

All Saints' Church of England Voluntary Controlled Primary School Lawshall
English Policy

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'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.' (p10 National Curriculum)

All Saints' is an inclusive school where we have high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey. We use one to one support and small groups to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our aims and connected provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. We give the children opportunities to listen and respond to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time at home through 'talk homework' and by encouraging reading and talk about books
- Poetry recital events eg National Poetry enrichment day, harvest and Easter poems

- School plays
- Class debates
- Weekly silver book assembly
- School Council
- Talk buddies
- Drama/role play
- PSHE and circle time
- Philosophy lessons

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

2.1 Our aims and connected provision

- Pupils learn to read through daily phonics in Early Years and Key Stage One, regular reading to adults in school, guided reading sessions and reading at home.
- Pupils are encouraged to read widely, through our use of differing class texts, varied guided reading texts, school library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reward systems for home reading, quiet reading time within school, an annual sponsored read and a whole school 'Extreme Reading' challenge.
- Pupils need to read to find information within lessons and comprehension is assessed in a formal way every term. Within Key Stage Two the children complete weekly written comprehension activities.
- Pupils are exposed to a range of texts from their literacy heritage during their school career.
- Key Stage Two pupils who are struggling with reading or making slow progress are listened to reading daily within school and undertake Toe By Toe or Dancing Bears reading support, if necessary.

3. Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

3.1 Our aims and connected provision

- We teach grammar as a separate lesson where necessary.
- We correct grammatical error orally and within written work (where appropriate).
- We have a systematic approach; we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- We use high quality texts, modelling and shared/collaborative writing to demonstrate good practice.
- We encourage and promote 'talk for writing'.
- We provide writing frames to support the least confident.
- We provide time for planning, editing and revising.
- We mark extended pieces of work in-depth, using a two stars and a wish approach and set ongoing targets with the pupil.
- We use checklists for pupils to self assess or peer assess, when appropriate so they can evaluate effectively.
- We teach and encourage joined handwriting to support spelling and speed.
- We use drama and hot-seating to help pupils to think about another point of view.
- We provide support for pupils with learning and motor difficulties.
- We hold meetings with parents to help them support their child at home.

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to:

- Be active
- Be progressive/systematic
- Make links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Use subject specific, accurate mathematical and scientific words

4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Providing feedback to pupils
- Targeted one to one/ small group support, where appropriate
- Weekly 'vibrant vocabulary' words are planned by each class in turn, discussed with all children and displayed throughout the school.

5. Planning and Assessment:

- 5.1 Planning:
- Planning shows differentiation by ability
 - Medium term (half-termly) planning is stored centrally.
 - English is planned for separately to other subjects
 - Schemes of work for phonics and grammar and spelling are used to ensure developmental learning building on prior knowledge
 - Short term planning is flexible allowing for assessment for learning after each session/group of sessions.
 - Pupils below age related expectation will be given additional support during literacy lessons to ensure they meet the appropriate learning objective.
- 5.2 Assessment:
- Staff assess pupils learning during and as part of every session and they adapt their practice accordingly
 - Half termly 'Big Write' tasks are assessed and objectives achieved highlighted on Target Tracker
 - Formal assessments of reading comprehension ability are carried out, tracked and monitored at least termly
 - Writing 'age related expectations' are assessed using Target Tracker and Ros Wilson Criterion scale to create a best fit. These are tracked half termly
 - Staff attend moderating sessions within the whole school and key stage.
 - End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.
6. Professional development:
- The English co-ordinator attends training within county and reports back to all staff
 - The local cluster has an English group which meets termly
 - Staff are expected to attend relevant courses during the school year, as required.
 - Moderation takes place within school and with support from county
7. Specific groups:
- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and plans made
 - Pupil premium funding is used to provide additional English support to specific pupils and this support is monitored termly for effectiveness
 - Pupils with EAL are given additional support in all aspects of English
 - Pupils with SEN will have English based targets on their Pupil Passports. These are reviewed half termly.