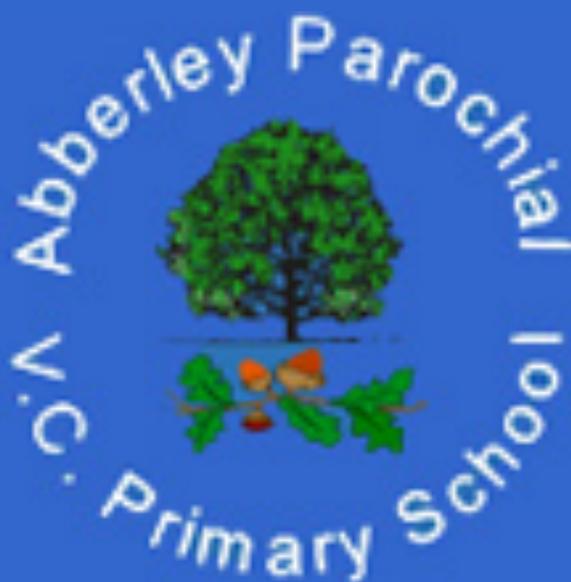


Abberley Parochial V.C. Primary School

Inspiring Hearts and Minds



English Policy

2015

Biennial Review

Aims

National Curriculum

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

According to the National Curriculum, English is part of the 'essential knowledge' 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.'

School Pledge

As a school which thrives to teach through a connected curriculum, we recognise that without effective communication, whether written or spoken, little achievement can be made. We accept that we have a duty to ensure that English teaching is a priority and we recognise that this is a constant throughout school life and beyond. Following our whole school ethos of 'inspiring hearts and minds', we aim, as a school, to inspire children to develop a love for all aspects of the English language.

We are an inclusive school, who set 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, small groups and 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.'

It is this focus and determination as a school that encourages our children to continue their love of learning and understanding in English to be self critical of their work whilst still keeping a hungry and enthusiastic outlook on reading, writing and the spoken language.

Structure of Teaching

We build all aspects of the English curriculum into the children's education through topic based learning. The English curriculum is taught discretely in skill's based sessions and is also consistently applied in our topic based curriculum. For example, staff encourage children to use aspects of reading and writing in research based tasks as well as areas which encourage the spoken language when holding debates and discussions. This helps children to progress in all aspects of the English language at all stages of their school life.

Curriculum Provisions

Spoken Language

We encourage our pupils to speak clearly and confidently and articulate their views and opinions through reasoning and dialogue. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Reasoning and dialogue is

The spoken language is encouraged throughout school, some of which 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, with speech and language intervention groups set up accordingly.
- Encouraging discussions and reasoning in class on tasks and across the curriculum.
- which is shared in assembly and by encouraging reading and talk about books.
- Poetry clubs and poetry opportunities in family assemblies.
- School productions and Christmas services.
- Class debates.
- Weekly collective worship.
- Events within the community, including bag packing and church links.
- Citizenship groups.
- Talk partners.
- Guided reading and paired reading sessions.
- Drama and role play.
- PSHE and circle time.
- Computing and SAFE.

The National Curriculum states that pupils should be taught to speak clearly and convey ideas confidently in Standard English.

Children should be given the opportunity to:

- 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,

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 the chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know.'

Our school has the focus to build a love for reading in all ages and through competitions and challenges set sometimes on a daily basis, we help children to grow in their understanding and personal tastes in literature. On top of this there is a library area, which has an array of fiction and non-fiction books and children are given the opportunity on a weekly basis to go and choose new books from the library and swap existing ones.

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 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. We teach reading in a number of ways across the children's life in school.

These methods include:

- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school, reading partners and an incentives to read at home.
- Pupils develop skills in reading for understanding using the Mount Evo reading scheme in Key Stage 2. And this has been adapted this to meet the needs of our pupils by encouraging them to take ownership of their own reading interest.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read, guided reading and the various methods outlined above.
- Pupils also need to read to find information in all lessons, particularly in topic based ones.
- Comprehension is assessed in a formal way every term or half term for Key Stage 2.
- Pupils are exposed to a range of texts from their literacy heritage during their school career, all of which comes under the National Curriculum.
- Pupils often look at books in guided reading sessions and are assessed each session to monitor understanding of texts and will compare different text types frequently.
- Key Stage Two pupils who are struggling with reading or making slow progress are given accelerated reading support in intervention groups.

Writing

The 2014 Curriculum divides 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.

To ensure quality of teaching we:

- Teach grammar as a separate lesson where necessary.
- Correct grammatical error orally/written work (where appropriate).
- Have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- Use high quality texts, modelling and shared/collaborative writing to demonstrate good practice.
- Provide writing frames to support the least confident.
- Provide time for planning, editing and revising.
- Mark extended pieces of work in-depth and set targets with the pupil following the writing objectives which are shared with them.
- Use checklists for pupils to self assess or peer assess, when appropriate so they can evaluate effectively.
- Encourage joined handwriting to support spelling and speed at an early age.
- Use drama and hot-seating to help pupils to think about another point of view.
- Support pupils with learning and motor difficulties.
- Meetings with parents to help them support their child.
- Teach writing in purposeful topic based tasks.

On top of this, schemes have been developed to focus on the unenthusiastic writers. Using topics which are favoured by the children, children have detailed and rewarding schemes that encourage them to write for a purpose.

Vocabulary, Grammar and Punctuation

Also known as S.P.A.G. (Spelling, Punctuation and Grammar), this area focusses on building an explicit knowledge of how the English language is structured including word etymology, writing with correct grammar and using a varied and suitable range of punctuation confidently.

Vocabulary

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

Vocabulary needs to:

- Be progressive and systematic.
- Link to topics and tasks, including: subject specific vocabulary, accurate mathematical vocabulary and scientific words.
- Develop an understanding of shades of meaning.
- Help children to understand the type of language used in exams and SATs.
- Cross-link wherever possible with a strong vocabulary knowledge enthused and encouraged.
- Be displayed at all times, whether spelling words or topic related vocabulary.
- Improve through the use of dictionaries and thesauruses.
- Link to reading as reading is key in developing children's vocabulary.

Spellings

'Spelliarmus' is the current scheme used in our school to teach spellings, it focuses on learning spellings each week with children achieving 'bricks' that are then used to build structures using the Lego Digital Designer. Word lists are taken directly from the National Curriculum and children receive weekly words to learn, which is then tested the following week. The spellings are tested in a way that encourages application of the new spellings in a writing task with etymology taught alongside. Children are also tested to adhere to the SATs style testing. This helps children to become familiar with how the testing is done in such tests.

Grammar & Punctuation

Grammar is a key part of the National Curriculum and is tested in SATs at the end of year 2 and year 6. Therefore it is imperative that it is taught throughout the curriculum either by using our connected curriculum when making purposeful links, or in discrete lessons. The grammar and punctuation are also an important part of writing so the writing section should be read alongside this.

Handwriting

To improve children's handwriting, we aim to give children practise and time to develop their own writing technique. Joined writing is taught at an early age and is built upon as the child progresses through school. We encourage self pride in work and children re-visit finished pieces of work to re-write a piece of work in order to focus on their handwriting specifically. Staff track children's handwriting progress using the handwriting trackers and children receive rewards as they progress up the scheme. The tracker targets are taken directly from the National Curriculum.

Presentation

Work is frequently but not always assessed for handwriting and presentation. This helps to promote a strong link to British Values. Children complete this focus through the umbrella of 'The Vision', which focuses on their output in all aspects of work.

Phonics

Phonetic knowledge and understanding is always being developed throughout school and with a vigorous programme in Key Stage 1. We use the best parts of different phonics' programmes including Listening and Sounds, Read, Write, Inc. and Jolly Phonics. This ensures children are getting an exciting and varied experience whilst learning their words and sounds. Language of different types of word form are shared with the children and all planning is taken from objectives from the National Curriculum.

Subject Monitoring

Planning

Long term overviews can be found online for Key Stages One and Two, all schemes follow the National Curriculum and the English curriculum is used throughout our connected curriculum as can be found in staff's planning. Pupils are taught in mixed year groups and planning shows differentiation by age as well as ability. As a school we focus on broadening and deepening their learning, which is in line with the curriculum's expectations.

There is no set time limit for English teaching but spellings, guided reading and grammar lessons all come under the same category of English, even if it is hard to quickly spot usage of English at all times in the curriculum due to our connected curriculum. Medium term planning ensures coverage of all reading and writing objectives over the year or two years and staff are guided to give children an array of experiences of all text types both in writing and in reading.

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 may be streamed by ability for particular sessions or group work and homework will be set accordingly if necessary.

Pupils entitled to Pupil Premium funding will be given additional English support which is tracked and monitored termly. Examples of this include the electronic dictionaries and writing aids. At this current time there are no EAL pupils but any pupils with EAL will be given additional English support which is tracked and monitored termly.

Assessment

Assessment is carried out by staff following the National Curriculum based assessment levels, which have been developed by the English Co-ordinator. The levels are based on the child's year and those who are not currently working at the current year's objectives, work on a lower year but are expected to make accelerated progress through these.

Formal assessments are carried out, particularly for reading and SPAG as these are assessed in SATs for Year 2 and Year 6, but other years also carry out reading comprehension testing in

preparation. All assessment levels are handed to the Assessment Coordinator at the end of each half term for monitoring and analysis with the Head Teacher.

Marking

All marking of English follows the school's marking policy. Most reading feedback is given verbally or Writing allows Targets are set for children and are followed up at a later date. This ensures that all pupils are meeting their targets and are getting feedback that helps them to improve their

Professional Development

The school has developing a strong link with the local cluster and local high school. This helps to develop The English Co-ordinator attends termly training within county and reports back to all staff. The local cluster has an English group which meets over the year to monitor and track assessment and progression to ensure all feeder schools are working to a similar standard. Staff are expected to attend relevant courses during the school year. Moderation takes place in house, within the cluster and with support from county and a writing moderation file is held by the English Coordinator for tracking and proof of developments in all year groups.

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. Those pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness in bi-weekly key stage meetings. Pupils with EAL are given additional support in all aspects of English. Pupils who are gifted and talented receive additional support, an extended curriculum that broadens and deepens understanding. Pupils with SEN will have English based targets on their I.E.P. which are reviewed termly.

Monitoring and Review

The governing body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations or curriculum, or if the governing body receives recommendations on how the policy might be improved.

This policy was reviewed and drawn up by Mr. A. Sharpe in November 2015.

It was adopted by the Governors in November 2015

Its implementation is seen as the responsibility of all staff.

It will be monitored for effectiveness by the Headteacher on behalf of the Governors.

This policy is scheduled for review in 2017

Signed: _____ (Headteacher)

Date: _____

Signed: _____ (Subject Governor)

Date: _____