

Appleton Wiske Community Primary School
English Policy

The National Curriculum states that teaching the English language is an essential role of a primary school. The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, listening, reading and writing across a range of different situations and through cross curricular activities.

We are 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 use one-to-one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help children with additional needs outlined in the SEND code of practice. We agree with the National Curriculum that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised'. We view equal opportunities in the widest possible sense as embracing the well-being, contribution and development of all the school community irrespective of gender, race, religion, ability, disability, age or socio-economic group.

We aim for our children to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to take responsibility for their own learning including self-assessment and editing.
- Develop a love of reading and a desire to read for enjoyment.
- Develop a growing vocabulary in relation to grammatical terminology.
- Understand a range of text types and genres.
- Write in a variety of styles and forms appropriate to the situation.
- Develop a suitable technical vocabulary to articulate their responses.
- Use their creativity, imagination, inventiveness and critical awareness.

Spoken Language

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach the children to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Our pupils develop the skills of participating effectively in group discussions in the following ways:

- Activities which are planned to encourage active participation by all children, irrespective of ability.
- Encouraging talk-time in the classroom and encouraging reading and discussions about texts.
- Opportunities for talk partners, circle time, role play, drama and school performances.
- Contributions during assemblies and school events within the community
- Discussions during School Council meetings
- Guided and group reading activities
- Opportunities to express thoughts and feelings, such as during SEAL activities

Pupils with speech, language and auditory problems will be identified and specialist support will be provided.

Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. There are two aspects of reading development: reading/decoding and comprehension. Our pupils develop their reading skills in the following ways:

- EYFS children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child-initiated activities.
- Pupils learn to read easily and fluently through daily phonics in EYFS and Key Stage 1, as well as regular reading to adults in school and at home.
- Pupils develop comprehension skills during Guided Reading activities. They study a text which is more challenging than their independent book, and they are given tasks to fulfil at school and home.
- Pupils are encouraged to read widely, through independent books, class texts and the school library.
- Pupils are encouraged to read for pleasure during quiet reading time and by listening to an adult read.
- Pupils are expected to use their reading skills in order to find information during lessons in all areas of the curriculum.
- Pupils are given opportunities to experience a wide range of texts in a variety of genres.

Writing

The National Curriculum states that pupils should develop the stamina and skills to write at length; use accurate spelling, punctuation and grammar; write in a range of ways and purposes; and write to support their understanding and consolidation of what they have heard or read. There are two aspects of writing development: transcription (spelling and handwriting) and composition. We recognise that both of these elements are essential to success and we support the acquisition of both sets of skills through various methods:

- We teach grammar, punctuation and spelling as discrete lessons and within other lessons as appropriate.
- Pupils move from 'Letters and Sounds' to 'Support for Spelling' and the NYCC spelling programme.
- We correct errors in pupils' written work (see Marking and Feedback policy).
- We revisit key learning and build upon it in all areas, from phonics through to grammar, punctuation and spelling.
- We use high quality texts.
- We use teacher modelling and collaborative writing to demonstrate good practice.
- We provide writing frames to support pupils when appropriate.
- We provide time for planning, editing and revising.
- We mark extended pieces of work in-depth and set appropriate targets with the pupil.
- We use checklists for pupils to self-assess or peer-assess, when appropriate, so they can evaluate effectively.
- We teach joined handwriting from Year 1 and expect pupils to use joined handwriting in their written work.
- Structured support is provided for pupils with learning and physical difficulties.

Vocabulary Development

The National Curriculum states that the development of 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 effectively. Our pupils develop their vocabulary in the following ways:

- Spelling lists/key words to learn and apply to their writing.
- Display of key words linked to topics and subjects.
- Encouraging and expecting the use of correct vocabulary orally and in written tasks.
- In-depth word based lessons looking at specific patterns.
- Promoting the use of dictionaries, thesauruses and similar resources.
- Using a range of texts to explore vocabulary choices and the effect they have on the reader.
- Targeted one-to-one or group support, where appropriate.

Planning

- English is planned for separately to other subjects but will include opportunities for cross-curricular learning.
- Planning includes differentiation by age and ability when appropriate.
- Short term planning is flexible and fluid, allowing for assessment and reflection after each session.
- Schemes of work for phonics, grammar, punctuation and spelling are used to ensure developmental learning builds on prior knowledge.
- Children with additional entitlements such as SEND and Pupil Premium will be identified in the teacher's planning with appropriate provision in place.

Assessment

- Formative assessment is ongoing; teachers monitor pupils' learning throughout every session and adapt their practice and planning accordingly.
- Formal assessments in English are carried out, tracked and monitored at least termly.
- Pupil Progress is monitored by the Head Teacher and teaching staff in order to identify gaps in learning or slow progress.
- Teaching staff attend moderation sessions organised by the Local Authority and with the local cluster of schools.
- End of Key Stage Assessments are analysed by the English Co-ordinator and Head Teacher, which then feed into the SEF and SIP.
- Parents are informed of their children's progress in English through parent/teacher consultations, written reports and informal discussions throughout the year.
- Tracking in the EYFS is through the use of NYCC's baseline and yearly tracking system.

Monitoring

Monitoring is undertaken on a regular basis by the English leader, Head Teacher and supported by the link governor. A variety of methods are used, including lesson observations, learning walks, planning scrutinies, book scrutinies and pupil conferencing. Monitoring evidence can be found in the Head Teacher's Monitoring File. The subject leader is responsible for improving the standards of teaching and learning in English through:

- Attending regular training and network meetings and cascading information to staff.
- Monitoring the subject through a range of methods identified above.
- Developing the action plan and updating the policy in line with statutory requirements and the school's needs.
- Tracking pupil progress.
- Purchasing and organising resources.

Resources

There is a range of resources for the teaching of English throughout the school. Classrooms contain a range of texts, dictionaries, thesauruses and a working wall which is accessed by the pupils to enhance their learning. A dyslexia-friendly alphabet is displayed in each classroom. Guided reading books are banded and situated in classrooms and the library. The Library contains a wide range of non-fiction books. Teachers have a range of resources, including ICT, for use in English lessons and across the curriculum. Resources for children with additional needs are purchased and created as appropriate.

Revised: May 2019

Review date: May 2020

