



## **William Law CE Primary School**

### **English Policy**

Policy shared with staff on \_\_\_\_\_ by email.

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 10<sup>th</sup> October 2018

Signature: Sue Bennett

Policy to be reviewed on: Oct 2021

*This policy is written in line with the Christian values and ethos of our school*

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## **1. AIMS AND OBJECTIVES**

We aim to help children to develop a love for the English language through the spoken and written word.

We recognise that English is a core subject within the National Curriculum and a prerequisite for educational and social progress. Mastery over language empowers children to communicate creatively and imaginatively, as well as allowing them to engage with the world at large. We view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given a high priority.

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and 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 practice taught English skills.

Children come to school with varying levels of language skill which we extend, deepen and provide them with a variety of language experiences. All English teaching will contribute to skill development in the following areas

- Speaking and Listening (oracy)
- Reading
- Writing
- Phonics
- Spelling, punctuation and grammar

## **2. ROLE OF THE ENGLISH LEADER**

- To guide and support colleagues in the implementation of the school's policy for English.
- To monitor the effectiveness of the curriculum throughout the school, particularly in relation to continuity and progression.
- To be responsible for the resources and books available in each Key Stage.
- To keep up to date with new initiatives and training, passing this information to staff through staff briefing/training
- Analyses data, knowing the strengths and weaknesses throughout the school and to give support in addressing weaknesses.

### **3. PLANNING AND TIME ALLOCATION**

Medium and short term planning is undertaken by year group teams. The National Curriculum is referred to, ensuring balance and progression across the key stages. Staff meetings and team meetings are used to discuss the English curriculum and to ensure consistency of approach, standards and expectations.

They will:

- assess and plan for the specific needs of children within their own class;
- identify the appropriate teaching and learning strategies required;
- cater for a range of learning styles, providing a variety of activities;
- plans are monitored by the English team and team leaders.

English teaching in our school is:

- taught in an English-rich environment where the all-encompassing nature of English will be reflected in the cross-curricular links for reading, writing and speaking and listening;
- The English curriculum draws on a variety of teaching/learning approaches and we strive for a balance between those that concern the child's developing use of language and those that concern the knowledge about language and literature.
- The mode of working in English is a balance between whole class teaching, teacher directed group work and independent working.

Teaching assistants are used in English to assist:

- In the classroom, by hearing children read in a one-to-one context
- In group and guided reading
- On outings and visits by fostering discussion and questioning among small groups
- In individual or small group teaching.
- Intervention groups as required.

There is a minimum of 7 English sessions per week, although these may be part of topic based learning. Teachers are encouraged to take a cross curricular approach to sessions. Further sessions of the timetable are allocated for the provision of the wider English curriculum e.g. specific library time, assemblies, circle time, reading for pleasure and guided reading.

### **4. SPEAKING AND LISTENING (Oracy)**

Our aim is that children will:

- develop skills of oracy giving the children confidence and understanding, equipping them for work and leisure;
- think critically and logically;
- order their thoughts and express them clearly;
- express and justify their feelings and opinions with increasing clarity and effectiveness;
- respect the opinion of others;

- communicate with ease in many varied circumstances for different audiences and purposes.

The above aims are developed by:

- providing a range of opportunities for children to talk and listen in formal and informal settings, including the use of the Talking Hands element of Talk for Writing;
- using drama and role play during reading lessons and during the Imitation and Innovation phases of the Talk for Writing cycle;
- leading weekly ten-minute read sessions, where the teacher or other adult reads aloud to the class;
- planning for regular discussions, debates and circle time activities on topical issues;
- ensuring each class take part in a yearly class assembly;
- putting on productions in Reception, Yr2, Yr4 and Yr6;
- allowing opportunities for children to lead in assemblies (prayer, house captains).

## **5. WRITING AND READING**

We aim that children will:

- 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
- Produce independent pieces of writing using correct punctuation and sentence construction
- Have opportunity to regularly write extended pieces of text
- Have knowledge of the work of a range of authors, poets and playwrights
- Develop a fluid and well formed handwriting to allow an easy writing style

Writing is developed using the following methods and supporting documents:

- the Talk for Writing Structure (which includes the use of immersive experiences to launch a new unit, a range of drama activities and
- the guidelines for the EYFS and National Curriculum;
- a wide range of contexts for writing;
- punctuation, grammar and spelling, which are taught on a daily or regular basis;
- individually providing feedback for children through conferencing sessions;
- access for EYFS children to a writing area for mark making and free writing.

Reading is developed using the following methods and supporting documents:

- the guidelines for the EYFS and National Curriculum;
- a wide range of contexts for reading across the curriculum;
- the William Law cycle for reading;

- regular guided reading sessions in each Year group;
- children are regularly heard reading at school;
- weekly 10 minute reads

Reading resources:

- There is a class library, containing fiction, non-fiction and poetry in each classroom.
- Appropriate group readers are allocated to each year group.
- Banded reading books, such as Oxford Reading Tree, are kept in classrooms grouped at the appropriate levels.
- Fiction and non-fiction books are borrowed from the KS1 library on a weekly basis
- All children are taught how to make the best use of reference materials, thesaurus' encyclopaedias and dictionaries within the classroom.
- Y5/6 children have access to the books in the Upper School Library
- Children will have access to a range of annuals, newspaper and magazines to widen their knowledge of the variety of reading materials available.
- Access to 'kindle' e-readers for all year 6 children.
- Visiting speakers, including local librarians and authors are an integral part of the programme of study for English and are carefully planned to support classroom activities.
- The children in Y3/4 attend a weekly library session at Werrington Library.
- In use of 'Tub words' to aid sight reading in Reception.

## **6. SPELLING, PUNCTUATION AND GRAMMAR**

Spelling, punctuation and grammar is developed through:

- The delivery of the William Law SPAG teaching cycle;
- The weekly teaching of spelling rules and patterns and through phonics lessons in KS1);
- Regular learning of spelling lists allocated from Year 1 upwards;
- In reception/Year 1 HF words are taught through daily phonics lessons;
- Encouragement of dictionary and thesaurus use;
- Phonics is resourced through the ELL (letters and sound programme);
- The use of grammatical terminology in lessons as set out by the 2014 National curriculum.

## **7. HANDWRITING AND HOMEWORK**

The whole school uses the cursive script as the basis for all handwriting lessons and expectations.

Handwriting is developed through:

- weekly teaching and practice sessions in KS1, developing a cursive form from reception;
- the use of a handwriting award scheme whereby children receive a gift in the form of either a bronze, silver or gold certificate and handwriting pen when they meet a particular standard in their writing presentation;
- discouragement of the use of rubbers.

Homework is provided in the following ways to support English:

- home-School reading books;
- the learning of spelling lists (expected of all pupils from Year 1 onwards);
- weekly reading planning comments/reflections in Year 3-6;
- a range of English based open ended tasks on the termly homework menus;
- regular SATs revision homework in Year 6.

The emphasis in our teaching of English is in extending pupils' knowledge about language, starting from what the children can do, from their positive achievements in language and from the implicit knowledge about language that all children possess. We work together in order to make the learning experiences of our pupils as smooth and continuous as possible, making it diverse and exciting. Excellence in English is celebrated in display, performance and presentation.

## **8. EQUAL OPPORTUNITIES AND SEN**

This policy adheres to the Equality Act 2010 and we recognise all protected characteristics mentioned within the act including; gender, race, religion, sexual orientation or disability. As a school we also acknowledge the need to protect the characteristics of children who are economically disadvantaged and those of differing abilities.

### Special Educational Needs

- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments will be made available to enable children access to the learning required
- Differentiated activities are planned to support less able and to extend more able pupils.
- Children with learning difficulties are identified and have provision made for their particular needs.
- Teaching Assistants are used to give support to children with IEPs when needed.
- Pupils may be withdrawn to work in small groups or individually. They follow a structured and stimulating programme.
- Parents are kept informed through regular SEN profile meetings with the class teacher and SENCO when appropriate.
- Intervention groups (including PIXL therapy groups) are delivered throughout the school as and when needed. This may be on a 1-1 basis or in a small group.
- Individual programmes as required, such as: Speech and language support and Nesy.

## **9. ENGLISH ACROSS THE CURRICULUM**

ICT is a major resource which is used in English for:

- word-processing, involving the drafting and redrafting of work;
- use of desk-top publishing to create different text types E.g. leaflets
- researching for a range of subjects across the curriculum using the Internet and school based programmes;
- use of eBooks and Kindles;
- phonics programmes and English games.

Creative/cross curricular links:

- Links are made across the curriculum, when appropriate, encouraging a creative approach to teaching and learning.
- History, Geography and Science links are included into medium term planning for extended writing in topic based lessons is encouraged.

## **10. ARRANGEMENTS FOR ASSESSMENT AND RECORD KEEPING**

- Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.
- Teachers annotate their weekly plans to assess progress by groups within the class, to record achievement and to highlight areas of concern for the future.
- Books named, Pride Pages, are used for all children from reception to Year 6. Throughout the year, children's final (edited and re-drafted) piece of writing will go into the books. At the end of the year, each child will have 6-8 pieces in their book. These pieces of writing are used for moderation purposes and to make final teacher assessment judgments.
- In Early Years a monthly record of the child's unaided writing is kept and graded against the EYFS profile. The child's next steps in writing are identified and used in planning.
- Year and cross phase moderation takes place regularly to ensure consistency and accuracy of assessment. External moderation (with other schools) also takes place for Year 2 and Year 6.
- Children are assessed termly in reading through the use of assessment grids, reading records, guided reading notes and regular one-to-one sessions.
- Children's achievement in Speaking and Listening is recorded using assessment grids.
- Teachers track individuals progress and target groups of children, they are accountable to their team leader for children's progress. This assessment will be updated in Autumn, Spring and Summer. Assessments will be monitored by the leaders in school.
- Formal summative assessments are carried out at the end of each key stage in accordance with National Curriculum assessment requirements. At the end of Years 3, 4 and 5, the children undertake optional tests for their year group.
- All Y1 children complete the Y1 Phonics screening check and those children currently in Y2 who did not pass during Y1.
- Parents receive an annual written report and are invited to three parental interviews throughout the academic year.