



English Policy

Person responsible: Head teacher

Ratified by the governing body: Spring 2017

Date for review: Spring 2020

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw'.

**Reverend Anne-Marie Renshaw
Chair of Governors**

Introduction

English is an essential communication tool through which we understand the world around us. It is also the medium by which we deliver and receive all areas of the curriculum. It is every child's right to acquire basic literacy to enable them to function confidently within society. We believe that every child has the right to be able to read and write effectively and to be able to communicate with others eloquently. In order to achieve this aim the teaching of English, in all of its forms, has a high profile within the school.

Aims

Our aims in teaching English are to enable pupils to:

- Articulate themselves fluently and with confidence adapting their speech to a widening range of circumstances and demands;
- Formulate, clarify and express their ideas;
- Use standard English appropriately;
- Listen and respond appropriately to others;
- Read accurately, fluently and for meaning using the full range of decoding strategies;
- Understand and respond to a wide range of texts using appropriate evidence to support their ideas;
- Read, analyse and evaluate a range of texts (fiction and non-fiction) including texts from other cultures;
- Use the written form for many different purposes;
- Use compositional skills to develop ideas and communicate meaning, using interesting vocabulary and an effective style, organisation and structure;
- Present their work in fluent joined handwriting with correct spelling and punctuation.
- Use keyboard skills and ICT tools confidently to compose and present work.

What are children learning?

Within the National Curriculum for English skills are broken down into reading, writing and spoken language.

The expectations for each year group in English are available on our website (www.messingprimaryschool.co.uk) as is the long term curriculum map.

How do we support their learning?

Reading (See reading policy)

We believe in encouraging children to develop a love of reading so that they become readers for life. With that aim, children should be taught to read fluently and expressively and be encouraged to enjoy reading both for pleasure and for information. Regular author visits to the school further develop pupils' perception of themselves as readers and writers.

Guided Reading

Teaching of reading also occurs within 'shared reading' sessions in whole class English lessons and within small group guided reading sessions. Pupils begin guided reading in Year 1. All pupils at this level and above receive weekly group guided reading sessions within Key Stage 1. In Key Stage 2 the sessions also take place every week.

These guided sessions allow for in depth discussion and comprehension of the text.

Phonics. (See Phonics Policy)

In order to teach all our pupils to become fluent, confident readers, who appreciate the joy of reading, we have a strong emphasis on phonics. All pupils within the Early Years Foundation Stage and Key Stage 1 receive phonics teaching in line with the DFES document 'Letters and Sounds'. From Reception onwards, pupils receive a twenty minute daily phonics lesson, targeted at their current level of attainment, and are encouraged to apply this learning in their reading and writing.

Pupils continue to receive daily phonics teaching until they are confident with using and applying the skills taught within phase five of the 'Letters and Sounds' document.

Discrete phonics teaching continues into Key Stage 2, and for as long as necessary, for pupils who require extra support and learning time to focus on securing their phonics knowledge

We work within all Key Stages to ensure that all pupils who would benefit from extra phonics teaching receive it. Any child who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

Parents are updated in the use of phonics to support early reading alongside other strategies, throughout Learning Partnership programme. We also ask that parents support this journey by reading with their children as regularly as possible and recording this in their home school link books. 'Reading bugs' in the front of home school link books provide objectives matched to a child's ability, which parents, teachers and children can refer to when discussing texts.

All pupils within the school are placed on a book band that is appropriate to their current reading attainment. They read regularly in school with an adult on both an individual basis and as part of a group during guided reading.

At each book band pupils become fluent and confident both within decoding (saying the words) and in comprehending the text.

Banded reading books are selected from a range of reading schemes to allow children to experience a range of layouts and characters and a variety of text types. Children also have the opportunity to choose a library book.

Writing

Pupils should leave Messing Primary School with the skills to be able to communicate effectively using a range of writing forms, accurate grammar and spelling and clear legible script. They should also enjoy the creative process involved.

We believe that being able to write coherently not only enables pupils to communicate effectively, but also allows them to experience the joy of crafting their own individual stories and articles that express their points of view clearly.

It is important that pupils learn to write independently from an early stage and this is encouraged through emergent writing within the EYFS. During Key Stage 1 the teaching of phonics, spelling and handwriting complements this process and is used systematically to support writing and to build up accuracy and speed. We know that for pupils to become successful writers they need to:

- experience a wide range of written texts, which is the primary source of knowledge about the written word and how it 'sounds'.
- orally tell and retell stories and other texts to embed language and language patterns

- experience both shared and guided writing, where the teacher focuses attention explicitly on the technicalities of writing
- regularly practise writing independently.

Therefore when planning English activities we ensure that all pupils have access to these experiences.

Within Key Stage 1 pupils focus on basic skills such as handwriting, spelling and grammar as well the development of understanding of the key features of text types.

Within Key Stage 2 writing skills are developed during additional skills sessions each week. These sessions focus on spelling, grammar and handwriting. We also follow a broad and balanced curriculum for writing which revisits different text types to ensure that pupils become confident writers of different genres. Our long term writing plan is linked to our topic plan so that writing is purposeful and meaningful. Opportunities for cross curricular writing are identified and planned for as a way of consolidating and applying writing skills across different text types.

There are regular planned opportunities for:

- talk for writing,
- planning writing,
- modelled writing,
- shared writing,
- guided writing.
- collaborative writing and independent extended writing.

ICT is used throughout the English curriculum both as a teaching tool and to support learning. Interactive texts, film stills and DVD clips are used to enhance the curriculum. Research skills are developed and a wide variety of programmes are used to develop English skills.

Handwriting(See separate policy)

Spelling

In order to become confident writers pupils also need to become proficient at spelling. In EYFS and Key Stage 1, spelling is intrinsically linked to reading, as the pupils learn to use phonics for both of these activities - see phonics section for further details. Pupils are encouraged to apply their phonics to spelling throughout the curriculum.

Once pupils are securely working within phase 5 of the 'Letters and Sounds' document they receive spelling teaching in line with the National Curriculum for English 2014. This spelling work is supported by homework either to learn spelling lists or to practise the rules they are learning in the classroom.

Pupils in KS2 also have discrete spelling lessons each week and those requiring additional support with their spelling take part in 'Attack' spelling Programme or additional phonics sessions.

Grammar

We also recognise that pupils need to be taught to write grammatically accurately and therefore pupils at Messing Primary School receive discrete grammar lessons on a weekly basis. A grammar programme has been developed to reflect requirements of the National Curriculum 2014 as well as additional skills identified by the school.

Spoken Language

Our aim is that pupils leave Messing School with the essential skills to enable them to articulate themselves fluently and with confidence in a range of situations. We recognise the importance of being able to communicate orally and to understand what others are

saying. We will teach pupils to use language precisely and coherently. This involves giving pupils opportunities to experience a rich language environment to develop their skills in expressing themselves, and to speak and listen in a range of situations. They should be able to listen to others, and to respond and build on their ideas and views constructively. Pupils are given opportunities to participate orally in groups and in the whole class, including:

- using talk to develop and clarify ideas;
- identifying the main points to arise from a discussion;
- listening for a specific purpose; discussion and evaluation.

Pupils are also given opportunities to speak in front of a wider audience during assemblies, poetry recitals, presentations and School productions.

How are individual needs supported and developed?

Special Educational Needs

Children with Special Educational Needs, whether they have a specific difficulty or a particular talent in English, have access to the same broadly balanced curriculum as their peers. It is the teacher's role to adapt tasks and activities to the individual needs of each child in his/her class. This should be clearly outlined in the teacher's planning.

Equal opportunities.

Within the teaching of English, we aim to ensure that all pupils regardless of age, disability, race, religion or belief, sex, attainment and background, have full access to the English curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high a standard as possible.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, sex, attainment and background, to ensure that every child really does matter.

Roles and responsibilities

The head teacher is responsible for monitoring the provision of English within the school. Teachers' weekly plans and assessments are available for monitoring on a weekly basis. Evaluation takes place during staff discussions and Headteacher monitoring. Books are sampled on a regular basis, lessons are observed and feedback given, pupils share their work. The Headteacher has a focus for monitoring linked to the School Development Plan, and this is fed back to and discussed at governor's meetings on a termly basis. Pupil progress meetings are held with class teachers on a half termly basis to discuss children's progress and next steps for planning and teaching.

How do we monitor progress and achievement and report findings?

Effective assessment (See assessment policy) is essential to quality teaching and learning. Assessment for Learning (AfL) is a tool utilised by the school to raise attainment and accelerate progress. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning.

Regular feedback is given to pupils (see the schools' Marking Policy) and helps them to understand how to be successful, what they have achieved and what they need to do to improve further.

The pupils at Messing Primary School take summative assessments in line with statutory requirements. They take part in a phonics screening test in Year 1; reading and writing SATs in Year 2 (which supports the teachers' overall assessment of their attainment); GPS (grammar, punctuation and spelling) and reading tests in Year 6 (as well as their writing attainment being assessed by their teachers, from ongoing work.)

Other summative assessments are used throughout the school for example to test pupils' progress with maths and spelling.(See Assessment Policy)

When do we review practice?

We work closely with local schools so that new initiatives and ideas are shared and the best, most relevant practice is in place. The Headteacher will identify developmental needs relating to English through monitoring and discussion. Training needs for English are incorporated into the School Development Plan. These may be addressed by the Headteacher or outside consultants during staff meetings or through attending courses. Where courses are attended the Headteacher will discuss outcomes with the staff so that new initiatives can be planned for and implemented.