

<i>Reviewed:</i>	<i>May 2020</i>
<i>Next Review</i>	<i>May 2022</i>
<i>Staff Responsibility</i>	<i>C Foreman English Leader</i>
<i>Link Governor Responsibility</i>	<i>Maria Lynch</i>

## Perton First School



## English Policy

This policy needs to be read alongside other school policies including:

- **Assessment policy**
- **Special Needs policy**
- **Gifted and talented policy**
- **Marking and Feedback policy**

This policy should also be read alongside the National Curriculum, other documents from the Standards and Testing Agency, Letters and Sounds Phonic document and our school Learning Ladders showing expectations in reading and writing for all year groups.

### Vision

*By the time children leave our school, we expect them to communicate through speaking, listening, reading and writing, with confidence, fluency, understanding, creativity and enjoyment. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes. We want children to leave our school fully equipped with the English skills to achieve their dreams in future life.*

## **Rationale:**

- The National Curriculum clearly states that teaching the English language is an essential, if not the most essential role of a school.
- At Perton First School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is part of the essential knowledge that is needed in society.
- 'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum 2014)
- Perton First is an inclusive school. We set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

English is fundamental to learning across the whole curriculum, developing children's ability to listen, speak, read and write for a wide range of purposes and is the main medium through which we express our ideas, needs and understanding of the world in which we live. We acknowledge the different skills, experiences and knowledge that the children bring to school. From these starting points we aim to develop confidence, enjoyment and creativity.



## Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

### Our aims...

- To enable our children to speak with clarity, confidence and expression, and to take account of their audience, purpose and differing situations.
- To encourage our children to listen with concentration to others, to respond and build on their ideas and opinions and to identify features of language used for specific purposes.
- To show our children how to adapt their speech to a wide range of circumstances and demands by giving them the opportunity to listen and respond to literature, give and receive instructions and develop the skills of participating effectively in group discussions.

### Ways in which we support this:

- Providing a range of opportunities for children to talk and listen in formal and informal settings
- The use of role-play and drama activities to explore situations e.g. hot-seating
- Exploring the rhythmic quality of language
- Regular story times
- PSHE and Circle Time
- Class/group debates
- Opportunities to share experiences, ideas or describe events/objects
- Interviewing
- Praise given for use of interesting vocabulary
- Use of audio and visual recording
- Opportunities to take part in performances



## **Reading:**

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.' Reading allows pupils to 'acquire knowledge' and to 'build on what they already know.'

Schools are expected to have library facilities and support and encourage reading at home.

The Curriculum divides reading skills into two dimensions:

- Word reading/decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

### **Our aims...**

- To enable our children to learn to read easily and fluently through the use of phonological awareness to decode and encode words
- To help them to be able to read with fluency, accuracy, understanding and enjoyment
- To help them become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge
- To develop enthusiastic and reflective readers through contact with challenging texts

### **Ways in which we support this:**

- Daily phonic sessions for Key Stage One and some Key Stage Two children
- Key Stage Two pupils who are struggling with reading or making slow progress are given accelerated reading support using the Rapid Reading scheme, Bug Club and precision teaching of High Frequency words
- Children are given opportunities for regular reading to adults in school and more often for those who may not get support from home

- Pupils are encouraged to read widely, through our use of class texts, library visits and high quality attractive books in classrooms
- Pupils are encouraged to read for pleasure in quiet reading time and by listening to an adult read texts to them
- Using a home-school reading diary and rewarding regular reading at home with house points
- Giving regular opportunities for guided, paired and shared reading, experiencing a wide range of different texts
- The use of a variety of reading games including ICT online content (Bug Club, Espresso, Literacy Shed plus)
- The use of directed activities related to text (such as completing comprehension activities, highlighting main points or adjectives etc.)
- Providing a good role-model ourselves by telling children about our favourite children's books or parts of stories
- Encouraging discussion about favourite stories, books and other texts



## The Library

### Our aims...

The main aims of our school library are:

- To provide a well-planned, attractive and stimulating environment
- To provide a central resource centre of books for the entire school community
- To provide a well-equipped resource centre to support teaching and learning
- To provide a range of reading material, which reflects all ages, cultures and interest levels, and also supports the National Curriculum

Through the children's regular use of our library we aim:

- To stimulate a love of books and reading
- To encourage children to develop their own enjoyment, interest, knowledge and opinions about books
- To develop children's referencing skills
- To develop children's understanding of how libraries are organised and used and how books are categorised
- To promote care and respect for books and other resources



## Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, descriptions, explanations, reports, discussions and writing to instruct or persuade.
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

### **Our aims...**

- To help our children develop an understanding that writing is both essential to thinking and learning and enjoyable in its own right.
- To enable our children to learn to communicate meaning in narrative and non-fiction texts, spelling and punctuating accurately and for a range of purposes.
- To enable them to improve their planning, drafting and editing skills

### **Ways in which we support this:**

- Valuing children's writing at all stages thus encouraging children to see themselves as writers from early on (Writer of the Week)
- Providing real purposes for writing, enabling children to become increasingly aware of their intended audience
- A multi-sensory approach providing a range of contexts and stimuli
- Pie Corbett approach to storytelling, encouraging and promoting 'talk for writing'
- All children from Year One to Four use the principles of Big Writing and have a Big Writing session regularly.
- The use of drama skills, e.g. hot seating, re-enacting

- Providing a role model through the teacher sharing their own writing processes and experiences
- Opportunities for collaborative writing
- Providing writing frames where appropriate
- Giving children experience of a range of ways to plan so they can choose which is appropriate for their needs as they progress through the school
- Teaching grammar skills in context and as a separate lesson where necessary
- Teaching children a variety of spelling strategies and encourage them to apply them in written work across the curriculum
- Provide time for planning, editing and revising
- Use steps to success checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- Encourage legible / joined handwriting to support spelling and speed (following the Penpals Handwriting Scheme)
- Support pupils with learning and motor difficulties
- Meet with parents to help them support their child



## **Vocabulary Development:**

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently. Each class will have new and interesting vocabulary displayed around the classroom either on a display or on a word mat on the table.

### **Vocabulary teaching needs to:**

- Be ongoing
- Be progressive and systematic
- Make links from known words
- Develop understanding of shades of meaning
- Include subject specific, accurate mathematical and scientific words

### **Our aims...**

- To encourage our pupils to have a wide and growing vocabulary in a number of ways

### **Ways in which we support this**

- Spelling lists/key words to take home and learn

- Display / word mat of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries and thesauruses
- Using texts to explore vocabulary choices and the effect they have
- Targeted one to one/small group support where appropriate

## **Foundation Stage**

Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

By the end of the Foundation Stage children should:

- Listen attentively in a range of situations
- Listen to stories, anticipate key events and respond with relevant comments, questions or actions
- Give attention to what other say and respond appropriately, while engaged in another activity
- Follow instructions involving several ideas or actions
- Answer 'how' and 'why' questions about their experiences and in response to stories or events
- Express themselves effectively, showing awareness of the listeners' needs
- Use past, present and future forms accurately when talking about events
- Develop their own narratives and explanations by connecting ideas or events
- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read
- Use phonic knowledge to write words in ways which match their spoken sounds
- Write some irregular common words
- Write simple sentences which can be read by themselves and others
- Spell some words correctly and other in a phonetically plausible way

(EYFS profile 2013)



## **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on different teaching and learning styles and incorporate this into their lessons. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Specific groups:**

- Analysis of Pupil Progress in English is carried out termly and pupils who are slow moving or making little or no progress are discussed and plans made
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly
- Pupils with EAL are given additional support in all aspects of English
- Pupils who are gifted and talented receive additional support and work is differentiated accordingly
- Pupils with SEN will have English based targets on their IEP. These are reviewed termly.
- 

### **Planning and Assessment:**



#### **Planning:**

- A long term curriculum overview can be found in school

- Each year group has a medium term plan for each termly topic including the NC reading, writing, grammar and spelling objectives taught
- Phonics is taught using Letters and Sounds and planning taken from the LCP scheme of work and Phonics Play website to ensure developmental learning building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session / group of sessions
- Pupils are grouped for ability and work is differentiated accordingly
- Pupils entitled to Pupil Premium funding will be given additional English support which is tracked and monitored termly

## **Teaching:**

The teaching of English will take the form of a daily English lesson that will be in line with the age, stage of development and ability of the children being taught.

The objectives in the framework will give English teaching focus and direction which should aim for good levels of motivation and an active engagement for all pupils. To achieve this, teachers use a variety of teaching strategies through whole class, shared and guided sessions that also address a range of learning styles (VAK). These include:

- Direction - to ensure pupils know what they should be doing, to be aware of the success criteria and to develop key strategies in reading and writing.
- Modelling - discussing the features of written texts through shared reading books and extracts.
- Scaffolding - providing writing frames for shared composition.
- Explanation - to clarify and discuss.
- Questioning - including higher order questioning to probe pupil's understanding and to extend their ideas,
- Speaking and Listening - discussing, arguing, listening and responding.
- Demonstration - e.g. to teach letter formation, join letters, read punctuation, use a dictionary.
- Listening to and responding - e.g. to stimulate and extend pupils' contributions, to discuss/evaluate their presentations.



## **Assessment:**

Teachers assess pupil's learning during every session. They adapt their practice accordingly and adjust daily plans. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

- Teachers use half termly assessments to assess against the key objectives and help them plan for the next unit of work. Rising Stars assessments are used for reading, spelling and grammar and this is tracked and monitored at least termly.
- Formal assessments of reading ability are carried out, tracked and monitored termly using the Salford Reading Test.
- Reading and Writing judgements are also assessed using our own assessment ladders containing the strands of the national curriculum for each year group.
- End of Key Stage 1 Assessments are analysed by the Assessment leader, discussed with English leader and Senior Leadership Team and fed into the school SEF, School Improvement Plan and reports for Governors.

## **Monitoring**

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leader and senior leadership team. The work of the subject leader also involves supporting colleagues in their teaching. The subject leader attends training and updates and reports back to all staff. The subject leader gives the Head teacher and governors an English update at the termly Teaching and Learning meetings. The named governor responsible for English meets regularly with the subject leader in order to review progress.

## **Moderation Procedures**

Moderation at Perton First is carried out in house within staff meetings and planning, preparation and assessment time. Moderation also takes place within our termly cluster update meetings and a portfolio of moderated reading and writing evidence is kept by the cluster for each school's use when required.

## **Resources**

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses, and a variety of age appropriate resources. All classes have a selection of fiction and non-fiction texts within an accessible quiet reading area. The library is well stocked with a range of fiction and non-fiction texts aimed at a range of abilities.

Claire Foreman

English Subject Leader

May 2020 (subject to ratification by the Governing Body)