

ENGLISH POLICY 2014



Lawley Primary School
Discovery unites us!

September 2014

1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & 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 literacy skills.

Pupils at Lawley Primary School will leave Year 6:

- 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.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (updated 2014).

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.

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.

3. SUBJECT ORGANISATION

Foundation Stage

In Reception 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 continue and children have daily mixed ability Literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions 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 and differentiated class teaching.

Key Stage 2

In Key Stage 2 Children have daily Literacy Lessons. Additional literacy sessions include guided reading and handwriting and might also include class novel and spelling activities. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

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.

Opportunities to develop these skills include: productions at harvest and Christmas, talk partners, drama and an end of year show in Year 6. Children who require extra support in speaking and listening can benefit from small group sessions lead by an ELKLAN trained Teaching Assistant.

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 encourage children to use Standard English when speaking and writing in class.

5. APPROACHES TO READING

Teachers model reading strategies during shared reading sessions, 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 reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage classes and KS1 take home a 'banded' reading book, appropriate for their stage of learning. In addition to this children have the opportunity to choose a book from the class library – usually to be shared in class. Use of a home school reading record that teachers and parents can use to share information about a child's reading is encouraged. Parents are encouraged to read with their child daily.

In Key Stage 2 children choose books to take home and read. We also have a selection of banded books in years three and four to support appropriate text choices – these can also be accessed by children in years 5 and 6 who need them.

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.

6. APPROACHES TO WRITING

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. To support our teaching of writing we use the National Curriculum (2014) statutory requirements, while still accessing 'archive' documents such as the Renewed Framework, Grammar for Writing and Spelling Bank. 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 weekly.

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 techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We use a handwriting scheme in school to help children develop fluent, clear and legible joined up writing. There is an expectation that all children should be writing in pen towards the start of Year 3.

7. CROSS-CURRICULAR LITERACY OPPORTUNITIES

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.

8. THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

9. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

10. 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.

11. EQUAL OPPORTUNITIES

Lawley has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

12. ROLE OF SUBJECT LEADER

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

- monitoring and evaluating Literacy:-
 - pupil progress
 - provision of Literacy
 - the quality of the Learning Environment,
- 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.

13. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum letters provide information about the curriculum. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. We always welcome parent volunteers who would like to support literacy provision in school by coming in to hear readers.

SATs results are published in accordance with Government legislation.

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

- Spelling Policy
- Grammar and Punctuation Policy
- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Continuing Professional Development Policy

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