



**BROADWOOD PRIMARY
SCHOOL**

ENGLISH POLICY

Last review date
Reviewed by
Next review date

November 2016
P Forster
November 2019

We aim to achieve the highest degree of progress in pupils' abilities through the teaching of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their skills using spoken and written English within a rich and vibrant creative curriculum, with opportunities to maximize the development of taught literacy skills.

Pupils at Broadwood Primary School will:

- Gain independent strategies to read and write with confidence, using a range of strategies to self-monitor and correct
- Develop an enthusiasm for reading for pleasure
- Have an interest in words and their meanings; a growing healthy vocabulary
- Have increased understanding and enjoyment of a range of text types, media types and genres
- Be able to write in a variety of styles and forms appropriate to the situation □ use their developing imagination, inventiveness and critical awareness □ develop an ability to articulate their responses in a variety of situations.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum, 2013 saw the introduction of the new curriculum with an emphasis on reading for pleasure, grammar and the development of good handwriting and grammar.

In the Foundation Stage (Reception) 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.
- Learn to read and write and embed these skills.

At Key Stage One (Years 1 and 2) children learn to share ideas confidently and become good, sensitive listeners. They learn to read and write independently and with enthusiasm. They learn to use language specific to curriculum topics based on the creative curriculum.

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 different types of language used in fiction and non-fiction texts and learn how the structure of language differs in both.

The Governing Body, receive regular updates and reports on progress initiatives and trends within the provision of English across the school through reports from the English co-ordinator delivered during the Headteacher's report at governors' meetings.

3. SUBJECT ORGANISATION Foundation Stage

Reception learn of phonics through discreet daily lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. Children should leave Reception with a good standard of English having achieved the ELG's in the Prime Area of Communication and Language and the specific areas of Reading and Writing.

Key Stage 1

In Key Stage 1 daily discreet phonics lessons continue and are taught in ability groups, while children have daily mixed ability English lessons with an emphasis on real texts. Ability groups are fluid to ensure children make the best progress possible with the most suitable provision. Children take part in both guided and individual reading sessions and have whole class text sessions to develop a love of reading. English skills are developed across the curriculum through our creative curriculum. This theme runs across the Key Stage so children of differing year groups can relate to each other's work. Intervention programmes are fully embedded to build on the differentiated planning already in place.

Key Stage 2

In Key Stage 2 Children have daily English Lessons including grammar for writing. Additional English sessions include guided reading, handwriting, whole class text and spelling. English skills are developed across the curriculum. As with all Key Stages intervention programmes are in operation across the Key Stage, these are regularly reviewed and monitored to ensure maximum impact. Children experience three discrete 20 minute phonics sessions in lower Key Stage 2 and SPAG (spelling and grammar) sessions in upper Key Stage 2.

APPROACHES TO SPEAKING AND LISTENING

Opportunities for speaking and listening activities permeate the whole curriculum. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: drama within lessons, class roleplay areas, class assemblies, end of term drama productions and Fully Booked Festival, a celebration of books enjoyed and presented to parents by each year group.

We recognise the need for all pupils and staff 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. We are also aware of the need for standard English for children learning English as a second language, a recent trend in the school.

5. APPROACHES TO READING

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. This feeds directly into APP assessment opportunities, ensuring assessment happens regularly and accurately. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary. For children above Phase 6, a file of grammar based activities is provided for teachers.

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. LSAs support reading activities with specifically planned intervention. Each LSA is fully trained and liaises regularly with the class teacher feeding directly into APP assessment.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, as mentioned earlier we have a whole school reading festival called Fully Booked where children share the text they have enjoyed and present it to peers and parents. This allows parents to familiarise themselves with the text their children are enjoying whilst embedding the love of books amongst the children.

Children in the Foundation Stage classes take home a book from a reading scheme when staff decide children are ready. In KS1 children take home a book from a reading scheme, usually 'The

Oxford Reading Tree' or an ability defined text. In addition to this children have school library visits where independent choice is encouraged. Each child has a reading folder and a home school link reading book that parents are encouraged to read with their children and sign.

In Key Stage 2 children choose books to take home and read. We also have a selection of banded books from years three to five to support appropriate text choices. Children in year 6 are encouraged to make more independent choices with their reading.

We still encourage all parents to share a book at home with their children. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Year 2 invite parents into class to read with their children for ten minutes each morning. The Better Reading partnership encourages home school links in supporting the more developing reader.

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. All LSAs are fully trained in supporting reading and have timetabled interventions closely linked to children's individual reading targets.

6. APPROACHES TO WRITING

We aim to instil creativity in children's writing that engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support development we have a creative curriculum which interlinks cross curricular experiences with writing opportunities. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length independently through weekly 'Writing for All' sessions. This provides excellent assessment opportunities and feeds directly into the children's targets and planning for the following week. Target cards are produced using child friendly language and placed clearly in the front of English books across the Key Stages. These targets are ticked when evidence of independent achievement is found in writing. When a target is achieved it is highlighted and dated, then cross referenced in the Classroom Monitor program.

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. There are many opportunities for children to improve and celebrate their writing through drama. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use computing for their writing.

The school has recently taken on the Pen Pals handwriting scheme across the Key Stages. This links to presentation, phonics and writing for purpose.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. The implementation of the Creative Curriculum has seen the opportunity for writing in different styles increase significantly.

8. THE USE OF COMPUTING

We recognise the important role Computing has to play in our school in the development of English skills. All planned Computing sessions are done with curriculum topic links and staff regularly liaise to ensure required year group targets are met in these sessions. All work is saved and fully accessible to feed into the assessment process.

9. ASSESSMENT AND TARGET SETTING

Target cards are used in the front of English books. Target cards change for each stage and are regularly reviewed and updated by the class teacher. Targets are ticked when evidence is found of independent use. Three ticks on three separate occasions means the stage of the target has been met and this feeds into Classroom Monitor.

10. 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 differentiated challenges provided.

11. EQUAL OPPORTUNITIES

Broadwood has high expectations for every child, whatever their background or circumstances. Children learn and develop most effectively when they are healthy, safe and engaged.

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

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

12. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English:-
 - pupil progress
 - provision of English
 - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent English developments.

13. PARENTAL INVOLVEMENT

We take every opportunity to involve parents in all aspects of school life, and we believe this is intrinsically linked to the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. We are committed to training parents in guided reading support across the school.

There are opportunities each term when parents can discuss their children's progress with their teacher. Start and end of year curriculum maps provide information about the English curriculum and how these skills are used in other subjects. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading.

Strategies for supporting children are shared at phase meetings and reading is celebrated yearly with our Fully Booked Festival.

SATs results are published in accordance with Government legislation.

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

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Continuing Professional Development Policy

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