



Landulph School

English Policy



1. AIMS

At Landulph School we believe that equipping children with a strong command of the spoken and written word is a fundamental life skill. We enable children to express themselves creatively and imaginatively as they become enthusiastic and critical readers. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Pupils at Landulph leave Year 6:

- ❖ reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- ❖ with a love of reading and a desire to read for enjoyment;
- ❖ with an appreciation of our literary heritage;
- ❖ with an interest in words and their meanings;
- ❖ developing a growing vocabulary in spoken and written forms;
- ❖ understanding a range of text types, media types and genres;
- ❖ able to write in a variety of styles and forms appropriate to the situation;
- ❖ using their developing imagination, inventiveness and critical awareness;
- ❖ having a suitable technical vocabulary to articulate their responses.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2000) leading to the New Curriculum (2013), implemented in September 2014 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

In the Foundation Stage (Reception) 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.

In Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

In Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language work.

3. SUBJECT ORGANISATION

At Landulph School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. In all Key Stages, we do this through a daily English session in which children experience a variety of activities including speaking and listening, reading and writing, focused grammar, punctuation and spelling activities.

In all classes children have a wide range of abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. All staff have high expectations for every child to achieve their full potential. Teaching assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Foundation Stage

In Foundation stage children have daily discreet phonics lessons, alongside children in Key Stage 1. Language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books.

An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves.

Key Stage 1

In Key Stage 1 children have daily discrete phonics sessions, until all phases are known with confidence. We use a combination of the 'Letters and Sounds' Programme, Floppy Phonics and Phonics Play, for our planning and teaching. The children are grouped and taught in different phases according to their level. Staff work with the children to apply the phonics skills in all areas of their reading and writing. The daily literacy lessons support learning with an emphasis on talk for writing. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through differentiated class teaching and additional adult support.

Key Stage 2

In Key Stage 2 children have daily English lessons which include spelling, grammar, and punctuation. Additional English sessions include guided reading, handwriting, class novel which is read at the teacher's discretion at a time throughout the day and spelling. After graduating out of the phonics programme, children are taught spelling in small ability groups three times a week. Independent learning is supported with a variety of resources, such as dictionaries, thesauruses, individual word banks and vocabulary, connectives, openers and punctuation mats. We encourage children to use and apply their learning across the other areas of the curriculum.

Planning

We are continuing to refer to the Primary Framework in order to ensure coverage across the subject. This guides our planning carefully in the long and medium term across the Key Stages. Our short term planning details the learning objectives, teaching input, the differentiated activities, including support where appropriate, and assessment for learning key questions. This is written on a weekly basis and is very much a working document that shows good on-going assessments. We include a whole school extended writing session, called the Big Write, which covers different genres and allows children to re-visit writing objectives independently.

Guided reading occurs outside the literacy session and is based on a rotation during the week within the class. Children are grouped according to ability in classes.

4. APPROACHES TO SPOKEN LANGUAGE

Spoken language underpins our curriculum with strategies 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, with an emphasis on quality and variety of vocabulary. As staff we model our own language to the children and teach them to control their speaking and writing consciously and to use Standard English. We encourage a broader, deeper and richer vocabulary to establish a secure foundation for their studies beyond primary school. Opportunities to develop these skills include: talk partners, debates, school council, drama and a performance during the year.

5. APPROACHES TO READING

Reading enables children to acquire knowledge and build on what they already know. Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in Foundation and Key Stage 1 enable children to decode efficiently. This is continued into Key Stage 2 where necessary.

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage class and Key Stage 1 take home a levelled book from school according to their ability. Parents are encouraged to hear their child read the book and then record how they have got on. This encourages teacher – parent communication. Each child has a home-school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily.

In Key Stage 2, children choose books to take home and read. Children who still require a more structured approach to reading have access to the reading schemes including Oxford Reading Tree and Project X. These books are levelled to help these children to continue to grow in confidence as readers, with a text that is appropriate for their reading age.

We still encourage all readers to share a book at home with their grown-ups. We believe that 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, enthuse them with a love of books and inspire them as writers. Parent volunteers hear readers throughout the week.

6. 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. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Our medium-term/short term plans are adapted from the framework and give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres.

Our short term planning details the learning objectives, teaching input, the differentiated activities, including support where appropriate, success criteria and assessment against the learning objectives. This is written on a weekly basis and is very much a working document that shows good, on-going assessments. Teachers annotate planning daily and it is very clear to see if all planning has been achieved and how children well children have done.

We include a whole school weekly extended writing session, called the Big Write, which covers different genres and allows children to re-visit writing objectives and starts with a focused grammar and punctuation session.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We expect children to write with a fluent, clear and legible joined up writing. Children will learn in Reception to form letters with a lead-in stroke ready for joining in Year 1.

HANDWRITING

All teachers have high expectations in the presentation of work in all areas of the curriculum. This is taught discretely at least twice a week. The children are taught to form the letters correctly, starting in the correct place and in the right direction.

7. CROSS-CURRICULAR LITERACY 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.

8. THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of English skills. ICT is used on a daily basis to enhance the teaching of English and to give all children the opportunity to experience.

9. ASSESSMENT

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. We use next step marking daily to provide individual learning opportunities and maximise progress. More formal assessments take place three times a year in order to establish how much progress each child is making. These take the form of an average of the Big Write assessments, reading comprehension and spelling and grammar. These are reported to the head and form the basis of a class profile, which focuses the attention of all staff members individuals.

10. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided.

11. RACIAL EQUALITIES AND EQUAL OPPORTUNITIES POLICY

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Landulph School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

12. ROLE OF SUBJECT LEADER

- To have an impact on raising standards of attainment for English across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for Literacy and the New Curriculum across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.
- To ensure a regular and effective programme of analysis of children's work samples and moderation of assessment levels is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To ensure there is regular reviewing and monitoring of children's individual reading and writing targets.
- To effectively manage any funding designated to English.

The Governing Body receives regular reports on the progress of English provision and monitor lessons with regular Governor days. SATs results are published in accordance with Government legislation.

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Date agreed by Governors: February 2015

Review Date: Spring 2018