



ALLENDALE PRIMARY SCHOOL

ENGLISH POLICY

Introduction:

At Allendale Primary School, we recognise that the teaching of English is an essential element of the Primary Curriculum and is the most cohesive area of learning. Gaining and using skills in language not only affects a child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Aims:

- To promote a positive attitude to reading, writing and speaking and listening.
- To develop a child's ability to become a confident, competent and expressive user of language, both oral and written.
- To value language from other countries and cultures.
- To provide a rich and stimulating language environment, where speaking and listening, drama and role play, reading and writing are integrated.
- To provide an awareness of purpose and audience for both written and oral language.
- To ensure access to a broad, balanced and creative English Curriculum.
- To meet the requirements of the English National Curriculum 2014.

Objectives:

Children to develop:

- reading and writing skills, using language with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self - monitoring and correcting their own errors;
- a love of reading and a desire to read for enjoyment;
- an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- an understanding of a range of text types, media types and genres;
- an ability to write in a variety of styles and forms appropriate to the situation;
- an ability to use their developing creativity, imagination, inventiveness and critical awareness;
- a suitable technical vocabulary to respectfully articulate their responses in any discussion.

Inclusion Statement:

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Allendale Primary School to be an ideal learning environment for nurturing and developing the whole child.

Equal Opportunities:

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking all groups of pupils. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Resources will actively promote an awareness of the diverse nature of the world around us. Children for whom English is an additional language are supported to develop their use and understanding of the English language.

Special Educational Needs:

Pupils with special needs are supported by differentiated learning strategies based on individual needs. This applies to children who need additional support and also those who are working at greater depth. Support is usually given in class, but sometimes groups and/or individuals are withdrawn for a particular focus. Needs are identified through teachers' use of an on-going observation and summative and formative assessment and differentiated work is planned and delivered accordingly.

Speaking and Listening:

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. It is important to provide planned opportunities for a range of speaking and listening tasks. This encourages children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. It also encourages pupils to work co-operatively with others and to listen to the views of others. Working collaboratively and sharing ideas is a valuable and supportive exercise, which is planned and developed within the classroom. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, roleplay and debating within lessons across the curriculum, class assemblies, School Council representatives, school productions and a yearly talent show. The National Curriculum states: 'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.' (pages 3, 4 and 7, 2013) All of these speaking and listening skills are taught in Literacy, across the curriculum. Children who require extra support in speaking and listening are referred to a Speech and Language therapist to further assess their needs. 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. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language.

Our approach to Reading:

In EYFS and KS1 we use Read, Write Inc to deliver daily discrete phonic lessons enabling children to decode effectively (refer to Phonics Policy). This is continued into KS2 where necessary. Teachers model reading strategies during shared reading sessions, whilst children

have the opportunity to develop their own reading strategies and to discuss texts in detail during dedicated reading time and Accelerated Reader quizzes. From Foundation Stage up to Year 6, children have the opportunity to read 1:1 with an adult regularly; with there being a particular focus on questioning to promote an in-depth understanding of the text. Questions progress from literal to inferential as the children move up through the school. A range of reading schemes is used to support early readers with Oxford Reading Tree being the core scheme. Children in Y2 to Y6 are assessed using Star Reader to monitor attainment and growth; this is rolled out to Y1 from the Spring Term onwards and parents can access quiz scores on home connect to see how their child is progressing. Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'World Book Day'- where children are immersed in storytelling, author visits, book discussions and the opportunity to dress up as a book character and share their favourite books. Children in EYFS also have weekly library sessions to choose a book to share at home. Each child has a book bag and 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. Information is given on how to support their child in reading on the school website, curriculum letters, parent information evenings and parents' evenings. As children progress through the school, they become more independent in recording what they have read in their reading records. 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.

Our approach to Writing:

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the requirements of The National Curriculum (2014). Teachers model writing skills 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. Children have opportunities to write at length in extended independent writing sessions at the end of a unit; applying their taught skills to an unsupported piece of writing. Children are taught to use writing as a means to communicate ideas and information to a reader, understanding how writers can have an effect on their reader and developing an increasingly wide vocabulary suited to the purpose and genre. Opportunities for writing are provided across the curriculum and children in KS1 and KS2 have writing target sheets which older pupils increasingly use to set their own targets and track their progress. Pupils also use peer assessment and review each other's work, suggesting improvements and learning from one another.

Our approach to Grammar, Punctuation and Spelling:

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Our expectations are outlined in 'Allendale Primary School's Grammar, Punctuation and Spelling Expectations Progression Grid'. It details the expectations for the teaching of grammar, punctuation and spelling and the terminology (from the NC glossary) which must be used by each year group. It offers a guide for identifying the key objectives and skills which must be taught each year. In KS1 and KS2 specific sessions each week are

dedicated to the teaching of grammar, punctuation and spelling. Grammar, punctuation and spelling skills are also embedded within Literacy lessons where appropriate. To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words.

Our approach to Handwriting:

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. We use the Letterjoin scheme, introduced in EYFS, where the lead in joins are taught from the beginning of a child's writing development. Letterjoin helps children develop fluent, clear and legible joined up writing whilst allowing older pupils to develop their own appropriate style.

We aim for pupils to be able to

- Form letters correctly.
- Use upper and lower case letters appropriately.
- Begin to use a cursive style from Summer Term Year 1.
- Use a correct and comfortable pencil/pen grip.
- Introduce writing with pen when appropriate.

Organisation of Teaching and Learning:

Whole class teaching focuses on a shared text through shared reading and shared writing. The teacher modelling and demonstrating strategies for learning are an important and integral part of the teaching process. Scaffolded activities enable pupils to experience success in their learning and give them the confidence to progress independently.

Collaborative learning is encouraged through work in pairs, small and large groups.

Independent learning is encouraged through differentiated tasks including independent writing and reading tasks and collaborative talk to support individual writing etc.

- Opportunities should be found for the development of drama in a variety of contexts.
- Pupils should be encouraged to use drama to link ideas in literacy through role-play, hot seating, mime, and freeze-frame techniques.
- Pupils can explore a range of endings to stories through role-play and use these as a pre-writing stimulus.

Cross Curricular Approach:

English is cross-curricular in nature. Speaking and listening, reading and writing are an integral part of all other areas of the curriculum. Specific skills can be transferred from literacy teaching into other areas i.e. report writing can be taught in literacy and developed in Science. Chronological writing can be used in history to develop sequenced information and explanations and non-chronological explanations can be used in Geography. Awareness of text and language features can be developed through literacy and transferred to other areas of the curriculum. However, in order to develop pupils' literacy skills we devote a considerable amount of our teaching time to this subject in its own right.

Planning and Assessment:

Assessment is an integral part of the planning process. We gather evidence for assessment through planned opportunities for observation, individual reading records and work selected for formal assessment' it is a vital part of planning and teaching English. It is both formative and summative. We assess children's work in English from three aspects (long term, medium-term and short-term). We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and will often be made from day to day observations by children and adults. We make medium-term assessments to measure progress against the key objectives and to help us plan the next unit of work. We make long-term assessments on a termly and yearly basis and use them to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report. At the end of Key Stage One and Key Stage Two each pupil's achievement is included as part of their annual written report. Medium term planning for English can be found on the relevant class page on our website. Monitoring is undertaken through discussions, drop ins, teaching and learning observations and book scrutiny by the HT, Governors, English Co-ordinator and S.I.P.

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