

Eastchurch Church of England Primary School



Policy for English

Date: May 2016

Review by: May 2019

Rationale

At Eastchurch Church of England Primary School, we believe that the development of language and Literacy skills is of the highest priority. In studying Literacy, pupils develop skills in reading, writing, speaking and listening, enabling them to express themselves creatively and imaginatively and to communicate with others effectively.

This policy summarises our approach to the teaching of Literacy at Eastchurch Church of England Primary School. It is a statement that will ensure systematic and consistent practice throughout the school and result in improved results and pupils leaving Eastchurch as confident, independent and literate learners.

Our policy recognises the current thinking on the National Curriculum as well as harnessing aspects of other creative and innovative approaches in order to provide a broad and balanced scheme of work which provides for all children at their own levels. Our Literacy teaching aims to promote our Christian values of love, courage, respect, friendship and forgiveness.

Aims

At Eastchurch we aim:

- To develop pupils' abilities to communicate effectively in speech and writing.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers and readers.
- To help pupils to understand the part language plays in enabling them to express their ideas, feelings and experiences and come to an understanding of the ideas, feelings and experiences of others.
- To help pupils understand the function and importance of Standard English.

These aims will be met through implementation of the Early Years Foundation Stage Profile and the National Curriculum 2014.

Spoken Language

At Eastchurch Primary School, we believe that children should be given every opportunity to express themselves verbally. Children should be encouraged to talk in a variety of situations and to a variety of audiences. All children throughout the school are given regular opportunities to engage in discussions, role-play and drama. Children will be encouraged to ask and answer questions and to express and justify their opinions.

At Eastchurch, we develop spoken language through:

- Role-play
- Debates
- Circle Time
- Pie Corbett Talk for Writing approaches
- Drama
- Hot-seating
- Story time
- Language games
- Retelling of stories
- Puppets

English as an additional language

As an increasing number of children at Eastchurch Primary speak English as a second language, it is important to ensure that the curriculum offered is accessible to all pupils. Teachers are expected to plan and deliver their teaching in a variety of ways that are accessible to those children at their stages of learning English. This may include ensuring that lessons are supported by the use of artefacts and visual materials as well as encouraging other children and adults to interpret and translate where possible.

Reading

At Eastchurch Primary School, we believe that reading is an essential skill for life. We want our children to leave school with a love of reading. Reading is a habit and that habit needs to be grounded in what we do at school.

At Eastchurch, we develop reading through:

- Shared reading
- Guided reading
- Independent reading
- Reading in a variety of other ways e.g. environmental text, computer etc.
- Having access to different genres of text (fiction, non-fiction, poetry, newspapers/magazines)
- Reading around their immediate environment
- Reading new sounds during daily Phonics sessions.
- A number of pupils will benefit from one to one reading sessions as part of the Better Reading Partnership scheme.
- Group interventions such as Inference and reading comprehension.
- Reading challenge
- Book week

Writing

At Eastchurch Primary School, we believe that good teaching reinforces the close relationship between reading and writing. It is difficult to separate the two as both should be combined to form a well-balanced Literacy programme. The key purpose of writing is to communicate meaning and therefore all writing tasks should have an identified and clear purpose. It is expected that teachers will model all the stages of the writing process - planning, composing, revising, re-editing and redrafting, and that children will then use these strategies increasingly independently as they become more experienced writers. All children should learn to write in a variety of styles – poetry, fiction, non-fiction, and for a variety of real audiences.

At Eastchurch, we develop writing through:

- In EYFS, children will begin with mark-making, emergent writing, then name writing, initial sounds and building to writing their own sentences.
- Role-play – letters, postcards, lists.
- Shared – teacher-modelling / sharing ideas / peer evaluations / proof-reading and redrafting
- Guided writing / supported guided writing
- Independent writing / extended writing opportunities
- Creative writing
- Pie Corbett approaches
- Spelling (No Nonsense Spelling)
- Phonics (Letters and Sounds)
- GPS
- VCOP resources
- ICT for writing purposes
- Pupils across the Key Stages have additional handwriting lessons where method is clearly taught and practised. Cursive letter formation is taught from EYFS, in KS1 the pupils join the letters together cursively on a daily basis, and then in KS2 handwriting is taught more discretely.

Literacy across the curriculum

In Foundation and Year One, the cross-curriculum links are more evident because of the less formal timetable. The Letters and Sounds phonics programme is taught separately every day across the school. In topics taught, Literacy forms the skeleton of every topic area and teachers must plan very carefully to ensure coverage of sentence and word level work in order that children are equipped with the necessary skills to write successfully in each genre.

Use of ICT

Pupils should be given opportunities to support their learning in English through use of a range of ICT tools. For example recording on sound buttons/boxes and microphones/dictaphones; listening to CD stories to accompany written text; web searches etc.

- exchanging and sharing information through electronic media
- using ICT programs to amend, refine and enhance their work

Assessment, record keeping and target setting

At Eastchurch Primary School, we recognise the importance of purposeful assessment. We see assessment as an important part of the teaching and learning process, allowing us to match teaching and learning to the needs of the children. From September 2015, we will be using Target Tracker as a way of assessing children across the curriculum and setting targets for pupil progress. Pupils attainment is described as emerging, expected, exceeding, working below or above their age related curriculum. Targets are set by the teachers early in Term 1 and parents and children are made aware of these at the Term 1 parent consultation.

Assessment in English is continuous, to inform planning and to diagnose strengths and weaknesses. In **spoken language** this involves observing pupils using a variety of spoken language for different purposes. In **reading** this involves formal and informal observation and close monitoring of pupils developing use of strategies and responses to texts. In **writing** it involves effective marking which is positive, constructive and developmental. All staff use the same marks when marking work. Peer and self-assessment is also used to encourage the pupils to take control of their own learning.

Feedback to pupils about their progress in English is through verbal comment, discussion and the marking of work.

Summative assessment is through SATs, teacher assessment and testing.

Termly records, teacher's own records, contact books, test results and pupil's portfolios will provide a record of progress.

End of year assessments are as follows -

Reception: Baseline

Year 1: BAS Word Reading Test

Year 2: SATs; BAS Word Reading Test

Year 3: BAS Word Reading Test, Optional Tests from Testbase

Year 4: BAS Word Reading Test, Optional Tests from Testbase

Year 5: BAS Word Reading Test, Optional Tests from Testbase

Year 6: SATs; BAS Word Reading Test

Year 2 and Year 6 will be assessed as Working Towards the Standards, Working At the Standards or Working at Greater Depth following their end of key stage assessments. Teachers will be using the Interim Framework Descriptors to assess their children only at the end of each key stage.

Reporting to parents is on a bi termly basis during consultation sessions and annually through a written report.

CJ/AD Sept 2015

Parental Involvement

Children are set weekly spellings linked to their phonics learning and also termly spellings are set at the end of each term that link to their year group key word lists. Book bags go home every day with a book at the child's level to be read at home. Parents are encouraged to read with and to their children every day. A contact book is provided for parents to sign and make additional comments. Written pieces of homework are also set which are often linked to another area of the curriculum.

Equal Opportunities

Pupils of all ethnic groups, both genders and all abilities have equal access to the English curriculum. Positive images of such groups are promoted throughout the school, both in the use of language and in the provision of resources.

Health and safety

Guidelines in the health and safety policy will apply with regard to use of ICT, all school based activities and out of school activities relating to English.

The Role of the Subject Leader

There is an English Subject Leader for Reading and one for Writing.

The Subject Leaders will:

- write the action plan
- take the lead in policy development, the monitoring of English programmes of study and weekly plans, designed to ensure progression and continuity in English throughout the school
- support colleagues in their development of detailed short term plans (see appendix 2 for planning sheet) and the implementation of the scheme of work and in assessment and record-keeping
- monitor writing books to check for progression across year groups
- observing English lessons with SLT and the LA to ensure pupils progress and correct coverage of the curriculum
- analyse reading and writing data across the school
- take responsibility for the purchase and organisation of central resources for English
- keep up-to-date with developments in English and disseminate information to colleagues as appropriate.

Review

This policy document is a working document and is subject to changes in line with the needs of the school and our pupils.