

Grimsargh St Michael's C of E Primary School



English Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Aims

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Grimsargh St Michael's C of E Primary school, we aim for the children to be able to 'Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' (National Curriculum 2014- Department for Education).

We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(Taken from the National Curriculum for English Key Stage 1 and 2 2014- Department for Education).

Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document 2014.

In the Foundation Stage, children should be 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 possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

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

The Governing body

Regular reports are made to the governors on the progress of English provision and the results which are obtained in reading and writing are discussed at length at the Curriculum Committee and briefly through the Head's report at full governor meetings.

This policy will be reviewed every year or in the light of changes to legal requirements.

Subject Organisation

The English Curriculum is delivered using the Programmes of Study 2014. The Early Learning Goals are followed (using guidance from Development Matters) to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Children are taught in mixed ability, single age classes. The reading and writing activities are differentiated according to the needs of the cohort. In Reception and Key Stage One phonics is taught daily, outside the Literacy lesson, for twenty minutes. In Key Stage One and Two the Lancashire planning guidance is used. Where possible, units of work are linked to other, cross curricular topics. Teachers use the school's weekly planning format, which outlines the objective, shared class activities, guided and independent tasks and assessment for learning opportunities.

Approaches to Speaking and Listening

Spoken language permeates 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. In Key Stage One, various interventions target children who struggle with speaking, listening and spoken language, including Talk Boost, School Start and Time to Talk.

Approaches to Reading

The teaching of reading takes high priority in our school curriculum. The Oxford Reading Tree Scheme is used from Reception Class. After Stage 4, the children move to book bands. The acquisition of early reading skills in Reception class is developed through shared reading as well as individual reading with the teacher and teaching assistant and parents/carers. Guided group reading is introduced to groups when the children have developed the ability to read with some independence. Informal opportunities to read as part of play experiences and to read notices and labels around the room are also acknowledged as reading for a purpose.

As children progress through the school the children are encouraged to develop independence as readers and to enjoy a wide variety of texts across the genres. Confidence is promoted through the graded book bands. In Key Stage One the children also have one Guided Reading session per week,

with a teacher or teaching assistant. Follow up activities are completed each week linking to the guided reading session in a floor book. Shared reading continues throughout school, within Literacy. In Key Stage Two the children have one Guided Reading Lesson per week. They also have time each week to prepare for their guided reading, complete a response activity to develop specific reading skills and read texts of their own choice.

In Reception and Key Stage One, phonics is taught daily, outside the Literacy lesson, for twenty minutes. The children are encouraged to apply their phonic knowledge to reading and writing tasks. Spelling is taught using the Read, Write Inc. Spelling Program, from Year 2, to children achieving the expected level in reading in Year 1 and who are secure with phase 5 phonics. (Some Year 2 children start this, once phase 5 phonics is secure and applied to written tasks). Children will be given lists of spellings to learn each week and tested as a means of monitoring progress.

All children have either a reading record or homework diary for communication with parents about reading.

Teachers encourage wider reading through book recommendations, use of the library and sharing class novels. We encourage the children to read, at home, for a short period, each evening.

Promoting reading in school is always a priority. We have an author of the month and a reading week each year to celebrate reading. The Reading Challenge was re-launched in 2016 and again in 2018 and successfully motivates more children each year to read a variety of other books outside of school. The children receive bronze, silver, gold or platinum reading certificates for reading a set number of books and completing an activity from the challenge grid for each book. New ideas for the reading challenge will be explored at the beginning of the academic year of 2020-21 to continue to motivate children to read and develop a love for reading.

Approaches to Writing

In Reception and Key Stage One, phonics is taught daily, outside the Literacy lesson. The children are encouraged to apply their phonic knowledge to reading and writing tasks across the curriculum.

Mark making and emergent writing are evident from the Foundation Stage. Both shared and guided writing are used to improve standards. Teachers encourage independent writing and from Spring Term in Year One the Key Stage One children complete a piece of extended writing every other week. From Year 2 the children will have opportunities to write at length as part of their literacy unit once a week or every other week. The writing task is often cross curricular. In addition, there will be a piece of extended writing done in other subjects such as history and geography once a term.

Grammar and punctuation is taught during Literacy lessons. A grammar, punctuation or spelling warm up will be done at the start of the Reading and Gathering Content Phases of the literacy unit in Key Stage One, and at the start of every lesson in Key Stage Two. This will consist of a sequence of short, linked activities which enable the children to play games or practise their grammar skills, which they will then apply to their writing. The teachers will use Lancashire's LAPS in order to break down the grammar expectations for each year group into termly objectives. From the Spring Term of Year 1 the children have a separate grammar and punctuation lesson each week, to raise standards in this area.

Reception class focus on the formation of letters from the Spring Term.

All shared and independent writing from year 2 to year 6 is completed in writing books. Shared writing is guided and modelled by the class teacher which then supports the children with the

following piece of independent writing. We are continuing to raise standards in writing for all pupils with a particular focus on SEN and lower ability children, as well as our more able children.

Handwriting

Handwriting is taught from the Spring term in Reception class. In Reception and Year 1 children are taught how to form letters correctly. From Year 1 to Year 6, joined handwriting practice is completed every morning for 10 minutes. Each class follows the PenPals handwriting scheme. Joined handwriting expectations are displayed in each classroom and children who have achieved all the expectations can earn a pen licence.

Cross-curricular literacy opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links, particularly short and long writing opportunities. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

The use of ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. We use Spelling Shed, spag.com and Education City.

Assessment and Target Setting

Work will be assessed in line with the Assessment Policy. Guided Reading is monitored using the Lancashire LAPS assessment grids. Both reading and writing will be assessed according to the Lancashire KLIPS and using the Grimsargh St Michael's Progression of Skills Reading and Writing documents. In Year 2 and Year 6, these will be used in addition to the end of Key Stage National Curriculum objectives. Teacher Assessments are collated at the end of each term. Writing assessments and moderation meetings take place at the end of each half term and the writing levels are collated. Writing is marked using two stars and a wish and/or marking ladders. This highlights strengths and also gives each child an area to work on. Self and peer marking are encouraged from Year 3 to Year 6.

Inclusion

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. See the Gifted and Talented Policy.

Intervention Programmes

Talk Boost
Time to Talk
School Start
Toe by Toe
Read Write Inc. One to One
IDL for Reading and Spelling
Bounce Back Phonics Scheme
Fast Forward Spelling and Grammar for Year 5/6

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of subject leader

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- 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

Parental Involvement

Parents can support with literacy through daily reading with their child/children and communicating with teaching staff via the reading record or homework diary. We have a small number of parent helpers who help with 1:1 reading and reading support groups within each year 6 group one afternoon each week.

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

Teaching and Learning Policy

Assessment and Record Keeping

Feedback and Marking Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy