

Southam Primary School



English Policy

Hugo

Chair of Governors signature

Emma Lapsan

Headteacher's signature

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Person responsible for overseeing the implementation: Headteacher



Stowe Valley

MULTI ACADEMY TRUST

Stowe Valley Multi Academy Trust

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Southam Primary School

English Policy



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

AIMS AND OBJECTIVES

- 1.1 Language (speaking and listening, reading and writing) is integral to the whole curriculum, and as such is given high priority. The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. At Southam Primary, we intend to provide a wide range of learning experiences, giving children the opportunity to develop reading strategies and to read for a variety of purposes and texts, including enjoyment; write in a range of styles and write for a variety of purposes; speak confidently in a range of contexts and develop focused listening skills. We will help our pupils to express themselves creatively and imaginatively, and to understand how language works by looking at its patterns, structures and origins.

The policy gives guidance to staff and insights for other interested parties into agreed ways of developing children's language. All who work in school should be familiar with the contents of this policy and teachers should use it to plan and inform their practice, and to ensure continuity progression and success for pupils.

- 1.2 Our core aims in the teaching of English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of activities;
- to help them to become confident, capable independent readers, through an appropriate focus on systematic phonics into word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to encourage a life-long love of English, and a recognition of its value in everything they do;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;

2 TEACHING AND LEARNING

- 2.1 At Southam Primary School, our teaching of English throughout the curriculum draws from a variety of sources and opportunities; our school curriculum ensures that statutory elements of the 2014 National Curriculum are the foundation of all English teaching.

The New National Curriculum 2014 is used to provide a flexible structure to the teaching of English throughout the school. The strands of spoken language, listening skills, reading words, reading comprehension, transcription (specifically spelling and handwriting), composition (including planning, drafting, revising and editing), vocabulary, grammar and punctuation are all taught across the school. The strands are structured to form a long term plan with an appropriate balance of fiction and non-fiction elements. Planning covers skills required to successfully complete an extended piece of writing regularly within English lessons and across the curriculum. It should also encompass objectives informed by the evaluation and marking of the children's previous work.

- 2.2 We encourage children to continually use and apply their learning in all other areas of the curriculum, ensuring there is the ethos of pupils being active learners.

3 PLANNING

- 3.1 The curriculum is delivered by class teachers. Where appropriate, groups or individuals are supported by Teaching Assistants. Collaborative learning styles and mixed ability activities are also used. Proportions of whole-class, group teaching and collaboration are balanced to allow independent activity, where learning is embedded and enhanced. All teaching and learning, in every year group, is in line with the statutory requirements set out in the 2014 National Curriculum. In addition, all lessons challenge and stretch children of all abilities; work provided is also suitably differentiated. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses, word walls and phonic mats.

In KS1 and KS2 teachers deliver daily English opportunities; this includes daily phonics session in EYFS and KS1. Taught literacy skills are then applied across the curriculum; free choice writing opportunities are encouraged, allowing children to express their independence and creativity.

- 3.2 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. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas, children are also given the opportunity to choose their level of challenge. As children progress through the school, writing frames are used minimally, as not to constrain the children. They are set success criteria to challenge and meet their individual needs. We use teaching assistants to support some children, and to enable work to be matched to the needs of individuals.

4. EYFS

- 4.1 In our Reception classes, the Early Years Foundation Stage Curriculum is followed to ensure continuity and progression through to the English National Curriculum in KS1 and KS2.

4.2 The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. Those that impact on the English curriculum include: 'Literacy', which covers three areas: word reading, comprehension and writing. 'Communication & Language' is one of the prime areas that are fundamental to, and support the development, in all areas. 'Communication and Language' is made up of the following 4 aspects: listening, attention, understanding and speaking. The final area that contributes to the English curriculum is 'Physical Development', which includes the aspect of 'Fine Motor'. Pupil provision is related to attainment, not age. In EYFS, all aspects of literacy are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction. In Reception, children will experience many aspects of taught literacy alongside continuous provision.

5. SPEAKING AND LISTENING

5.1 At Southam Primary we aim to develop every child's competence, confidence and enjoyment in speaking and listening. We believe that speaking and listening underpins the development of reading and writing; speaking and listening activities are therefore embedded throughout the curriculum. The statutory requirements for spoken language are outlined for each year group in MTPs and are taken account of in planning.

5.2 To develop our pupils as speakers and listeners we:-

- give all children opportunities to express their ideas to a range of audiences;
- give all children opportunities to take part in group discussions, debates and drama activities;
- encourage all children to listen and respond appropriately to others;
- help all children to understand the need to adapt their speech to different situations;
- give all children opportunities to evaluate and reflect on their own speech;
- encourage all children to use vocabulary and grammar of standard English whenever appropriate;
- provide a stimulating environment, which arouses children's interest and curiosity;
- provide good role models;
- listen carefully, with respect and interest to what the children say;

5.3 In addition to the above, there are often 'circle time' discussions. This ranges from PSHE lessons to debate; this also takes account of School Council business and other groups, such as E-Cadets. Topical debates promote confidence in speaking and listening. Children are also encouraged to take part in assemblies, productions and school events, which provide opportunities for public speaking.

6. READING

To develop all pupils as readers we:

- use a systematic phonics scheme from reception;

- teach them to read accurately and fluently using a range of strategies;
- help them to understand and respond to what they read using inference and deduction where appropriate;
- encourage them to read a wide range of fiction and non-fiction books, including media and ICT texts and texts from a variety of cultures and traditions;
- encourage them to read independently and with enjoyment;
- teach them how to seek information and learn from the written word;
- provide a range of reading experiences (including individual reading, paired reading, shared reading, guided reading, class stories and poetry, use of libraries);
- will involve parents/carers as much as possible;
- provide support for home, including guidance videos for how to read with your child;
- provide stimulating texts which are age related with appropriate graduated vocabulary, including the use of online resources such as Bug Club;
- encourage independence through the development of a variety of skills
- celebrate books through themed days and events.

6.1 KS1

In KS1 children are encouraged to acquire a love of books. Books are used to stimulate children's imaginations. We introduce children to the conventions of books, reading from left to right, turning pages, identifying authors, illustrators, contents pages etc. Whilst following the Read, Write, Inc. programme for phonics, children also build a sight vocabulary, which is supported by the Oxford Reading Tree scheme. We place high importance on teaching children how to decode through daily phonics lessons (including in KS2 where required). Alongside this, we ensure that there is great focus placed upon the wider aspects of word reading and comprehension of the text. Children also have the opportunity to visit the library weekly in EYFS and Year 1 to develop their love of reading and books.

6.2 Each child takes home a reading scheme book daily with a reading record. Children are encouraged to read to an adult at home 5 times per week for 15 minutes. The children share their books with an adult in school on a regular basis. When reading with a child, adults ask questions relevant to the interest of the child and encourage predictions. Children are encouraged to decode unknown words using appropriate strategies. In Year 2, children move onto the Accelerated Reading Scheme and complete a comprehension quiz once a week. All children are encouraged to read their own books at home alongside school reading books.

6.3 Daily reading groups take place, where children are grouped according to ability. Year 1 work on a rotation model, where groups will work with a teaching assistant or teacher on different days; from year 2 up, classes will use a whole class reading model, where classes focus on one text together, working through the various reading strands. Reading comprehension activities are planned in these sessions, where appropriate. Teachers daily read a story/ class text to encourage children's love of literature.

6.4 In reception and KS1 regular phonics lessons, using Read, Write, Inc, focus upon phonemes/grapheme recognition and the strategies of blending to read and segmenting to spell. Children are grouped according to ability; regular assessment ensures children who are not working at an appropriate level have access to interventions groups (the groups focus upon the wider aspects of reading as well as the direct teaching of phonics). At KS1, the word work will follow the guidelines in RWI, until the children are ready to move on.

6.5 KS2

The graded reading scheme continues into KS2, if required. In KS2, children use the Accelerated Reading Scheme to support children in selecting books appropriate to the interest level and reading ability. A full and broad range of texts are available to all children. Children take home a book, recording their reading on an online platform. Once the book is completed, children answer a series of questions based on this book, which monitors their progress and reading ability. Teachers in KS2 listen to children individually read, as often as possible. Teachers also read regularly to the class, through their class novel, continuing to foster enjoyment of a text.

6.6 Daily guided reading sessions continue in KS2. A whole class teaching approach is taken to this, where reading skills are focused on across a week or fortnightly basis. Children are grouped in classes or in ability across a year group, dependent on their needs and capabilities. As children progress, they are taught to widen their use of books for reading for information, developing the skills of looking up/locating information, skimming, scanning, note taking and use of ICT through interactive texts and research. Reading comprehension is taught, including cross curricular links in Topic and Science lessons. Reading for comprehension involves locating and retrieving information from the text; inference and deduction; commenting upon the structure and organisational features of a text; author's use/ choice of language; commenting upon author's intent and view points; identifying themes and conventions; summarising main events and providing reasoned judgments about texts read.

6.7 Reading enrichment activities are a high priority and enjoyed by the whole school, such as World Book Day, reading challenges, Book Fairs etc. Parents are regularly invited to come into school to support reading, as well as share in class reading activities. Reading is encouraged throughout school holidays.

7. WRITING

7.1 We believe that writing should be taught across the curriculum, not just in English lessons. Effective transcription (spelling and handwriting) and composition (articulation of ideas and structuring them in speech and writing) are essential skills, as the ability to write ideas down fluently relies upon effective transcription. Successful composition relies upon forming, articulating and communicating ideas and organising them coherently for a reader. This requires clarity, awareness of audience, purpose, structure and context as well as an increasingly wide knowledge of vocabulary, grammar and punctuation. Children are given opportunities to plan, draft, revise and evaluate their own writing.

To develop our pupils as writers we:-

- teach them to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate;
- encourage them to write with interest, commitment and enjoyment;
- show them how to write in a variety of forms such as stories, poems, reports and letters etc, as prescribed in the National Curriculum;
- show them how to evaluate and improve their own writing;
- show them how to use punctuation to make meaning clear to their reader;
- give them the knowledge and the strategies to become confident and accurate spellers;
- teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately;
- regularly provide them with 'meaningful' real writing experiences;
- give feedback, support and encouragement;
- encourage independence and confidence through the development of skills and experiences;
- ensure all children have understanding of age related grammar, vocabulary and punctuation, teaching this discretely in English lessons;
- celebrate writing, have high expectations and embrace a sense of pride in work produced, including displaying children's work in the classroom and around school

7.2 KS1

In KS1, writing can be factual, imaginative or based upon children's own experiences. Writing will be cross curricular, taking account of trips, visitors to school, investigations and real life experiences. Children's work is discussed and used to draw attention to purpose, style, presentation, grammar, punctuation and spellings; this is used for target setting.

7.3 KS2

In KS2, children extend their experiences in writing to write for a range of purposes and audiences. In addition to specific text types taught in English lessons, children will be given opportunities to practise various text types through the whole curriculum, enabling children to be creative in their responses to an activity, experience or lesson. We believe that through accessing and writing a range of text types children will help our pupils:

- obtain an interest and pleasure from writing;
- write for a clear purpose, audience and effect;
- write coherently and fluently;
- write imaginatively;
- become perceptive and skilled independent writers.

7.4 SPELLING

Initially, children are taught to write individual letters and attempt to spell phonetically. From Year 2 up, children are taught the rules of spelling patterns, as outlined in the 2014 National Curriculum, using the No Nonsense spelling scheme; from Year 3 these spellings are learned from word lists to complement and improve their knowledge of spelling rules and patterns. Children are given spellings to learn as homework and are tested in class regularly. Dictionaries, electronic dictionaries and thesauruses are used in class and children taught how to use them effectively, including as a tool to aid their ability to self-correct and revise work. In English lessons, children may continue to learn about the rule or pattern set as homework or may move on to other patterns, rules, topic words or common errors made by children.

7.6 HANDWRITING

We have high expectations in the presentation of work in all areas of the curriculum at Southam Primary. We aim to ensure children produce clear, well formed, legible cursive writing that is consistent and neat in appearance. Support is put in place for those who require it. The school uses the 'Letter Join' cursive style.

7.7 Handwriting lessons take place at least three times per week from year 1 to 4, in handwriting books. Years 5 to 6 should have at least one handwriting lesson per week (groups may be taken to meet children's needs) Teachers demonstrate the correct letter formation and children then practice it. Handwriting is linked to phonics and curriculum words wherever possible.

7.8 Children should begin to form precursive letters in Reception, begin to join letters in Year 1 and should join consistently from Year 2 onwards. As children master joining and correct formation, the focus should then be on writing neatly, consistently and at a reasonable speed; joined handwriting should then be used in every piece of work. Pens should be given when a consistent style is achieved (year3.-4) and all children should use blue pens by Year 5. This should be used consistently in all curriculum areas except Maths, where all pupils use pencil

8. MARKING

8.1 English work and all cross curricular writing should be marked in accordance with the school's Marking Policy. This ensures consistency across the curriculum and throughout the school. When marking, teachers use highlighters: Green for Go and Yellow for error in line with the school policy. From year 2, children use red pen to correct any errors, as directed by the teacher.

8.2 Self and Peer Assessment should be evident throughout books in KS2 as well as Teacher marked pieces. Stamps are used to indicate the level of support children have received. Marking is also used to set individual and group targets for all children. Written comments are constructive relating to the lesson objective and written neatly in children's books.

9 ENGLISH ACROSS THE CURRICULUM

9.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

9.2 MATHEMATICS

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to reason and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

9.3 Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

9.4 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

9.5 British Values

Along with the points highlighted in 9.3 and 9.4 English also contributes to the promotion of British Values, by encouraging children to take part in class and group discussions on topical issues through current affairs sessions. Children have the opportunity to discuss school rules and design rules for different scenarios i.e. classroom rules. Children have the opportunity to take part on different roles and responsibilities within the school- in order to be selected for these roles children need to explain to an audience why they would be suitable for the role.

10 ICT

10.1 ICT is used to support teaching and to motivate children's learning. Interactive whiteboards are used for sharing texts and pictures, teacher modelling of writing, evaluation of pupils work and to watch video clips.

10.2 Through the use of ICT we provide our pupils with the opportunities to:-

- use a wide range of ICT equipment, such as iPads, digital cameras and laptops, to develop language and literacy skills;
- compose directly on screen;

- use word processing techniques to develop writing skills;
- use a range of fonts and presentational features in relation to audience and purpose;
- check for written accuracy using grammar and spell checkers;
- read a wide range of media and ICT texts including CD Roms and the Internet;
- use a range of Apps to develop literacy skills;
- access online texts at home and school;

11 INCLUSION

- 11.1 Children with SEN will be supported in all aspects of English in line with the school Special Educational Needs Policy. Where barriers to learning are identified, the class teacher will work closely with the SENCO and the English Co-ordinator, to ensure difficulties are addressed and a programme of learning is put in place to remove barriers to learning. Where necessary, targeted children may access intervention groups including: phonics, spelling, reading, handwriting, oracy groups and grammar.

The SENCO/English Co-ordinator liaises with the class teachers and children are moved in and out of intervention groups on a regular basis and as necessary. Clear entry and exit data is used to assess the impact of the intervention.

11.2 INCLUSION AND EQUAL OPPORTUNITIES

All children are provided with equal access to the English Curriculum. We aim to provide all children with interesting, engaging and varied learning opportunities regardless of gender, ethnicity, cultural background, religion, ability, family or social circumstances.

- 11.3 Texts showing people and written and illustrated by authors of both sexes and from various cultures will be used. Children of all abilities have access to quality fiction, non-fiction and poetry texts.

11.4 EAL – English as an additional language

A small proportion of children at Southam Primary have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language (EAL). We aim to meet all the needs of those children who are learning English as an additional language.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Teachers use various methods to help children who are learning English as an additional language. Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings.

- Explaining how spoken and written English have different usages for different purposes.
- Providing them with a range of reading materials, to exemplify the different ways in which English is used.
- Giving them appropriate opportunities for talking, and using talking to support writing.
- Encouraging them to relate one language to another.
- Ensuring their access to the curriculum and to assessment by using texts and materials that suit their ages and learning stages, providing support through visual timetables, ICT, video visual and audio materials, dictionaries and translators (where applicable) using the home or first language where appropriate.

12 ASSESSMENT FOR LEARNING

Continuous assessments of reading and writing take place throughout the year. Reading is assessed frequently through individual reading, guided reading and comprehension activities which are used to inform planning. Reading diaries are completed by parents as well as teachers, and are part of the assessment process. Extended writes are applied in context away from learning/teaching, which also informs the teacher's assessment of pupil progress and next steps for learning. Teachers and SLT also perform moderation on a regular basis. Teachers also have the opportunity to moderate with colleagues in other schools.

- 12.1 Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.
- 12.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These take place at the end of every term, (From year 3 onwards, using the Pixl assessments to support) which tracks children across the key objectives for the English National Curriculum.
- 12.3 With the help of these assessments, teachers are able to set targets for the next term/school year, and to summarise the progress of each child before discussing it with the child's parents or carers.
- 12.4 Children undertake the national tests at the end of Year 2 and Year 6.
- 12.5 The subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review individual examples of work against exemplification material, and make agreed judgements.
- 12.6 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

13 RESOURCES

13.1 There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer, Ipad and computer room.

14 MONITORING

14.1 The coordination and planning of the English curriculum are the responsibility of the subject leader. The English Coordinator and Head teacher are responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating the English curriculum;
- regular lesson observations on all class teachers to ensure they are carrying out the aims and objectives of the English curriculum;
- regular work scrutiny of children's books;
- regular scrutiny of teachers' planning and marking;
- Pupil Progress Meetings;
- assessing the provision of English (including Intervention and Support programmes with the SENCO);
- assessing the quality of the Learning Environment;
- analysing data and tracking pupil progress and attainment;
- supporting colleagues in their CPD;
- purchasing and organising resources, including the school library;
- keeping up to date with recent English developments;
- informing the SLT and Governors of any English issues;
- the provision of reports to the Governors on the process and progress in English;
- providing information that adds to the SIP

14.2 This policy will be reviewed at least every two years.

Date policy reviewed: Autumn term 2021

Date for next review: Autumn term 2023