

# STOCK PRIMARY SCHOOL



## **English Policy**

Date reviewed: December 2017

Date agreed by the Governing Body: 30<sup>th</sup> January 2018

Date of Next Review: January 2021

# Stock Church of England Primary School

## English Policy

### 1 Aims and objectives

1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction 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. Specific support material in Letters and Sounds and in (No nonsense spelling) is used across the Early Years Foundation Stage and across key stage 1 (KS1) and key stage 2 (KS2).

1.2 Our objectives in the teaching of English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help them to become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

### 2 Teaching and learning style

2.1 At Stock Primary School, we use a variety of teaching and learning styles in our English lessons, as recommended by the 2014 New Curriculum. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a weekly reading session and a daily lesson in which children experience a whole-class reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity. This happens in lessons where appropriate. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance pupil learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses. Children use computing technology in English lessons where it enhances their learning, as in drafting their work and in 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.

2.2 In all classes, children have a wide range of abilities, and we seek to 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 others, we ask children to work from the same starting point before moving on to develop their own ideas. We match work to the needs of individuals.

- 2.3 All children partake in weekly reading sessions with a teacher or teaching assistant. In Reception and KS1 the main focus is to decode text for meaning – reading the words and understanding what they mean, and in Year 2 pupils begin to develop an understanding of inference. In lower KS2 the focus is to retrieve information, deduce, infer or interpret information, events or ideas from text and to consider the structure and organisation of the text. In upper KS2 the focus is on explaining and commenting on the author's use of language and to identify and comment on the writers' purposes and viewpoints and overall effect on the text on the reader.
- 2.4 Reading at Stock Church of England Primary includes shared reading, guided reading, whole class reading, comprehension lessons and independent reading. Throughout the children's school life, teachers will take care to plan activities that will challenge at every level through differentiated activities. Teachers plan to teach and constantly assess different reading foci through a range of genre.
- 2.5 All children, from reception to year 6, choose books to take home to read with parents. Books are chosen from a colour banded assortment according to the child's reading ability. The colour bands link with national curriculum expectations. Children are encouraged to read at home daily with an adult. Each child has a Reading Journal where parents can comment on how well their children are doing with the books at home.
- 2.6 Key Stage One children are given the opportunity to visit Stock Public Library during lesson time, on a weekly basis, to choose texts to take home. Key Stage Two children are given the opportunity to take an extra book home from our junior library to share with an adult at home, in addition to their banded reading book.

### **3 English curriculum planning**

- 3.1 English is a core subject in the National Curriculum. We use the 2014 New Curriculum as the basis for implementing the statutory requirements of the programme of study for English.
- 3.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The 2014 English Curriculum details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in English that we teach to each year. Our medium-term plans, which we also base on the 2014 Curriculum, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term.
- 3.3 Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning with clearly differentiated outcomes. Aspects of SMSC are identified and noted on planning. The class teacher keeps these individual plans, and the class teacher and subject leader discuss them on an informal basis.
- 3.4 In Reception and KS1 English planning includes one daily activity following the Letters and Sounds Programme until completed. In KS2 English planning involves two to three weekly activities following the No Nonsense Spelling programme.
- 3.5 In KS1 and KS2 teachers plan using Talk for Writing which enables children to explore and develop their ideas through talking and creative practical activities which lead to guided and then independent writing. Each year group also plans one unit based on the Creative writing project. This might be using film, drama or dance as a stimulus.
- 3.6 In KS1 and KS2 planning includes a weekly Big Writing session which covers different genres and allows children to re-visit writing objectives. Time is built in for children to evaluate and improve their work.

- 3.7 In KS1 and KS2 the children have a weekly reading session. The teacher or teaching assistant will work with a group who are at a similar ability level; the children in the group will read together a text or book. There may be times when these sessions are carried out as whole class reading sessions. There will be a focus on specific teaching points and objectives that are particular to that group. These sessions are very carefully assessed using generic recording sheets and each individual's progress tracked. The children will have objectives from their guided reading sessions in their reading diaries. The children self assess with direction at the end of each session whether they have achieved their target or not. Following a guided session the children may be asked to read independently at home or in school in preparation for the next session.
- 3.3 In KS2 there are additional comprehension lessons which look in detail at more complex types of questions.
- 3.9 We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

#### **4 The Early Years Foundation Stage**

- 4.1 We teach English in reception class as an integral part of the school's work. 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, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.
- 4.2 The children also participate in a focussed writing activity every week. They begin with exploring different sentences through speech and language activities and discover basic punctuation through short fun and practical sessions and these skills are developed in their writing through the year.
- 4.3 In Foundation Stage, we share books with children daily, to continue the work parents start at home. We look at illustrations and encourage "book talk" from all of the children. During whole class reading and in small groups we read a range of stories, from traditional tales through to works by established authors. The children love to read together. We begin looking at sounds in our environment and listen to different noises that we can make with instruments, our bodies and a whole range of other items. Listening to rhymes is an important development that we seek to improve through games and our rhyme of the week. We then move on to phonics and how to break down words into individual phonemes so children can start to read on their own and use synthetic phonics to develop decoding skills. By reading a wide range of books together and by changing our voices through pitch and tone we make reading more interesting.
- 4.4 High frequency words are taught in school and are placed in order of the frequency children will see them occurring in books. Children take home a set of high frequency words to practise reading at home. Once children have completed these they will work on comprehension skills and we will send home questions for children to work on with parents or book activities to complete

## **5 Contribution of English to teaching in other curriculum areas**

5.1 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.

### **5.2 Mathematics**

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 1 and 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

### **5.3 Personal, social and health education (PSHE)**

English contributes to the teaching of PSHE by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

### **5.4 Spiritual, moral, social and cultural development (SMSC)**

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

## **6 English and Computing**

6.1 The use of Computing, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.

6.2 Computing is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available to encourage the framing of explicit questions. Groups can work at a computer and input text via standard or overlay keyboard. Word banks word grid software and dictation speed up recording. Software and apps are used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers and speech to text). A range of software and apps are used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using computing, or computing can provide the means of presenting their outcomes (via multimedia presentation or the school website).

## **7 English and inclusion**

7.1 At our school, all children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. Stock Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. English forms part of the school curriculum policy to provide a broad and balanced education to all

children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; Literacy as an Additional Language (EAL).

- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the 2014 Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- 7.3 An education plan will be put in place for children identified with special educational needs. This may include, as appropriate, specific targets relating to English.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning English Literacy. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 7.5 Pupils' needs are met in many ways, for example, by using:
- texts that children can more easily read and understand;
  - texts that offer challenge appropriate to the children's ability
  - visual and written materials in different formats;
  - Computers, tablets and other technological aids
  - alternative communication, such as signs and symbols; translators and scribes.
- 7.6 Our specialist teachers and teaching assistants run intervention programmes for children, who are not at the same level as their peers, including: *Catch Up Reading* and the *Better Reading Partnership*.

## **8 Assessment for learning**

- 8.1 Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Children are also encouraged to make judgements about how they can improve their own work.
- 8.2 Teachers use assessment sheets to measure children's progress against specific and levelled assessment foci. This data is used to inform future planning and to identify children for early intervention.
- 8.3 Teachers make long-term assessments and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- 8.4 These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, and the optional national tests at the end of Years 3, 4 and 5. Teachers also make annual assessments of children's progress based on the level descriptions of the National Curriculum.

8.6 Children's reading and spelling ages are assessed twice a year in key stage two and strategies put in place to support children where necessary.

8.7 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

## **9 Resources**

9.1 There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. Children have access to the Internet through their classroom computer, tablets and laptops. The junior library and topic related books in classrooms contain a good range of differentiated books to support children's individual research.

## **10 Monitoring and review**

10.1 The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in English and by providing a strategic lead and direction for this subject;
- uses management time to review evidence of the children's work, and to observe English lessons across the school;
- leads termly pupil progress meetings with teachers to discuss teachers' assessments and to track pupils progress in reading and writing. This information is shared with the SLT and the headteacher and they evaluate the strengths and weaknesses in English and indicates areas for further improvement;
- reports to the governing body termly with updates on current initiatives and literacy programmes being implemented in the school.

**Signed:**

**Date:**

**Next Review Date: January 2021**