



Brinsley Primary and Nursery School
Learn today, be a star of tomorrow

School Policy for

English

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Introduction

This policy outlines the teaching, organisation and management of English learning and teaching at Brinsley Primary and Nursery School. We believe that English is an integrated and fundamental component of the whole primary curriculum. It is pivotal for all learning in every curriculum area. Our understanding of English incorporates speaking, listening, reading and writing. These elements of language are interdependent and integral to all learning. English should therefore be promoted holistically. English is fundamental to personal and social development and to life long learning. Good communication skills equip us for everyday life and enable use to survive and function in a civilised community.

1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing in accordance with the Curriculum 2014. Pupils will be given opportunities to interrelate the requirements of English within a creative, broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

Our aims in English are:

- To develop a whole school approach to the teaching of English including frequent spelling, punctuation and grammar sessions.
- To improve spelling.
- To improve handwriting.
- To use response to marking within English lessons.
- To encourage positive attitudes and enjoyment of English.
- For children to read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- For children to have an interest in books and read for enjoyment.
- For children to have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- For children to continue to understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- For children to be developing the powers of imagination, inventiveness and critical awareness.
- For children to have a suitable technical vocabulary to articulate their responses.
- To improve standards so that each child is able to reach his/her expectations outlined in the new curriculum.
- To enrich and support other areas of the curriculum.

We will achieve these aims by the following objectives:

- Pupils will be encouraged to listen attentively, paying attention to detail, to process the information and retain aurally as much detail as they are able.
- Pupils will be encouraged to speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener.
- Pupils will be taught to read fluently with good comprehension, which is reflected in appropriate expression and intonation, from a wide range of text at their own level for pleasure and relaxation.
- Pupils will develop their cognitive skills, imagination, and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose.
- Pupils will make progress along a continuum to become an accurate speller using LCP phonics sessions in Foundation and Year 1 and the Twinkl Spelling Schemes in Year 2 and KS2.
- Pupils will make progress using neat legible joined handwriting that is embedded in lessons across the curriculum. In the Foundation Stage children are taught correct letter formation in a printed style. In year 1, as digraphs are introduced through phonics, children are taught to join the graphemes for these. During Year 2 a pre-cursive style with leading lines is introduced and developed into a fluent joined style throughout the year. Throughout Key stage 2 there is a continued focus on neat, fluent joined writing. If children are able to demonstrate a consistent neat style they will be given a pen license and allowed to complete written work with a handwriting pen.
- Pupils will be encouraged to make fair critical responses about their own language work, that of their peers and that of popular authors and poets.
- Pupils will mature socially through working collaboratively in groups and pairs and with response partners.
- Pupils will write creatively across a range of topics and genres that stimulate their imagination.

2. STATUTORY REQUIREMENTS

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

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often
- Acquire a wide vocabulary and understanding of grammar and punctuation
- Appreciate our rich and varied literacy heritage
- Write clearly, accurately and coherently, adapting their language in style
- Use discussion in order to learn
- Competent in the arts of speaking and listening

3. SUBJECT ORGANISATION

The English Curriculum is delivered using the New National Curriculum.

The school is made up of eight, single year group classes. Where necessary, children are given extra support with their spellings and reading. We are fortunate to have a number of parent helpers who listen to both Key Stage 1 and Key Stage 2 children read. We also have an experienced teacher who provides additional literacy support to Pupil Premium funded children.

Long Term Planning

Every year group uses the Cornerstones Curriculum to plan interesting and exciting topics. Each unit details how it is linked to the New Curriculum objectives and coverage is mapped through an online tracking tool to ensure that all objectives are met by the end of the year.

The Cornerstones Curriculum provides an abundance of opportunities to make cross-curricular links. Teachers will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Across both key stages, a themed topic approach has been adopted and the majority of the children's English work is linked to the themed topic, providing the children with a real purpose for writing.

Medium Term Planning

The Cornerstones Interactive Learning Plans are used as a basis for Medium Term Planning. These detail the objectives covered throughout the unit as well as text types and genres. Teachers complete an overview of their English and cross curricular writing planning at the start of the year to ensure coverage.

Short Term Planning

These are up to five day plans that provide details of activities, key questions, AFL, speaking and listening, and teacher input. They also outline strategies for differentiation and use of success criteria to achieve learning objectives. This is particularly important to support the learning of children on the SEN or Gifted and Talented register. Short term planning also takes account of the role of any teaching assistants, parent helpers available during the teaching of English, as to how they will support the work of the teacher in the class.

Please see planning for specific areas of learning, content and range of writing.

4. APPROACHES TO 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. They are regularly provided with opportunities to develop speaking and listening skills within English lessons but also across the whole of the curriculum.

5. APPROACHES TO READING

- In Foundation and Year 1, children are taught phonics daily for a minimum of 20 minutes.
- Children take their books home to read with their parent/carer and are given regular opportunities to change their books.
- Teaching Assistants are directed by the teacher or SENCO to develop reading with targeted children. This may take the form of extra 1:1, booster groups, Read, Write Inc etc.
- Reading diaries are used to liaise with parents. They are completed every time the child reads to an adult.
- Male role models are encouraged in school to read with children - - particular boys - who are struggling.
- The use of adult helpers is maximised and children are read with according to need.
- Shared and Guided reading are regularly included in English lessons. Both Key Stages 1 and 2 have a wealth of guided reading resources which are differentiated in order to accommodate all abilities.
- An interactive reading scheme 'Bug Club' has been purchased to develop reading across the school. Teachers use this scheme to assess reading levels and develop comprehension skills. It is accessible to children at home as well as at school and provides a wealth of literature for the children to interact with.
- Foundation stage 2 and Key Stage One have weekly Guided reading sessions that involve a number of book based activities
- Key Stage 2 use the Bug Club comprehension scheme too. This is a resources that teachers use to ensure that Guided Reading is being taught effectively. Bug Club uses one level of reading text that all children in the class access either independently or with support, at various levels. In addition to this comprehension lesson, a further ability levelled Guided Reading weekly slot has now been introduced. This works across KS2, with all teachers teaching various ability groups.
- Children are encouraged to read independently at appropriate times throughout the day, for example, during the register/ during and after lunch.
- The school holds book fairs annually.

- Themed reading days are arranged to further enthuse children's approach to reading.

6. APPROACHES TO WRITING

- A cross-curricular approach has been adopted in order to provide the children with a real purpose for writing. Wherever possible, children's own experiences will be used for their writing and to help them apply the skills that they have learnt.
- A variety of approaches will be used to cater for differing learning styles; visual, auditory and kinaesthetic.
- Weekly spellings are taught and tested in both Key Stage 1 and Key Stage 2. In year 1 these are linked to the weekly phonics teaching and common exception words and in Key Stage 2 these are determined by the Twinkl Spelling Scheme.
- Shared, guided and independent writing are included regularly in English lessons across both Key stages.
- Guided writing continues to be a focus across the school. Each classroom has an English working wall where guided writing is displayed and referred to during learning.
- Extended Writing. Children's writing will be formally assessed using Extended Writing at least once per half term and children will be set appropriate targets to help them improve and progress in their work. Children will complete an Extended Write every week or every other week based on a certain text type. Children are given written feedback on this and have the opportunity to respond to feedback using purple pen.
- Success Criteria is continued to facilitate differentiation. The learning objectives are broken down into awesome, brilliant and cool success criteria. Awesome is the most accessible, progressing in difficulty at each stage. This ensures that all learning objectives are accessible, provide opportunities for progression and ensure all children are challenged accordingly. Children are also encouraged to take ownership of their learning, by working through the success criteria.
- Classes will complete at least 15 minutes of discrete/ embedded handwriting per week.
- Key Stage 1 complete weekly grammar sessions using Jolly Grammar and Key Stage 2 teach to the National Curriculum objectives. This ensures that Grammar is embedded into English lessons or taught discretely where necessary.

7. THE USE OF ICT

ICT will play an integral part in the learning of English. Children and teachers will use a variety of approaches to ensure that learning is effective. Lessons will be taught using the interactive whiteboard, using laptops. Children will use ICT for research, to map work, to access simulations and to present work.

8. MARKING, ASSESSMENT AND TARGET SETTING

Work will be marked in accordance with the marking policy (see separate document). Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks, work sampling, self-assessment and up-levelling and informal summative assessment and this will inform planning and teaching. Reporting to parents occurs annually with a written report and also through parent consultations.

Child friendly targets have now been put into the front of each child's book and children receive a tick sticker when they achieve each target.

Please see the Assessment policy for specific areas of assessment.

9. Vulnerable Groups

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. Class teachers are responsible for identifying any difficulties, so that through early intervention, these pupils can be helped.

Pupils that are Gifted and Talented or have special education needs are given support in a range of ways:

- Differentiated work to ensure success and progression.
- Input, where necessary, and when available, from teaching assistants in the form of direct teaching or the provision of resources that meet the child's needs.
- Specific work for children to share with adults at home.
- Input from class teacher and adult helpers.
- Appropriate and achievable targets along with a programme of support.

10. 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.

11. ROLE OF SUBJECT LEADER

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

Monitoring and evaluating English:-

- Pupil progress.
- Provision of English (including Intervention and Support programmes/ this is decided alongside SENCo.)
- The quality of the Learning Environment.

- The deployment and provision of support staff (this is decided alongside SENCo.)
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent English developments.
- Moderation.

12. PARENTAL INVOLVEMENT

We are fortunate that our parents are supportive and keen to support their child's learning at home. Parents are asked to listen to their children read on a regular basis and complete their child's reading diary as an ongoing log. Key words are sent home in FS2 regularly. Parents are asked to support their children learning to read and spell their year group words.

Parents are invited into school once a week to 'Drop Everything and Read'. During this time parents collect their children 15 minutes early and spend time reading with them in school.

Foundation and Key Stage 1 also invite parents to phonics workshops to ensure parents are aware of the expectations and teaching strategies used to deliver this.