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ENGLISH POLICY

1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & 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 Longridge CE Primary we strive for all children to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

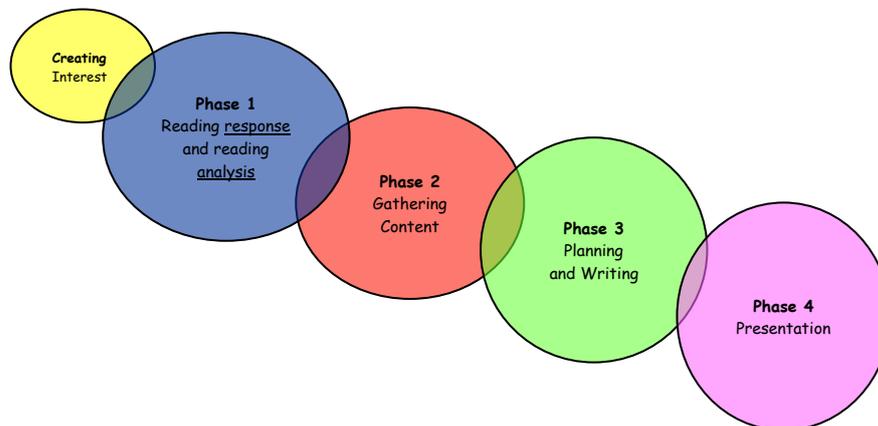
2. SUBJECT ORGANISATION

The new National Curriculum 2014 forms the basis of teaching and learning. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

From years 1-6, we use the **Lancashire KLIPs** as a basis of our key learning in each year group. From September 2015, we will use the KLIPs as an assessment tool for each child in Reading and Writing. From this we will be able to make a teacher assessment judgement on whether a child is EMERGING, DEVELOPING or SECURE against their Year group expectations. Also we use the **LAPs** to support us with planning and as a Guided Reading and Guided Writing tool. **LAPS** are also used to support teachers in setting Reading and Writing targets for the children.

At Longridge CE Primary, the time allocated for English is in line with recommendations for key stages one and two. This amounts to 7.5 hours per week at both key stages. In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from daily story/class novel sessions.

We have devised **UNITS** (see **unit overviews**) for each year group which cover Fiction, Non Fiction and Poetry. Teachers have also devised **CURRICULUM MAPS** for English which incorporates the key skills and writing opportunities for each unit. Teachers employ a range of generic teaching strategies and follow a clear **TEACHING SEQUENCE** within a unit.



Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Technology is used where it enhances, extends and complements English teaching and learning. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

3. 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. Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances and assemblies
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

4. APPROACHES TO READING

Our aim at Longridge CE Primary is to ensure that children develop as effective readers, using the skills they have acquired, in a confident manner and developing a love of reading that they will have throughout their lives. To do this we aim to teach the children to read accurately, fluently and with understanding, encouraging and developing their responses to the texts they read. We have a phonics first approach in the infants ensuring children have decodable reading books. We use ORT, Rigby Rockets, Big Cat phonics, Reading Corner Phonics and Project X. All our home readers are book banded and staff are clear about book band expectations for their year groups.

We provide opportunities in class for the below:

- Shared reading
- Guided reading
- Independent reading
- Phonics
- Wider reading
- Children also *hear* reading daily in the form of a story of class novel.

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading, the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading, texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books. Reading at home is regarded as an important part of reading development.

Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Reading record books.

All teachers are responsible for hearing children read regularly depending on need. Also, we have a fabulous bank of volunteers who hear the children read on a regular basis. From September, the teachers have 'non negotiables' in terms of hearing children reading. This will include extra provision for SEND children and those children who do not read at home.

Home reading books are audited annually and new books are purchased.

5. APPROACHES TO WRITING

Children who are encouraged to do their own writing are more likely to see themselves as writers and develop a positive attitude to writing. Our aim is to develop the children's understanding of the written language by purposeful activity. To do this we aim to give children the opportunity to produce wide-varied forms of writing for different audiences. Through these experiences they can use writing to develop ideas and communicate meaning to a reader using wide ranging vocabulary and an effective style.

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- scaffolded writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Shared writing takes place within the English lesson; the teacher models the writing process to the whole class as an expert writer, articulating the process. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing, where appropriate.

Guided writing takes place as part of a guided session in at least once within a unit of work. During guided writing the responsibility for writing shifts to the learner. Guided writing takes place with a group of children with **similar writing targets/needs**. During a guided writing session the children will write with a teacher supporting. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills.

After a unit is completed there is an opportunity to allow the pupil to apply their learning in an independent, extended writing session. Pupils will be given the opportunity to write in a wide range of text types and styles.

We have **SPECIAL WRITING BOOKS** in which we add a piece of writing each term. These books are passed up through school and are a lovely journey of how each child's writing has progressed throughout school.

Children are expected to write a scaffolded piece at the end of each unit and 1 **INDEPENDENT** piece each half term (with an extra independent piece in the Summer term).

6. HANDWRITING (see Handwriting Policy)

7. SPELLING (see Spelling Policy – Years 2 -6 follow the No Nonsense spelling scheme)/ GRAMMAR and PUNCTUATION

The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about spelling, grammar and punctuation.

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct that help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language that they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Grammar is not about learning terminology. The use of terms to discuss language is helpful but is not an end in itself. Many pupils become adept at repeating terms they have heard, but remain unable to transfer grammatical knowledge into independent reading and writing. Shared reading and writing provides a helpful context for the discussion and demonstration of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation). Guided writing gives opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing.

Each week, there will be a new Grammar and Punctuation objective taught. This will be taught via Grammar warm ups at the start of each lesson and maybe a whole class lesson on this particular Grammar strand.

8. PHONICS (Mrs Hennedy is the Subject Lead)

Daily Phonics sessions take place at 9.50 – 10.10 am each day in the KS 1 classrooms and support rooms. In Year Reception, daily phonics takes place at different times in the day. In KS1 the children are streamed according to ability and placed in the appropriate phonics stage. This is to ensure high quality daily phonics sessions, at the appropriate level for all children. These children are tracked on the Phonics tracker. Some SEN children from years 3 and 4 also attend the streamed phonics sessions. We use the 'Letters and Sounds' programme. At the end of Year 1 the children have their phonics screening test. For those children who fail the test, there is intervention put in place in Year 2 via the Fast Track Phonics programme. The children are retested at the end of Year 2.

9. THE USE OF COMPUTERS/TECHNOLOGY

Opportunities to use computers and technology to support teaching and learning in English will be planned for and used as appropriate.

10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. The English/Assessment subject leader and SENCo 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.

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils. In Year 2 we use Fast Track Phonics and Fast track Grammar 2 in Year 6. We have extra booster classes for Year 6. From September 2018, we will have intervention in the afternoon for children in years 2 -6. The children selected will change weekly and be at the class teacher's discretion. Also, we identify children in Year 2-6 for the IDL programme, which is a computer programme aimed to support specifically spelling and reading. In Year R and Year 1 we have Speech and Language support (outside agency) for identified children.

There will be a third wave of support for pupils who are placed on School Action or School Action Plus that will be additional and different. The teaching assistants will provide daily PT for children identified on the SEND register. Pupils that are more able are planned for in line with our policy for teaching pupils that are more able. The needs of children with English as an additional language will be met through

planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy.

12.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.

13. 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)
- 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 English developments