home. We also have regular visits from the Local Library Van which helps ensure the pupils are given opportunities to read a diverse range of books.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Approaches to Phonics

The children in Foundation stage, KS1 and where needed in KS2 have daily discrete phonic sessions using Read Write Inc phonics programme. The children are taught to identify the individual sounds (phonemes) digraphs (two letters making one sound) and trigraphs (three letter making one sound). Pupils are given the opportunity to blend and segment and improve their sight vocabulary. During these sessions children are also explicitly shown how to apply developing skills to their reading and writing. The children take home phonemes taught in school on a key ring to improve recognition and also build up blending and segmenting of 2 and 3 letter words.

APPROACHES TO WRITING

Writing can be stimulated by a range of experiences e.g. drama, role play, visual media, books, and experiences outside the classroom or as a result of a visitor to school in order to build confidence and develop a positive attitude towards writing. Throughout the school, Pupils have opportunities to undertake guided, whole class, shared and independent writing. Writing skills are developed and sustained by providing opportunities for children to write for a wide range of purposes and audiences. This could range from words, captions, phrases, jottings, quick writes and pupils have regular opportunities to write at length. Children are encouraged to proof read and re draft their work. Through Shared and Guided writing activities teacher seek to model the writing process where appropriate. These sessions can also be used to target specific needs of both group and individuals. The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. Across the school children are given opportunities for regular handwriting practice using the handwriting scheme, Letter Join.

We encourage our children to become independent and confident writers by immersing them in high quality literature and engaging them in meaningful first hand experiences. Grammar and punctuation is taught in the context of the children's own writing and discrete lessons are used when a new skill is introduced for the first time.

SPELLING

In Foundation Stage and Year 1 spelling is taught through Read Write Inc phonics. From the Spring term in Year 2 and throughout KS2 children use Read Write Inc Spelling

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Texts and opportunities for Spoken Language may be chosen to support learning across the curriculum and enable children to make links in their thinking and skill development.

English contributes to our children's Spiritual, moral, social and cultural development through:

Spiritual development: In responding to a poem, story or text; pupils can be asked 'I wonder what you wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' e.g. when responding to text through drama or Real Reading thinking stems. By appreciating the beauty of language, e.g., poetic language within stories and poems.

Moral development: By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. E.g. The Iron Man. By considering different perspectives and showing empathy.

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Social development: By supporting conceptual and language development through an understanding of and debates about social issues, e.g., the destruction of the rainforest. Work collaboratively, e.g. as part of a dramatised response; to prepare a verbal response to an argument; to evaluate each others' work. By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g., assemblies, performances and structured discussion.

Cultural development: By providing opportunities for pupils to engage with texts from or representing different cultures. By providing opportunities for children to visit the theatre and experience theatrical productions.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy may be planned for and used as appropriate. The school recognises that development of ICT skills is essential in allowing children to present their work in a variety of ways: Video, voice recorders, animation, multi-modal texts, multimedia and desktop publishing.

ASSESSMENT AND TARGET SETTING

See Assessment Policy.

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. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

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 provided.

INTERVENTION PROGRAMMES

Reading and spelling Interventions Packages, where appropriate are delivered by staff.

Teachers work closely with Specialist teachers to meet individual needs of children e.g. EAL, Speech and Language.

Support packages are delivered to small groups across both Key Stages as needs are identified. 1:1 RWInc

THE GOVERNING BODY

Governors have opportunities to review the progress of English in meetings and sub committee meetings and through lesson visits.

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

CONCLUSION:

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment, feedback and marking Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

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Author/Owner	Date Written / Updated	Approved by Governors	Comments
Mrs L Smith	Sept 2010	Oct 2011	Minor amendments made
	25/04/2013		Updated by Staff to be approved by Curriculum Committee June 2013
	11/11/2014		Major review by staff Approved by Curriculum committee Nov 2014
	Sept 2017		
Miss Cruickshank	Sept 2022		

To be reviewed by governors in line with the policy review timetable