



LONG SUTTON COUNTY PRIMARY SCHOOL ENGLISH POLICY

Introduction

At Long Sutton County Primary School we believe that language and literacy is fundamental to the overall development of the children and their access to the curriculum in all its aspects. It enables children to communicate effectively, read with understanding, and express themselves creatively. We aim to deliver high quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their English work. This policy outlines the purpose, nature and management of Literacy in our school and it reflects the views of the whole staff and Governing body.

Our Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Curriculum Entitlement

English is a core subject in the National Curriculum. We use at Long Sutton Primary School a personalised curriculum written by the English Subject Leader as the basis for implementing the statutory requirements of the programme of study for English. This is supplemented by further additional resources or documents e.g. Chris Quigley Essentials Curriculum, CfBT Teaching of Spelling document to achieve high standards of teaching and learning.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term) using the materials provided on the school's personalised curriculum. Our medium-term plans gives details of the units for each term and these plans define what we teach and ensure an appropriate balance and distribution of work across each term. The Senior Leadership Team and English Subject Leader are responsible for reviewing these plans

Class Teachers complete weekly (short-term) plans for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher ensures that planning is added to the **T**: on the school's network, so that it can be monitored and scrutinised by the English Leader/Assistant Headteacher on a termly basis.

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these 2 years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

Foundation Stage

We teach English in the Foundation Stage as an integral part of the school's work. The format for the daily lesson differs from the rest of the school in that objectives are covered throughout the day in short focused class sessions and followed up in small group work. As our Foundation Stage classes are part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged 3-5.

Teaching and Learning

At Long Sutton Primary School we use a variety of teaching and learning styles in English lessons, as recommended by the National Curriculum. Our principal aim is to develop children's knowledge, skills and understanding in English. We do this through a daily English lesson where a range of teaching strategies may be used such as demonstration, modelling, explanation, questioning, guided group work and discussion. The children will also have the opportunity in English lessons to experience a wide range of texts, both on and off screen, and use a range of resources such as dictionaries and thesauruses to support their learning. Teachers will also make links with other subjects, and children will have opportunities to use their English skills across the curriculum. Thus, putting the skills learnt into a different context and allowing a greater purpose to the children's learning.

The Nature of English

Spoken Language The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Phonics is taught, using the programme 'Letters and Sounds', explicitly in Foundation Stage and Key Stage 1, and where necessary in Key Stage 2. Letters and Sounds is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1. Phonics at Foundation Stage and KS1 is taught each day for at least 20 minutes in a fun way but also with rigor and pace. Within Phonics lessons, children are carefully assessed and tracked throughout the Phonics phases to ensure that learning needs are met. Assessments of children's progress are made on a termly basis, with the data being added to the Phonics tracker. This data is analysed by the Phonics Lead and English Lead

to ensure all children are on track and progressing within Phonics. Where children may be struggling to Phase 5, intervention programmes (CfBT TELL Tier 1, 2, 3 or 4) will be put in place to support this child to make necessary progress. See the Phonics policy for further information.

Grammar, Punctuation and Spelling is taught throughout the main English session, with additional sessions that are deemed necessary, and includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. Grammar and Punctuation ladders have been written to ensure that the teaching of grammar and punctuation is progressive and all children have regular exposure to such activities. It is expected that grammar, punctuation and spelling activities will be taught on a weekly basis either as a standalone lesson, or in the context of the unit of work being studied. Currently, in Key Stage Two, children are expected to receive three 20 minute SPAG lessons a week. The school has also purchased the Rising Star Materials to support the planning, teaching and assessment of SPAG. Grammar is taught directly through quality texts, modelled examples and investigation.

Reading – We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms, a well-resourced and stocked school library, and raising the profile of reading through attractive book displays and other initiatives that may arise.

Independent and Individual reading is seen as a crucial aspect of the development of Literacy. Throughout Foundation Stage and KS1, children follow a reading scheme which is graded accordingly to their ability and which can be read at home. The school also has a range of phonetically decodable texts as part of the 'Phonics Bug' scheme. The school actively encourages parents to read with their children. In KS2, children are actively encouraged to take more responsibility for choosing suitable books to develop their personal literary preferences and record what they have written in their reading logs.

Guided Reading takes place in small groups with the class teacher or teaching assistant, once a week at some suitable time of the day. In Foundation and KS1, sets of guided reading books are book banded and stored within the KS1 area. For KS2, sets of books are levelled into abilities within a year group and categorised into genres. These are stored in the resources area. Progress records are completed at each reading session.

Writing – We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have the potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspect. A range of stimuli is used by all teachers to encourage children at Long Sutton School to write. This includes using stimulating and exciting texts, visual literacy and films, pictures and drama activities.

Handwriting – Handwriting and letter formation is explicitly taught throughout the school, with the support of the Nelson Handwriting Scheme. The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught at FS, KS1 and KS2. Children have a separate handwriting book / workbook and there are regular sessions each week dedicated to demonstrating and practising handwriting. See handwriting policy for further information.

Special Educational Needs

All children are entitled to access the History curriculum at a level appropriate to their needs. Thus, differentiated work is maintained to allow for all children to work at their appropriate level. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

Resources

There is a range of resources to support the teaching of English across the school. Classrooms have dictionaries, thesauruses and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. FS and KS1 have a dedicated scheme for guided reading (Rigby Star Guided) and independent reading (Bug Club, Oxford Reading Tree, Rigby Star Independent, Lighthouse). The school also has a selection of teacher resource packs to support the teaching of English skills. The library contains a range of books to support children's individual research.

Assessment and Recording

Teachers assess children's work in English in different ways and at different times of the year. The formative assessments that teachers make as part of every lesson help teachers to adjust their daily plans and match these assessment closely to the teaching objectives. All teachers are expected to on annotate their weekly English plans explaining how well the children met the learning objective and success criteria, and any changes which will be made as part of the Assessment for Learning process.

Teachers also conduct assessments on the children during the academic year. These currently take place as part of the school's formal Assessment Weeks. During assessment weeks, children in FS, KS1 and KS2 undertake a piece of unaided writing, in their Assessment Books, where a level is given. While in Reading, teachers may use assessment papers / running records / evidence collated from guided reading to assess their progress and make a level judgement. As we move towards 'Assessing without levels', teachers will indicate how children are achieving against age related expectations in both Reading and Writing. It is then expected that teachers will highlight where children's gaps in learning are, and adapt their teaching to sufficiently meet them. All of this data is entered onto Target Tracker to be analysed by the English Subject Leader and Senior Leadership Team. Teachers are also asked to complete a data review sheet which reflects the progress of the children in their class. Once data has been collected on Target Tracker, staff will then be invited to attend in school moderation with an external consultant to ensure accuracy of judgements and consider next steps in the children's learning. In the Foundation Stage, the Foundation Stage Profile is used to assess the children and inform future planning. In May/June, children in Y2 & Y6 also undertake statutory end of Key Stage SATs. The outcomes of these assessments will be recorded on Target Tracker, and will be reported to parents at the end of the academic year. End of Key Stage Assessments are analysed by the English Subject Leader and SLT and feed into the school Self Evaluation Form (SEF), development plan and performance management arrangements.

Monitoring and Review

Monitoring of the standards of the children's work and the quality of teaching in English is the responsibility of the Senior Leadership Team and English Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of English, being informed about the current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the Headteacher an action plan in which he sets points for action in line with the SIP and reviews them annually where he considers the strengths and weaknesses in the subject and areas for improvement. The Subject Leader also has specially planned time in order to enable him to review samples of the children's work, undertake a Learning Walk and undertake lesson observations of Literacy across the school. The named governor responsible for English meets with the Subject Leader in order to review the progress and is able to observe English lessons throughout the school.

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2015

Review – May 2017

Paul Singleton
English Subject Leader