



William Shrewsbury Primary School Policy Statement and Guidelines for English



Inspiration

'If my books can help children become readers, then I feel I have accomplished something important'. **Roald Dahl**

'The more that you read, the more things you will know. The more that you learn, the more places you'll go'. **Dr. Seuss**

This policy links to Unicef's Rights Respecting Schools and Article 30 'All children have the right to learn'.

Rationale/philosophy

At William Shrewsbury Primary School we recognise that English is a core subject within the National Curriculum and that a central concern of all our teaching is to develop pupils' abilities to use language to think, explore, organise and communicate significant meanings to enable every pupil to achieve their potential and develop self-esteem. English is a medium for communication and a tool for learning. Teaching should ensure that work in **speaking and listening, reading and writing** are integrated. English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. We also recognise the importance language plays in the social, emotional and imaginative development of pupils as they use the language to make meaning of the complexity of human experience and communicate with the world at large.

Aims and objectives

- At William Shrewsbury 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 practise taught literacy skills. We aim to:
- Enable pupils to be taught in all subjects to express themselves correctly and appropriately.
- Enable pupils to read accurately and with understanding.
- Enable pupils to recognise the close relationship between reading and writing.
- Encourage children to find pleasure in reading for interest, enjoyment and information.
- Provide pupils with learning opportunities, which integrate reading, writing, drama, speaking and listening activities.
- Provide real context and real life experiences for language learning in English and across the curriculum. This interest extends to the technical and specialist vocabulary of all subjects.

- Develop the thinking skills of the pupils, supported by the use of BLP, Philosophy for children, Rights Respecting schools and difference and diversity studies to help them on the path to becoming reflective, independent learners.
- Provide opportunities for pupils to use ICT to extend their learning in speaking, listening, reading and writing.
- Recognise the importance of having a consistent view of language learning across the wider curriculum.
- An atmosphere of encouragement, support and respect for the achievements of each pupil will be fostered.

Statutory Requirements.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2013) and in the communication, language and literacy sections of the statutory framework for the Early Years Foundation Stage (2012).

The new English programme of Study is based on four areas:

- Spoken Language
- Reading- word reading and comprehension
- Writing- transcription, spelling, handwriting and presentation, composition
- Spelling, vocabulary, grammar and punctuation

The new National Curriculum is divided into three key stages- key stage 1 (Years 1 and 2), lower key stage 2 (Years 3 and 4) and upper key stage 2 (Year 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National Curriculum gives detailed guidance of what should be taught at each key stage.

In the Foundation Stage, children are given opportunities to:

- Speak and listen and represent ideas in their activities
- Use communication, language and literacy in every part of the curriculum
- Become immersed in an environment rich in print and opportunities to communicate

At Key Stage 1 (Years 1 and 2), children learn to:

- To speak confidently and listen to what others have to say
- To read and write independently and with enthusiasm
- To use language to explore their own experiences and imaginary worlds
- To speak and listen throughout all subject areas

At Key Stage 2 (Years 3-6), children to learn to:

- Change the way they speak and write to suit different situations, purposes and audiences
- Read a range of texts and respond to different layers of meaning in them
- To explore the use of language in literary and non-literary texts and learn how the structure of language works.

Criteria for Good Practice

Early Years Foundation Stage

In the EYFS children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis through both adult led and child initiated activities.

Key Stage One

In Key Stage One daily discrete phonics lessons are taught using letters and sounds, phonics play and no nonsense spelling programmes. The children link learning in reading and writing through the Book Based Curriculum which uses one rich text study each half term to develop reading and writing skills. Children have mixed ability reading and writing lessons and take part in both group reading and whole class reading. Regular story times enable a love of reading and English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes such as FFT, writeaway, lexia and precision teaching. Differentiated class teaching and where necessary, differentiated phonics teaching is used to support the needs of all learners. Children are also taught handwriting, spelling and grammar which is taught discretely as well as during lessons.

Key Stage Two

In Key Stage two children have daily reading and writing lessons. The children link learning in reading and writing through the Book Based Curriculum which uses one rich text study each half term to develop reading and writing skills. Children are also taught handwriting, spelling and grammar which is taught discretely as well as during lessons. English skills are developed across the curriculum. Provision is made for those who require additional intervention programmes such as FFT, lexia, writeaway and inference sessions. Learning is differentiated based on the needs of all learners in each class. Setting by ability is also used in some year groups to support the progress of all learners.

Approaches to Speaking and Listening

The four strands of speaking and listening: speaking, listening, group discussion and interaction and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: class assemblies, presentations, talk for writing, school councils, talk partners, drama and performances and Christmas and summer productions. Children who require additional support benefit from targeted interventions through additional support led by our SENCO. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupils own dialect, or other language is of prime importance. It is vital we model high standards of spoken English to the children which encourages Standard English in their speaking and writing.

Approaches to Reading

Teachers model reading strategies during reading lessons as well as allowing opportunities for the children to read independently and in groups and children have the opportunity to develop reading strategies and to discuss texts in detail during these sessions. Independent reading provides time for assessment. Daily discrete phonics lessons in Key Stage 1 and 2 enable children to decode efficiently. This is continued into Key Stage 2 where necessary.

A range of book banded books are used to support readers across the school. Libraries are used in Key Stage 2 for the children to choose a reading book which provides appropriate challenge. Teaching assistants support reading activities and model reading strategies for the children.

Children in EYFS take home a book from school and parents are encouraged to read with their child daily and then record what they have read and relevant comments. We encourage regular teacher-parent communication. Pupils move onto guided reading sessions as soon as they are at an appropriate level.

In Key Stage one children take home a weekly reading book but are able to change these more frequently if they wish. Reading leaflets provided for parents give additional information to support reading with their child at home. Extra books can also be chosen from our school reading maze if they wish. Parents are encouraged read with their child on a daily basis and to record in their reading records which are checked on a weekly basis by teachers. Children take part in daily reading lessons where the teacher models reading skills and strategies for the children. The children also read independently during these sessions and with the support of the teaching assistant as well having time to complete reading activities and read books independently. All classrooms have exciting reading areas which contain lots of books for children to enjoy.

In Key Stage two children can choose class library books to take home and read. Parents are encouraged to read with their children daily and record in their reading records how their child has got on. Throughout the key stage children become more independent in recording what they have read in their reading journals. Children still have access to book banded books if necessary in order to continue to grow in confidence as readers with a text that is appropriate for their age group. Teacher assessments done throughout the year provide us with information on where the children are in their reading development so we know they are working at the correct level in class.

We still encourage children to share their books with an adult at home every day. We believe this not only helps to develop inferential skills but also supports a lifelong love of reading.

We recognise the value of adults (both in school and at home) reading aloud to children in order to improve their grasp of story language and enthuse them with a love of books and inspire them as writers.

Approaches to Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Writing

lessons are linked to the texts used for reading immersing the children in rich vocabulary and sentences structures. Attention is paid throughout the school for the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing, we use school assessment strategies, including success criteria. Teachers model writing strategies during writing lessons and the use of phonic and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions both during and/or at the end.

The children are given frequent opportunities in school to write in different contexts using year group specific high quality texts as a model and for a variety of purpose and audiences. There are many opportunities for children to improve their writing inspired by drama, role play, hot seating, text reading and film clips. They may be asked to produce their writing on their own or as part of a group. Children will also be given the opportunity to use ICT for their writing.

Planning

Planning for English is based on the National Curriculum and the coverage of its programmes of study is a statutory requirement. Planning can be divided into four strands:

- 1) Yearly overviews
- 2) Reading plans for each text based unit each half term
- 3) Writing plans for each text based unit each half term
- 4) Weekly plans for lessons

Long term planning outlines the coverage of English over the year and medium term planning is drawn up half termly or termly to present the objectives and learning that will take place in both reading and writing. Short term planning reflects a weekly overview presented on a standard format which is adjusted where necessary to enhance and support learning. There is a standard format for the reading and writing plans but teachers choose their own layout for weekly plans.

Cross curricular learning opportunities

Teachers will seek to take advantage of opportunities to make cross curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in English books.

Use of ICT

Children will be given the opportunity to apply and develop their ICT capability to support their learning of English through weekly access to the ICT suite and use of computers and software within the classroom.

Interactive whiteboards will provide an integral part of lessons.

As the development of ICT advances, new skills and techniques are used by the children in school such as Wikis and Blogs and Forums which are used to stimulate writing as well as encouraging awareness of writing for a wider audience and purpose.

For further details see ICT policy

Marking, assessment, target setting and record keeping

Work will be assessed in line with the assessment policy and recorded on the school assessment manager. Pupils will have reading and writing targets and will know their next steps to ensure progression. Child friendly target strips have been developed in line with the National Curriculum. Children are involved in the assessment process and are aware of their targets and how they need to move on. The children use these to self assess and they are also used by the teacher in order to identify where the children need to improve. Marking is completed through Distance marking or in some cases through the marking and feedback through books. See Marking Policy.

Educational Visits and Visitors

Where appropriate, opportunities are sought to widen children's experience and bring English alive through educational visits such as theatre trips and visiting theatre companies. Authors are regularly invited to share their writing experiences, knowledge and books with the children to enhance the wider learning experience. Storytellers and poets also provide exciting opportunities to stimulate writing. Links with the library are also encouraged through visits where appropriate.

Creative Partnerships in the form of year group projects and within our Burton co-operative learning trust allow the children the opportunity to apply their skills in real life situations while creating purposeful writing experiences.

Inclusion

We aim to enable children with Special Educational Needs to do this through the further differentiation of work and by being flexible in the groupings of pupils and in our use of resources. (See school's Special Education Needs Policy).

Gifted and Talented writers are provided for through differentiated tasks and creative extension tasks in daily lessons. Opportunities are also sought for the children to take part in other creative writing tasks.

Dyslexia Friendly Status

William Shrewsbury believe that

Homework and parental involvement

Parents are encouraged to be actively involved in their child's learning by sharing reading activities on a regular basis, reinforcing spellings, supporting them with homework and helping them to achieve English targets. Parents are provided with annual written reports in line with statutory requirements to ensure that all parents are not only well informed of

progress, including areas of strength and those for improvement, but also to enable them to be partners in the child's education. Parent evenings are held twice throughout the academic year giving the opportunity to discuss the child's progression and how they can help with English to ensure further progress.

Basic skills statement

"The school is committed to improving the children's basic skills in English and Maths. We aim to maintain consistently high expectations where children are required to apply these skills in the context of all other curriculum areas."

Equal opportunities statement

"We aim to ensure that all children achieve their full potential in all aspects of English, irrespective of gender, race, class or ability. To do this, planning should reflect the diverse needs of all children in order to incorporate the principle of equality of opportunity and promote positive attitudes to diversity."

(Refer to school's Equal Opportunities Policy for further information).

Role of the Subject Leaders.

Monitoring and evaluation

We believe that school self-evaluation is a prerequisite for school improvement and we place high importance on our monitoring and evaluation procedures.

The class teacher, English subject leaders, Assistant Heads, Deputy Head and Head Teacher will monitor the approaches outlined in this policy, in line with school policy.

Monitoring may take the form of:

- Data analysis
- Book Trawls
- Looking at planning
- Lesson observations
- Discussing outcomes of assessment
- Moderation
- Talking to teachers and children about their work
- Looking at work on display or during merit assemblies
- Sharing good practice
- Learning Walks

Evaluation is a continuous process performed:

- Individually
- In Department and Key Stage meetings
- In Whole staff meetings
- By subject leaders
- During subject reviews

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