

CROWMARSH GIFFORD C. E. SCHOOL



ENGLISH POLICY

(Updated July 2015)

Linked to Articles 2, 3, 29 from the United Nations Convention on the Rights of the Child:

The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

English underpins the entire curriculum and through it we will help children develop skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

Expectations:

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing with confidence, fluency and understanding, in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Teaching and Learning:

The National Curriculum 2014 forms the basis of teaching and learning. Our ultimate goal is for learners to be independent. Teachers use a range of teaching strategies and well-differentiated work from individual group to whole class. Literacy skills are applied across our curriculum to promote its importance wherever appropriate.

Inclusion

We aim to ensure that children reach age appropriate objectives, consolidate them and extend beyond. Where identified pupils are considered to require targeted support, intervention programmes will be implemented. Teachers and teaching assistants will plan programmes together, monitor progress and re-evaluate the programmes as necessary. The subject leader will offer guidance and support as appropriate.

Reading

Aims:

Children will:

- read and respond to a wide range of quality texts with confidence, fluency and understanding
- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity
- develop and apply different strategies for accessing and comprehending a broad range of text types
- use reading skills as an integral part of learning throughout the curriculum.

Provision:

Our main teaching approach is through guided reading sessions which take place between 10.30am and 11.00am every school day. Children not working with an adult are engaged in independent English learning activities. All children are heard by the teacher at least once a week.

Other provision includes:

- regular independent reading
- use of reading partners
- shared reading and listening to an adult read
- Reading at home (something which is positively encouraged with the expectation that children read at least four times a week, recorded in their reading diary by an adult)
- Making book recommendations in the library and during regular reading assemblies
- Daily phonics teaching in Key Stage 1 using the Letters and Sounds scheme and into Key Stage 2 where necessary for individual children

Writing

Aims:

Children will:

- write in different contexts and in a variety of styles
 - modify writing suitably according to the audience and purpose
 - plan, draft and edit their writing to suit the purpose
 - have a sound knowledge of the conventions of writing, including grammar, punctuation and spelling
 - develop equal confidence in both transcription and composition
- use other curriculum areas as a medium for presenting work and manipulating text

Provision:

Teachers will:

- Make clear links between reading and writing
- Offer a wide variety of writing opportunities, including handwriting practice
- Promote writing using creative ways to inspire and motivate pupils so that they see themselves as 'writers'
- Ensure children understand that all writing has a purpose and an audience
- Clearly outline objectives, involving children in the setting of success criteria and targets
- Confidently model the writing process
- Use modelling/scribing and supported composition
- Encourage children to self-correct and redraft work (see Marking policy)
- Identify and use cross curricular links
- Plan to use and apply writing skills in other subject areas
- Provide prompts and scaffolds to support independence

Grammar

Aims:

- Grammar skills are fully embedded within writing compositions across all subjects
- The profile of grammar is raised and maintained

Provision:

Grammar is:

- taught discretely and progressively from Year 1 and applied and embedded within all composition and reading response
- explored and discussed through quality texts and application of skills in writing throughout all subjects

Handwriting

Aim:

- By the end of key stage 2, all children should display an efficient, neat and legible handwriting style that is effective in recording ideas.

Provision:

- Cursive script is taught from year R and practised for fluency and speed of writing.
- A pen licence is achieved when children attain appropriate cursive writing skills in line with overall presentation in books from all subjects. (A key member of staff is responsible for the final adjudication.)
- All class teachers and teaching assistants model the school handwriting style where appropriate.

Spelling and Phonics

Aims:

Children will be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words

Provision:

Pupils have access to a range of phonics opportunities that include, at FS and KS1:

- whole class teaching of specific spelling patterns
- daily discrete phonics teaching
- using and applying phonic skills in cross curricular contexts.

Pupils have access to a range of phonics opportunities that include, at KS2:

- whole class teaching of specific spelling conventions and rules
- discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- using and applying spelling skills in cross curricular contexts.

Spoken language

Aims:

Children will be able to:

- communicate effectively, speaking with increasing confidence, clarity and fluency
- participate in discussions and debate in a variety of contexts
- listen to the views, opinions and ideas of others with increased interest
- articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- respond to questions and opinions appropriately
- retell stories and poems which are known by heart
- ask questions with increasing relevance and insight.

Provision:

Pupils have access to a wide range of speaking and listening opportunities that include:

- talking about their own experiences, recounting events
- participating in discussion and debate
- talk for writing
- retelling stories and poems
- expressing opinions and justifying ideas
- listening to stories read aloud
- presenting ideas to different audiences
- taking part in school performances/collective worships
- responding to different kinds of texts
- talking to visitors in school
- listening to ideas and opinions of adults and peers
- role-play and other drama activities across the curriculum
- use dramatic techniques, including work in role to explore ideas and texts
- create, share and evaluate ideas and understanding through drama.

Role of Subject Leader

English Co-ordinators will:

- construct an action plan that may form part of the School Development Plan. (This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.)
- take the lead in policy development
- keep up to date with recent literacy developments
- improve standards by sharing expertise and lesson observations/peer observations
- raise subject profile by organising extra events such as readathons, assemblies, more able workshops
- play a supporting role in English interventions throughout the school.

Assessment

- Teachers use reading and writing APP grids to monitor progress and set targets throughout the year
- Co-ordinators organise writing moderation 3 times a year
- Grammar honesty grids are completed by teachers (from Year 1 to Year 6) three times a year. These are used to aid and inform discussions between teachers at transition meetings at the end of the school year.