



English Policy

Written February 2016
To be reviewed February 2017

Aims:

At West Cliff Primary School, we aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and 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 skills.

Pupils will leave West Cliff in Year Six:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

Statutory Requirements:

Statutory requirements for the teaching and learning of English are identified in the National Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

The new English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar, punctuation and glossary

The new National Curriculum is divided into 3 Key stages: Key Stage 1 (Years 1 and 2); Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National Curriculum gives detailed guidance of what should be taught at each Key Stage under the following headings.

- Spoken language
- Reading - Word reading, Comprehension
- Writing – transcription, spelling, Handwriting and presentation, Composition
- Grammar

In the **Foundation Stage (Reception)**, children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.



At **Key Stage One (Years 1 and 2)**, children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At **Key Stage Two (Years 3-6)** children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body receive regular reports on the progress of English provision.

Subject Organisation

Foundation Stage: In the Foundation Stage, children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1: In Key Stage 1, daily discrete phonics lessons (Letters and Sounds) continue and are taught in ability groups. This is a streamed process across Y3 – Y1. Children are organised into one of six groups for phonics. Children take part in both guided and individual reading sessions (e.g. with teachers and teaching assistants) and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. Read, Write, Inc., differentiated class teaching and differentiated phonics sessions)

Key Stage 2: In Key Stage 2, children have daily English lessons, including grammar for writing. Additional literacy sessions include guided reading, handwriting, and spelling. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

Speaking and Listening:

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, presentations, Talk for Writing (UKS2), talk partners, drama and performances, including our Christmas Nativity.

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. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

Approaches to Reading:

Teachers model reading strategies during shared reading sessions within lessons, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discrete phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of book banded reading schemes are used to support early readers. Guided Reading books are selected to provide appropriate challenge and to be instructional, and will generally be a higher book band than those books that pupils share at home. Teaching assistants may support reading activities to ensure that children have more frequent opportunities to read with adults.



Children in the Foundation Stage classes take home a book from school and parents are encouraged to read the book with their child and then record what book they have read and how they have got on. At West Cliff, we encourage regular teacher and parent communication. Pupils move on to Guided Reading as soon as they are at an appropriate level.

In Key Stage 1, children take home a levelled book according to their ability. These books develop fluency and enjoyment of a variety of texts (e.g. stories, poetry, information) In addition to this children have the opportunity to choose a book from the school library. Each child has 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.

Classrooms have a Reading Corner with a selection of books for the children to enjoy.

In Key Stage 2, children choose library books to take home and read. They are encouraged to record their own thoughts and opinions about the books in their Reading Record. Throughout the Key Stage, children become more independent in recording what they have read in their reading journals. We also have a selection of books in each Class Reading Corner from year's three to six to support appropriate text choices.

Those children who still require a more structured approach to reading have access to the Book Banded books to help them to continue to grow in confidence as readers with a text that is appropriate for their age group. Children are then encouraged to select books which interest them to read at home. We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading.

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.

The 'Progress in Reading' Rising Stars assessment tools are used to monitor children's progress in reading.

Approaches to Writing (including grammar)

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.

Teachers model writing strategies 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, whilst children have opportunities to write at length in extended independent writing sessions both during and at the end of each unit.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama, role play, hot seating and film clips. They may be asked to produce their writing on their own or as part of group.

The 'Progress in Grammar' Rising Stars assessment tools are used to monitor children's progress in grammar.

Cross – Curricular opportunities:

At West Cliff, teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected, as seen in English books. A set of non-negotiables are in place to monitor children's progress in relation to this.



The use of ICT:

West Cliff recognises the important role ICT has to play in our school in the development of English skills. ICT is used to enhance the teaching of literacy and to give all children the opportunity to experience, read and write texts and develop visual literacy. The use of ICT is cross – curricular.

Assessment and Target Setting:

English work will be assessed in line with the Assessment Policy. All pupils will have their own target cards to document their success and next steps.

In addition to daily assessment, more formal assessment opportunities take place at regular intervals:

-  Writing: Termly APP record, judging writing against age related expectations.
-  Reading: Rising Stars progress assessment tests
-  Grammar: Rising Stars progress assessment tests
-  Spelling: Weekly spelling tests
-  Phonics: Termly assessment

Inclusion:

At West Cliff, we aim to provide for all children, so that they achieve as highly as they can in English 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.

Monitoring and Evaluation

Monitoring of the policy is the responsibility of the Headteacher, Deputy Headteacher and Governing Body. It will be reviewed one year from writing (September 2016)

Communicating this policy:

This policy will be made available on the school website to enable all school visitors, including parents, to view. Upon request, it can be made available in alternative formats.

