



## **English Policy**

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### **THE IMPORTANCE OF ENGLISH IN THE CURRICULUM**

The Literacy Curriculum helps pupils to develop the vital skills of speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. It helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

### **AIMS**

At Graiseley Primary School we aim to develop the vital skills of reading, writing, speaking and listening as well as encourage interest and enjoyment in fiction, non-fiction, media texts, poetry and drama. The Ruth Miskin's Read, Write Inc. and Language and literacy programmes offer detailed guidance to support the development, planning and teaching of English and the assessment of pupil progress in order to raise standards.

### **OBJECTIVES**

For pupils to be able to:

- speak confidently and clearly;
- listen to others and respond appropriately.
- participate in partner/small group/class discussions and interact supportively;
- work in role and contribute to drama activities;
- use synthetic phonics as the first approach to reading, then use a wide range of reading cues to decode written text and correct their own mistakes;
- read and spell accurately;
- read and write with confidence, fluency and understanding;
- write with a fluent and legible handwriting style;
- develop an interest in words and their meanings and increase their vocabulary;
- experience and be able to write in a range of genres in fiction and poetry;
- experience, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- develop a suitable technical vocabulary to aid understanding and discussion of their reading and writing;
- develop an interest in books, read with enjoyment and evaluate and justify their preferences;



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- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

### **ASSESSMENT**

The School Assessment Policy will guide our approach to monitoring progress and target setting for the whole school, year groups and individuals.

Teacher assessments, monitoring and national tests are all used to track progress and set targets.

The RWInc. programme includes assessments and re-grouping every 6-8 weeks.

Age related reading tests are administered to Y2-Y6 in the Autumn and Summer Term.

(Salford Reading Test)

### **INCLUSION**

#### **EQUAL OPPORTUNITIES**

At Graysley we are committed to realising every child's entitlement to be literate.

We will strive to provide equal opportunities and fair and equal access to the English curriculum for all our pupils. Teaching and learning opportunities within English will be planned to enable the participation of all pupils. We will provide relevant learning opportunities for boys and girls and for pupils from all social backgrounds and ethnic groups.

(See the Single Equalities Policy)

#### **SPECIAL NEEDS PROVISION**

Pupils identified as needing extra support in English will be given the appropriate help in the classroom.

In addition, Provision Mapping identifies pupils who need support in Intervention Groups, provided by support staff.

(See the Special Needs Policy)

#### **EAL**

First Quality teaching from the classteacher is the **first** line for support and good quality teaching. All staff have training to enable this to happen. EAL staff and members of the Local authority EAL team provide additional support to staff and sometimes for those pupils who are learning English as an additional language.

In addition to this teachers endeavour to:

- provide opportunities to hear and speak English in many different situations;
- use accessible texts and materials and plenty of practical and VISUAL activities;
- build on the language experiences of the home and the wider community;
- provide extra support through staff, ICT, games, multi-cultural texts.



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(See the EAL Policy)

### **TEACHING AND LEARNING**

**The Read, Write Inc. and Literacy and Language programmes** provide a clear structure for teaching literacy from Reception to Year 6. Both programmes are closely linked to the objectives and coverage set out in the New National Curriculum 2014.

### **PLANNING**

Teachers and RWInc. Group leaders use the RWInc. and Literacy and Language Handbooks to plan stimulating and well-resourced lessons on the agreed school planning proforma.

Teachers and practitioners also plan opportunities across the curriculum to enhance children's literacy and communication skills. This approach:

- broadens and enhances children's command of literacy skills by providing them with a range of different contexts in which to use and practice these skills
- embeds the teaching of the literacy skills which are central to the language of a particular subject within that subject
- enhances the learning of the subject itself and the attitudes of children towards that learning.

(For planning pro forma see Appendix 1).

### **CURRICULUM TIME**

All children have a Read, Write Inc. or Literacy and Language lesson for one hour a day, four days a week, with a longer Big Writing session at the end of the week.

In addition, these activities will take place outside literacy sessions or cross-curricular through other subject areas:

- reading to the class;
- pupils' independent reading;
- reading for pleasure;
- Speaking, Listening and Drama activities;
- Guided reading;
- handwriting;
- spelling;
- use of the Library.



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### READING

In addition to the strategies for the teaching of reading included in RWInc. and Language and Literacy lessons we are aware of the need to support practice of reading. **Set reading resources are used and adapted for the Language and Literacy programme.**

Therefore we **timetable:**

- individual reading in KS1 with each pupil having a reading book to take home to read. Teachers and TAs monitor this reading;
- individual reading in KS2 with reading or class library books going home for practice. Teachers oversee the recording of this with the pupils gradually taking increasing responsibility for recording materials they have read;
- borrowing from the school library;
- reading to the class, where teachers and pupils choose texts (stories, poems, non-fiction, new items etc.) for interest and **pleasure**. We are anxious that our pupils get access to full texts not just extracts.
- **Individual or paired reading for pleasure**
- **Guided Reading in KS2**

### WRITING

Raising standards in writing is a key issue identified in the School Action Plan. We **regularly and consistently** implement a number of initiatives to address this issue:

- Big Write, with an emphasis on developing VCOP skills to enhance writing structure and content, develop concentration and produce longer pieces.
- opportunities to practice writing skills, introduced in Literacy lessons, in other curriculum areas **using VCOP principles;**
- drafting, note taking, brainstorming and planning for trying out initial ideas and editing to produce an improved and well-presented piece of work.
- a commitment by the staff to provide a stimulating and exciting environment, including displays which value children's work.

### BIG WRITE

Big Write has been introduced across Key Stage 1 and 2. These are longer writing sessions with time for VCOP (Vocabulary, Connectives, Openers, Punctuation) skills practise, modelling by the teacher and planning. The children compose an extended piece of independent work, covering a variety of genres over the year. Children have Big Write books and pencils (pens towards the end of Key Stage 2). Teachers create a calm atmosphere to work in with music and lighting. Pieces of work are marked against the **National Curriculum 2014 expectations** for Writing and children's targets.



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In Foundation Stage the emphasis is on Big Talk in readiness for writing. This includes:

- a language rich environment with opportunities to talk and listen;
- oral VCOP activities, little and often, with the teacher scribing ideas from the children;
- opportunities for emergent writing;
- lots of praise!

### **HANDWRITING**

Graysley use the *Penpals Handwriting* scheme. CD roms and Teachers' Guides outline the Units for each year group. The Units are interactive and include **large and small movement warm up exercises which are vital to developing the physical aspects needed for writing**, and modelling of correct pencil grip and posture for right and left handers. The scheme has clear progression from Reception where children practice their gross and fine motor skills in readiness for handwriting, to Year 6 when speed and fluency are improved.

### **LITERACY THROUGH THE READ, WRITE INC. PROGRAMMES**

Reception and KS1 children, and those needing extra support in Y3 and 4, take part in Read, Write Inc. lessons. Reception have 30 minute sessions. The programme aims to build children's speaking and listening skills and to prepare children for learning to read and write by developing their phonic knowledge and skills. It is a detailed and systematic programme of synthetic phonics. The children are grouped according to reading ability and work in small groups with books that are phonetically decodable at their level. Children are assessed every 6-8 weeks and the groups are revised allowing speedy children to move through the levels quickly.

Once children have completed the Read, Write Inc. programme they move to Literacy and Language lessons.

(see Read, Write Inc. Policy)

### **SPAG**

**Punctuation and Grammar** activities are incorporated into the teaching of both the RWInc. and Language and Literacy programmes. In addition, KS2 teachers include daily practise of punctuation and grammar skills that are relevant to the text, genre and age related expectation.

### **Spelling**

Daily spelling of words with the focus sound is included in the Read,Write Inc. programme. Y2 to Y6 are following the RWInc. Spelling programme which covers the spelling patterns from the wordlists for each year group in the New national Curriculum.

### **TARGET SETTING AND MARKING**

In day-to-day marking and feedback, in line with the School Marking Policy, teachers should highlight positive points, comment on individual or group targets and give next



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steps for new learning.

Targets are shared with children who, increasingly through KS2 take responsibility for monitoring their progress and identifying new targets.

(See Marking Policy)

### **DIFFERENTIATION**

It is each class teacher's responsibility to provide work at the appropriate level for all pupils. There are opportunities for doing this through

- targeted questioning during whole class time;
- differentiated tasks, resources and support for group activities;
- expectations of outcomes.

We aim to provide for all children so that they achieve as highly as they can 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 suitable learning challenges provided.

### **ENGLISH ACROSS THE CURRICULUM**

There are many links between English and other curriculum areas including:

- the reading of books, worksheets, articles, etc;
- locating information in texts and using this information;
- using subject specific vocabulary;
- the selection of the form and style of writing;
- spelling;
- handwriting and presentation skills;
- exploration through talk and discussion;
- speaking with confidence in a range of contexts;
- listening and responding to others in a creative and constructive way;
- ICT.

### **MONITORING**

Moderating and sampling of work is scheduled into SLT and Staff meetings to ensure consistency of assessment and to track progress. Monitoring may take the form of classroom and RWInc. group observations, moderation of planning, book trawls etc.

(See Assessment Policy and School Development Plan)

### **THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.



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### **REPORTING**

Parents will receive progress reports at Parents Evenings and through a formal written report at the end of each school year.

### **PARENTS**

We recognise that working in partnership with parents plays a crucial role in pupils' achievements. We are working towards greater parental involvement in English as well as other areas of school life.

### **ROLE OF THE SUBJECT LEADER**

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

Monitoring and evaluating:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent Literacy developments

Reporting to the Governors

Working with the Link Governor for Literacy

### **OTHER SCHOOL POLICIES**

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

Read Write Inc. Policy

Teaching and Learning Policy

Assessment Policy

Marking Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

EAL Policy

School Development Plan

English Action Plan