



ENGLISH SUBJECT POLICY

Aims and Values

At Silverdale Primary, we believe that the development of language and literacy skills is of the highest priority, as language is the main tool of learning and communication in all aspects of school life and the world beyond. Therefore, we aim to place Literacy at the heart of the curriculum and as the main starting point for our creative topics.

We aim to enable all children to become literate; to be able to read and write with confidence, fluency, understanding and enjoyment. They should be able to use Standard English to express themselves imaginatively and clearly, and know how to listen attentively to others. Children at Silverdale Primary will use their English skills to communicate and work effectively with others, to develop as independent learners. We hope that through their literacy skills, they will be able to become active participants in society beyond the school community.

This policy aims to clarify the teaching and learning of English at Silverdale Primary, and to provide guidance for teaching staff, parents and governors on agreed practice within the school.

Our aim in the teaching of English is that all children will:

- develop the necessary skills to use the English language confidently
- be able to speak clearly, fluently and audibly in ways which take account of their listeners
- be able to listen to the spoken word attentively with understanding, pleasure and empathy in order to identify the main points they have heard
- be able to read a range of texts fluently and with understanding for enjoyment and for information through an appropriate focus on word, sentence and text level knowledge
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently
- be able to reflect and evaluate on their own and others' contributions and the language used
- be able to increase children's ability to use planning, drafting and editing to improve their work

Equal opportunities

We understand that the children have different backgrounds in terms of knowledge, experience, ability and capability. We therefore aim to ensure that English throughout the school is accessible by all pupils, regardless of ability, gender, race or belief. The teaching and learning is to be made relevant to the pupils' own experience and abilities, including meeting the needs of children with EAL so that they can access the curriculum. (*see EAL policy*) We recognise that some children may need some additional support and they will receive additional support in English. Children who have been identified as being more able or gifted and talented will have their work differentiated to provide suitable challenge.

Roles and responsibilities in teaching English

Subject leader

It is the responsibility of the English subject leader to:

- Inspire and motivate colleagues to use the most up-to-date quality texts, teach exciting and innovative lessons
- write and update the curriculum policy for English
- produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for English
- monitor and review medium-term plans for English to ensure progression;
- aid colleagues with the planning and delivery of lessons when required;
- plan and deliver professional development for teachers;
- work as part of a development team to improve key areas of English;
- monitor and review standards of English teaching through e.g. lesson observations, team teaching, samples of work, book scrutiny;
- produce an annual report reflecting on the standards of provision for English and to set targets accordingly;
- audit English resources to ensure that they are deployed appropriately and order resources to enable the delivery of the English curriculum.

Class teachers

All class teachers will plan, teach and assess English daily following the National Curriculum programmes of study and the Primary Framework for Literacy, ensuring that regular opportunities for assessment are built into the short term/medium term planning.

Planning for English

English underpins the whole curriculum as children are both using and reinforcing their skills of speaking and listening, reading and writing in every area of the curriculum. Our cross-curricular approach allows us to teach and apply these skills across all subjects.

The English curriculum at Silverdale Primary follows the Primary Framework for Literacy from Year 1 to Year 6 and the programme of study in the National Curriculum. In addition to this, Reception follows the Early Years Foundation Stage. English includes speaking & listening, reading and writing.

- The long term plan for English identifies the main genres and key texts that each year group will focus on each half term throughout the year.
- Medium term planning for literacy identifies the objectives from the Framework that are going to be taught each half term. These are organised into units of work that may last more than one week, including learning intentions, key questions, tasks and main learning outcomes. Teaching and learning is sequenced to include the cycles of review, teach, practice, apply and evaluate the unit.
- Short term planning will identify how the work is to be differentiated to meet the needs of the children in each class, setting suitable learning challenges and providing adequate support. English is to be taught each day. Guided reading and spelling are taught outside of the English lesson.

Marking and Feedback

All work is to be marked, using the agreed marking code for the school (*see Marking and Feedback Policy*). Teachers are to use close the gap marking before the next session so that the children know what they have achieved successfully and be clear about their next steps to improve their work. Children are encouraged to check their own work and/or others work, with a clear focus on the success criteria for the session.

Target setting

Teachers are responsible for setting group or individual targets for the children in their class for reading and writing, using the APP assessment criteria. The children and the teaching assistants that work with them are involved in the target setting process. These targets are visible in children's books and are reviewed termly at pupil progress meetings.

Monitoring and assessment procedures

Teacher assessments in reading and writing are informed using APP assessment criteria and are moderated each term. The standards of attainment in reading and writing are discussed with the Headteacher and Assessment Leader in a progress review meeting each term. Children who have not been making satisfactory progress are

identified and strategies for implementing support for those children are agreed. The progress of children with special needs will be monitored and reviewed regularly by the class teachers, SEN leader and special needs teachers.

The attainment of all children across the school in English is analysed annually in the Summer term by the English leader, in conjunction with the teaching staff. The analysis informs curriculum target setting and the school improvement plan. The main findings are reported to the Headteacher, the SEN and EAL leaders verbally and in written form. Teachers give written comments to the English leader about the strengths and areas for development for their class and year group. The English leader will also monitor the subject through classroom observations, scrutinies of work, pupil interviews and planning

Reporting progress in English to parents

Progress in English is reported informally through parent consultation evenings and other contact with parents / guardians. A formal written report is presented to parents annually, detailing progress made, indicating areas needing support and giving targets for improvement.

Speaking and Listening/Drama

Speaking and Listening forms a key element of the Teaching Sequence for Writing and is incorporated throughout the teaching phases of the Primary Framework. Talk for writing/ Pie Corbett strategies are used frequently both within literacy lessons and across the curriculum. Drama techniques from the Primary Framework are often used such as 'hot seating', 'role play' and 'conscience alley', these are recorded on the short term planning format, and reviewed alongside the planning by the Literacy Leader.

At Silverdale School children are actively encouraged to:

- Make the most of 'talk for writing' sessions where they have the opportunity to talk through their ideas before they write, discussing vocabulary choices and impact of language;
- Listen and respond with constructive comments, questions or answers in a variety of speaking and listening activities across the curriculum, developing wide ranging and suitable vocabulary;
- Join in group discussions and interactions, taking different roles in groups, making a range of contributions and working collaboratively;
- Join in drama activities, improving and working in role, scripting and performing, and responding to performances;
- Listen to and follow instructions and to relay messages accurately;
- Develop social skills and good manners, showing courtesy to each others and visitors;
- Talk partners to encourage development of ideas.

Reading

Reading is not restricted to the English lesson. Many opportunities are provided for children to practice and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority. Teachers also read a class novel or short story on a regular basis as part of a 'story-time' session.

Aims and objectives

- All children will become independent readers, able to understand and evaluate a variety of reading material
- All children will be able to read for a variety of purposes and in a variety of forms
- All children will understand the importance of reading as a means of communication
- All children will see reading as a purposeful activity
- All children will find the process of learning to read pleasurable and satisfying

Shared Reading

Shared reading takes place within the English lesson and within other lessons across the curriculum; the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children join in, where appropriate with the reading of the text. The texts selected are quality texts, linked to topics and the curriculum, that reflect the teaching objectives.

VIPERS

All classes in KS1 and KS2 teach a minimum of two 45 minute VIPERS sessions a week outside the English lesson. V.I.P.E.R.S covers the key comprehension skills in line with the 'new' content domains which can be found on the gov.uk website. The mnemonic VIPERS represents

V – Vocabulary

I – Infer

P – Predict

E – Explain

R – Retrieve

S – Sequence/ Summarise

The same mnemonic can be used by both KS1 and KS2 with a little adaptation. The main differences being in the S - sequence in KS1 and Summarise in KS2 also in the Explain section. In KS1 'Explain' is not one of the content domains, rather it asks children to explain why they have come to a certain conclusion or to explain their preferences, thoughts and opinions about a text. In KS2 the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

VIPERS is a whole class approach to teaching reading, and enables teachers to target specific questions to individual children dependent upon their individual targets.

Teaching strategies

- Teachers make reading real by putting reading into meaningful contexts
- Teachers model reading and demonstrate how reading is done
- Whole class teaching, reading groups and individual teaching is practiced, the teacher intervenes sensitively and appropriately with specific teaching points to advance the development in every child
- Each child is heard read by the class teacher **at least** once a week
- In all Key Stages reading targets are in place for all children and are taken from the Target Tracker statements
- We encourage risk taking in reading and support and praise all attempts which display growing knowledge and understanding of reading
- Opportunities for children to read alone and to share books are provided
- We positively encourage reading at home. All children and parents have access to the school library where they are able to borrow reading books at a level they are reading at school. Parents and children are encouraged to make a comment in the child's home/school reading record book

Environment

Each classroom has a clearly defined reading area which is inviting and provides a range of suitable reading material. Books are arranged according to genre and are clearly labeled.

The school has a library, which is in the process of being refurbished. By September 2010 all children will have a school library card which enables them to borrow books for an agreed period of time. The school has appointed a librarian to keep track of the system and ensure that the library runs smoothly.

The school subscribes to the East Sussex Library Service, which lends books to the school relating to specific topics being taught. Teachers fax a written request for the books they need and the library service delivers and collects them from the school.

Sets of books for guided reading sessions are kept in central areas. Rigby Star books are used for guided reading at EYFS, Key Stage 1 and Lower Key Stage 2. These books are graded in difficulty and their colour coding correlates to the book bands and NC levels for reading.

Writing

We teach writing through the units of work from the Primary Framework for Literacy.

These units cover the phases of the 'Writing Sequence'. From Year 1 to Year 6 children have personalised writing targets to achieve.

Teachers establish the purposes and audiences for writing, promoting the idea of writing for a purpose, and make teaching objectives explicit to children so they know why they are studying a particular text or text type, the kind of writing activities they need to undertake and the intended outcomes.

Aims and objectives

- All children become independent writers
- All children will be able to write for a variety of purposes and in a variety of genres
- All children will understand the importance of writing as a means of communication
- All children see writing as a purposeful activity
- All children will use spelling, punctuation and syntax accurately and with confidence
- All children will be given the opportunity to compose, transcribe and refine writing
- All children will write with confidence and derive pleasure from their ability to do so

Shared writing

Shared writing takes place within the English lesson and within other lessons across the curriculum; the teacher models the writing process to the whole class as an expert writer, articulating the process. Teaching objectives are pre-planned and sessions focus on the explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing.

Guided writing

Guided writing takes place as part of a guided session. Guided writing takes place with a group of children with similar writing targets/needs. During a guided writing session, the children will write with a teacher or teaching assistant supporting them. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills. The teacher or teaching assistant works with carefully selected groups of children according to their current targets or specific needs and plans the content of the session accordingly. They must observe and respond to the needs of individuals within the group to give immediate feedback on success and to discuss further areas for improvement.

Teaching strategies

- Teacher plan writing opportunities linked to their topic work and following the National Literacy Framework
- Teachers follow the phases of the PNS Planning Model of; familiarising children with the genre/ text, capturing ideas, teacher demonstration, teacher scribing, supported writing, independent writing
- Quality texts are the starting point for writing and teachers relate written work to texts read and discussed in class
- Teachers make writing real by putting it into meaningful contexts throughout the curriculum
- Children's early attempts at writing are encouraged, valued and built upon
- Teachers encourage children to write independently from EYFS
- Teachers encourage organised and accurate writing at all times
- Teachers provide children with opportunities for 'talk for writing'
- Teachers build drama opportunities into their planning for writing
- Teachers plan and teach a wide range of non-fiction, fiction and poetry genres in line with National Literacy Framework

Phonics and spelling

Aims and objectives

- To develop high standards in spelling skills throughout the school
- To develop all children's sense of responsibility towards the learning/ acquisition of these spelling skills
- To encourage all children to have a positive and confident attitude to spelling
- To teach all children that writing is for a purpose and that correct spelling makes it accessible to all
- All children develop independent strategies for tackling and assessing their own spelling
- All children learn to use dictionaries, word banks and spell checkers.

Phonics

Spelling will be taught regularly, using both synthetic and analytical approaches. In EYFS Letters and Sounds is the primary resource used alongside Phonics Play planning. In Years 1 and 2 children are taught in mixed ability groups for phonics five times a week, 'Letters and Sounds' and Phonics Play planning is used to ensure

progression throughout. Children are assessed termly and regrouped as necessary; children are given weekly spellings based upon their phonic lessons to learn for the following week. At the end of Year 2 and Key Stage 2 the ‘Support for Spelling’ pack drives the teaching of spellings forward, this links to the National Framework objectives for each year group. Teachers will encourage independent spelling and editing by children when they are producing written work. Teachers will identify misspelled words in written work. Age appropriate dictionaries, high frequency words and topic words are available in all classrooms.

SPAG

We aim to have a consistent approach to the teaching and marking of spelling and subject specific vocabulary. It is important that all teachers teach the vocabulary specific to their subject effectively. Students should be given strategies to learn subject-specific vocabulary and understand the meanings and usage of the main words for each subject. Children are taught SPAG using Babcock’s No Nonsense Spelling and No Nonsense Grammar. We will build on and share good practice across the curriculum. We aim to have displays of all key vocabulary in classrooms and for ‘learning words’ to be visible throughout the school. Formal marking of students work should include marking for spelling, punctuation and grammar, with sensitivity to students with SEN. The class teacher should make it explicit to the students the marks available for SPaG and how these marks can be achieved. Class work should also have SPaG errors highlighted, with up to 3 per page. Initial focus should be on the spelling of subject specific key words and the correct use of capital letters, commas and full stops.

Handwriting

The teaching of handwriting skills is to be linked to the teaching focus for spelling and in line with the handwriting objectives for each year group in the Primary Literacy Framework. Teachers are to demonstrate how to form and join letters correctly as on the agreed letter formation chart and intervene if children are making mistakes in their own writing. All children are expected to develop a handwriting style that is fluent, fully joined and legible. Writing is to be completed in pencil until the child is able to form and join letters correctly. Pen should be used for work that is to be displayed. All classes are expected to practice handwriting for a minimum of 10 minutes per day, this should be completed during the morning or afternoon register time so as not to impact too greatly on other curriculum time.

Use of ICT in English

Information Communication Technology will be used in English sessions, wherever possible. The Interactive Whiteboard in each classroom enables teachers to use multi-modal texts and resources from the Internet. ICT helps children learn in English by providing stimuli for their work, allowing time for creativity and thinking.

Children are taught to:

- use ICT to develop their ideas and to record their creative work
- communicate with the wider community using e-mail
- develop their research skills and decide what information is appropriate for their work.
- begin to question the plausibility and quality of information.
- learn how to amend and present their work in different ways

Policy Status

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