

Crooksbar Primary School

English Policy

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as nonfiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims

Our overall aim is to develop the skills of speaking, listening, reading and writing. The acquisition of these skills will equip our children to become life long learners that enable them to function effectively in the world of work and society as a whole.

The aims of English are to:

1. Develop speaking and listening skills.

- 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 the main points of what they have heard;
- To enable children to adapt their speech to a wide range of circumstances and demands;
- To develop children's abilities to reflect on their own and others' contributions and the language used;

2. Instil an interest in reading for both purpose and enjoyment, to use the knowledge gained from reading to develop their understanding of language, its structure and presentation through a range of genre. To develop confident, enthusiastic readers.

3. Acquire the skills necessary to communicate clearly and precisely through the written word; using the conventions of English grammar, punctuation and accurate spelling.

- To foster the enjoyment of writing, and a recognition of its value;
- To enable children to write with accuracy and meaning in narrative and nonfiction;
- To use appropriate English language vocabulary to communicate ideas;
- To increase the children's ability to use planning, drafting and editing to improve their work.

4. Encourage children to consider carefully the appropriate medium of presenting work.

- To develop a neat cursive script

5. Provide opportunities throughout the curriculum where children can apply key skills to enhance their understanding of English concepts.

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Teaching and Learning

At Crooksbar Primary School we use a variety of teaching and learning styles in English lessons, as recommended by the National English Strategy. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. Some lessons may take an entirely different format as is appropriate for the activity and the children. They have the opportunity to experience a wide range of texts and visual media and use a range of resources such as dictionaries, thesauruses and individual whiteboards to support their work. Children use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes at Crooksbar Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of individuals along with peer support and varied resources. Staff have high expectations that all children can achieve their full potential.

Curriculum planning

English is a core subject in the National Curriculum and we use the English National Curriculum 2014 as the basis for implementing the statutory requirements of the programme of study for English.

We carry out the curriculum planning in English in three phases (long-term, medium term, short term). The English National Curriculum details what we teach in the long-term, while our yearly teaching programme identifies the key objectives in English that we teach with purposeful cross-curricular links with other subjects.

Our medium-term/short term plans give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres.

These plans include weekly short term planning which details the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes.

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We include Big Writing session which cover different genres and allows children to re-visit writing objectives. This is levelled against a criterion scale and time is built in for children to evaluate their work. Big Write is introduced at the start of Year 1.

Children receive a school reading book in Foundation Stage as soon as they are ready and will have one at all times throughout the school year. This is to be mainly read at home but will be monitored at school at least half-termly and extra support will be given to those needing it. Children will be moved through the various reading levels as and when they are ready. The school has an extensive library, which can be accessed by all children when with their teacher. KS2 children also have a library card which means they are able to take one or two books home from the library as they wish.

Guided Reading takes place every week for all children in school from Reception (when they are ready) to Year 2. This is when a group of readers read with the teacher or teaching assistant to read, share and discuss a book.

We also have some whole class reading sets which allow the whole class to read the same book at the same time. Sometimes the teacher will read as the children follow or an individual, small group or even the whole class may read aloud at once. The children could also read some pages on their own. The book can then be discussed and studied and activities completed about the book. This takes place more often in KS2 and replaces the guided reading sessions that happen in KS1.

In KS2 we also do paired reading. The year 6 children pair up with year 4 children and the year 5's with the year 3's. The older children are trained to read with the younger children, ask questions about the book and discuss what they have read. Research shows that all children progress at a much higher rate when this activity takes place.

The children may also receive some time during the week, to read silently, answer questions or complete activities about a book or share a book.

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught at least twice a week in KS1 and at least weekly in KS2 if necessary. This is based on the spelling patterns/phonics children have been learning and/or the Letterjoin handwriting activities. When children have reached a good standard of handwriting in all areas of their work, they are able to use a handwriting pen as long as they can maintain and improve the standard.

The presentation of some work may also be done through ICT.

The Foundation Stage

We teach English in the Foundation Stage as an integral part of the school's work. We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children

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aged three to five. Write Dance and Dough disco form an integral part of early English development.

We give all children the opportunity:

- to talk and communicate in a widening range of situations
- to respond to adults and to each other
- to listen carefully
- to practise and extend their vocabulary and communication skills
- to explore words and texts

Contribution of English in other Curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Equal opportunities

All teaching takes full account of the need to provide equal opportunities to children in respect of gender, race, religion, the needs of the more able/talented and those children with special educational needs.

Assessment, recording and reporting

We assess children's work in English by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher marks the work and comments as necessary in line with the marking policy. In KS1, every half term, the children's writing is levelled using The Big Writing Criterion Scale. This is done almost fortnightly in KS2. Each lesson will use some AFL methods of assessment and success criteria are regularly used in English. The children's reading level against the reading scheme is assessed half termly and they complete the Salford reading test in February and July. From Foundation Stage they are regularly assessed on key words and from Year 2 the children also complete a SAT reading test. The children complete the Vernon spelling and Salford reading test in February and July. The children are regularly assessed against the National Curriculum objectives in English.

Parents are informed about their child's progress at Parents evening in the Autumn term, an open afternoon in the Spring term and an extensive report in the Summer term.

Monitoring and Evaluation

The curriculum leader and senior leadership team are responsible for monitoring standards annually and a full English review is implemented in line with the school's curriculum review cycle. The curriculum leader prepares an annual self-evaluation report that feeds into the whole school improvement plan.

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Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the internet through their classroom computer, laptops and in the ICT suite. Audio-visual aids and a wide range of resources are also available from the central storage area in the library. The library contains a range of books to support children's individual research.

Resources are audited on a regular basis by the subject leader and monies allocated to the purchase of new resources to ensure that the curriculum can be delivered in an exciting and stimulating manner.

This policy has been agreed by all Staff and Governors in May 2017 and will be reviewed in May 2019.

Further Information.

Reading

All children should have a reading book in school.

As soon as they are able they start the Reading Scheme. Each child should have one sheet from the scheme where it is dated each time they get a new book.

As they finish the level the teacher keeps the sheet for their records and gives the child a new sheet.

The record sheets never go home.

At the end of the year the current sheet should be passed on to the next teacher and old ones can then be disposed of.

Children should move onto the next level as soon as they are ready, they do not have to read every single book.

Children in FS/KS1 generally have a sharing book as well.

When children have finished the reading scheme they have free choice but must record the books they read on the appropriate record sheet and read a variety of books.

Children in KS2 should be heard read their reading book approximately once or twice every term to check they are on the correct level and that they are recording the books they have read/changing their books.

In KS1 this should be approximately every 3/4 weeks, SEN/LA children may need this weekly. If children do need to be heard weekly helpers are used as much as possible for this.

Guided Reading (KS1)

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Guided Reading should take place every week for all children from Reception to Year 2- this should not be their reading books.

The children who are not working with the teacher or T.A should be doing independent Reading/ Big Write/ handwriting/spelling type activities.

Class readers

In KS2 whole class readers are used instead of guided reading. Year 5/6 children also study First News once a week. Activities relating to First News or the whole class reader are also carried out.

Year 1/2- We're Going on a Bear Hunt, Farmer Duck, The Owl Who was Afraid of the Dark

Year 3/4- Bill's New Frock, Butterfly Lion, The Iron Man, The Hodgeheg, Diary of a Killer Cat, Charlie and the Chocolate Factory

Year 5/6- The Suitcase Kid, Stormbreaker, The BFG, Holes, Kensuke's Kingdom, Street Child, The Midnight Fox, Tom's Midnight Garden, Journey to the River Sea

These are accompanied by teachers' books.

Writing

- The big write assessment letter at the start of the year continue to be from the Spanish girl from Yr 1 to Yr 6.
- VCOP sessions take place every week- quick fire game/ work on white boards, etc. 40-45 mins. (30 mins for year 1)
- Big Write sessions will take place at least every half term.
- When it is Big Write the VCOP session should finish with a 5 minute planning/thinking time for the children.
- The week it is not Big Write a Blank Page Marking writing session will take place, written in their English book.
- Following Blank Page marking the children should get the opportunity to respond to the teacher's comments.
- Big Write sessions should link to the English work some weeks but could also be cross-curricular.
- Each classroom will have a VCOP wall where some examples of the children's work can be displayed.
- Each classroom will have Wow words, Connectives and Openers and Punctuation Pyramids displayed.
- Guided Reading will have some stocking Filler/VCOP activities in.
- Everything that is taught through big write should be referred to at other points of writing.
- Success Criteria should be used as appropriate to support the children in their writing

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- Children should receive a Big Write target for them to work on which should be referred to through the week.
- Marking should be positive but also inform the children how they can improve their work.

Handwriting

The letterjoin handwriting scheme should be used at Crooksbar from Year 1.

Staff should use this style of handwriting in school at all times.

Each handwriting session is to be dated- short date generally but you may use the long date to consolidate previously taught letter formation/joins.

A short title may be appropriate, eg ly join, and this will help the children to understand what the focus is.

Date and title should be underlined.

Handwriting should always be marked and any letters incorrectly formed or joined should be highlighted and may well be given to practise at the beginning of the next handwriting session. Children should start using handwriting books in Year 1.

At least two taught handwriting sessions a week should take place in KS1 and one session a week in KS2 (some Y5/6 may not need it). Additionally handwriting practise may take place in guided reading sessions.

By the time children enter KS2 letter formation should not be an issue, extra handwriting homework should be given if this is not the case

If they enter Year 5 and they are not joining the majority of the time again extra homework needs to be given,

A pen should be given to those children that have neat and joined writing in ALL work, if this standard declines; the pen is taken away from the pupil.

Phonics/Spelling

Jolly Phonics is the used mainly to teach synthetic phonics through Foundation and Key Stage 1 with other teaching aids used to supplement phonic teaching. Records are kept of the children's progress which follow them into KS2 so that any further work can be continued. In Foundation stage key words will be given to the children to learn when appropriate. This is continued into KS1 where weekly tests will take place.

KS2 use the list from the National Curriculum and are given weekly spellings to learn at the appropriate level. SEN/LA children may still need to learn key words.

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Speaking and Listening

Children should be practising their speaking and listening skills at all times in school, however specific activities need to be considered when planning too. This may be show and tell, a debate or a presentation for example.

A planned speaking and listening session should take place weekly in some area of the curriculum. Children should be taught how to listen well from entering the school and this should be regularly reinforced. Each year group has a plan of oracy activities that they should be following.

Children should have the opportunity to speak in pairs, groups and to the whole class. All children in school should have a talk partner.

Remember, if a child can't say it they can't write it.