

# SOUTH STREET PRIMARY SCHOOL



## English

Reviewed September 2016

**POLICY DOCUMENTATION**

## Primary School English Policy

This policy needs to be read alongside other school policies including:

- Homework policy
- Curriculum and Planning policy
- Early Years Foundation Stage policy
- Gifted and talented policy
- Special Needs policy
- Assessment policy
- Single equality scheme

This policy also should be read alongside the new National Curriculum in England (published September 2013) and other documents from the Standards and testing Agency. Our Curriculum overview, medium and short term planning can help support this policy, as will a look at these relevant schemes of work:

- Phonics
- Grammar and Punctuation
- Spelling

### Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p.6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p.10 National Curriculum.)

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13).

### 1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10). They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

### Our aims and connected provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

#### **Ways in which we support this include:**

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- School Council
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time

#### **2. Reading:**

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

### Our aims and connected provision

- Pupils learn to read easily and fluently through daily spelling lessons in Key Stage One and Two.
- Pupils learn to read easily and fluently through daily guided reading lessons in Key Stage One and Two and incentives to read at home.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure, quiet reading time, listening to an adult read.
- Pupils also need to read to find information in all lessons.
- Comprehension is assessed in a formal way every term and on a regular basis during independent activities during guided reading.
- Pupils are exposed to a range of texts from their English lessons.
- Pupils often look at books in guided reading sessions.

### 3. Writing:

**The National Curriculum states that pupils should:**

- Develop the stamina and skills to write at length.
- Use accurate spelling and punctuation.
- Be grammatically correct.
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations.
- Write to support their understanding and consolidation of what they have heard or read.

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

#### Our aims and connected provision

- We teach grammar as a separate lesson on a weekly basis.
- We correct grammatical error orally and in written work (where appropriate).
- We have a systematic approach, we revisit key learning and build upon it in all areas from grammar to spelling.
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice.
- We encourage and promote 'talk for writing'.
- We provide writing frames to support the less able children.
- We provide time for planning and editing work.
- We mark cold and hot pieces of work in-depth and set targets individually for the children.
- We mark writing using the school marking policy.
- We use checklists for pupils to self assess or peer assess, when appropriate so they can evaluate effectively their own work.
- We encourage joined handwriting to support spelling and speed.
- We use drama and hot-seating to help pupils to think about another point of view.
- Meetings with parents to help them support their child

### 4. Spelling, Grammar and Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently. Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

### **Spelling needs to:**

- Focus on the spelling of different sounds in KS1
- Continue the development of phonic knowledge and the completion of the statutory word lists in KS2

### **Grammar teaching needs to**

- Develop their understanding of the concepts set out in English appendix 2 (P.g.75)
- Use the grammatical terminology in English appendix 2 in the discussion of their writing

### **Handwriting**

In KS1 children should be taught to:

- Sit correctly at a table holding a pencil safely and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### **In Lower KS2 children should be taught to:**

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

### **In Upper KS2 children should be taught to:**

Write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

### **Our aims and connected provision:**

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn.
- Display of key words linked to topics and subjects in the classroom.
- Using the correct vocabulary orally.
- Using dictionaries and thesaurus.
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/small group support, where appropriate

## **5. Planning and Assessment:**

Planning:

- English is planned for separately to other subjects using the proformas.
- Schemes of work for spelling and grammar are used to ensure developmental learning building on prior knowledge.
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.
- Pupils are grouped in English according to their ability.

### **Assessment:**

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly.
- Formal assessments of Reading Comprehension ability are carried out, tracked and monitored at least termly.
- Writing is assessed using Gateshead TIPPs on a half termly basis and recorded on trackers.
- Staff attend moderating sessions within the school and the local cluster.
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and pupil progress.

### **5. Professional development:**

- The English Co-ordinator attends termly training within local authority and reports back to all staff.
- The local cluster has an English group which meets termly.
- Staff are expected to attend relevant courses during the school year.
- Moderation takes place in house, within the cluster and with support from the local authority.

### **6. Specific groups:**

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and plans made
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly
- Pupils with EAL are given additional support in all aspects of English
- Pupils who are gifted and talented receive additional support, differentiated curriculum and may be entered for Level 6 tests at the end of Key Stage Two
- Pupils with SEN will have English based targets.