

# Castle Primary School

## English Policy

**REVIEW DATE: JANUARY 2018**

### **1. Introduction**

This policy will be reviewed on a bi-annual basis to ensure relevance, effectiveness and practicality. A schedule for the review of this and all other policy documents is set out in the school development plan. English contributes to the school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes using language to learn and communicate ideas, views and feelings. It is our view that the pupils in this school should be taught in a safe, secure and stimulating environment enabling them to all to achieve their potential in the areas of English regardless of their ability, gender or ethnic background.

### **2. Aims**

The aims of teaching English are:

- To develop pupils' confidence in themselves as skilled communicators, to make relevant contributions and learn how to listen attentively to others.
- To enable pupils to adapt their speech to a widening range of circumstances and demands.
- To develop pupils' interest and pleasure in reading, so that they can read independently, understand the meaning and express preferences about their reading.
- To ensure that pupils read with fluency, accuracy and understanding across a range of texts, both fiction and non-fiction.
- For pupils to enjoy writing and reading and to see the value of it.
- To encourage emergent writing in the Foundation Stage of learning.
- To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.
- To enable pupils to become independent writers of texts, which are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms.
- To develop pupils' understanding that writing is essential to thinking and learning across all curriculum areas.
- To enable pupils to use the planning, drafting and editing processes to improve their written work and sustain their writing of fiction and non-fiction.
- To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.
- To set suitable learning challenges.
- To respond to pupils' diverse learning needs.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.

At Castle Primary we also:

- Enable pupils to use non-fiction and non-literary texts in order to access information for themselves including computer-based information texts.

- Encourage pupils to be able to use their computing skills as an effective means of communication and an effective tool for learning.

### **3. Organisation and methodology**

English is a core subject of the 2014 National Curriculum. The fundamental skills, knowledge and concepts are set out and categorised into 3 main areas:

1. Spoken Language
2. Reading – Word Reading & Comprehension
3. Writing – Transcription, Composition & Vocabulary, Grammar and Punctuation

All pupils take part in a daily English session, which covers the programmes of study for English as set out in the 2014 National Curriculum. Extra opportunities for pupils to practise and extend their English skills will be provided and linked to other curriculum areas wherever possible; the links between these are made explicit to the pupils.

### **4. Within Spoken Language children are taught to:**

- Develop their confidence and competence in speaking and listening in a variety of contexts across the curriculum.
- Explain their understanding of books and other reading.
- Prepare their ideas verbally before they write.
- Discuss ideas and solve misconceptions by interacting within a group.
- Understand the conventions of discussion and debate.
- Tell stories, describe and listen to events and experiences.
- Speak and listen appropriately to different audiences including peers, teachers and other adults.
- Read aloud audibly and fluently using Standard English where appropriate.
- Present their written work aloud.
- Participate in worship and singing.
- Gain knowledge, skills and understanding of drama and role-play activities (timetabled separately at KS2).
- Adopt, create and sustain a range of roles.
- Respond appropriately to others in role.
- Improvise, devise and script drama for each other and a range of audiences.
- Rehearse, refine, share and respond thoughtfully to drama and theatre performances.

### **5. Within Word Reading and Comprehension children are taught to:**

- Use a wide range of both scheme and non-scheme books including phonic decodable books.
- Use and discuss a wide range of literature and non-fiction texts in planned lessons, and within timetabled sessions at the school library.
- Read and spell through a structured programme of the teaching of phonics and spelling (At Castle, *Letters and Sounds*, *Jolly Phonics* and *Support for Spelling* are used) and the systematic development of a sight vocabulary as detailed in the 2014 National Curriculum.

- Discover the value of reading through the involvement of reading with / to parents, in and out of school.
- Understand and appreciate visual literacy – e.g. filmclips, picture books.
- Make use of a print rich environment and interact with displays in order to stimulate their pleasure for reading and feed curiosity about literature.
- Participate in daily / weekly sessions of shared and guided reading whenever appropriate.
- Improve their understanding of what they have read through the timetabling of weekly comprehension sessions.
- Independently read - having the opportunity to read, enjoy and share texts with other pupils and adults.
- Make their own books.
- Borrow books from the school library (Mon, Wed and Fri).
- Participate in whole-school worship.
- Participate in reading events to encourage *Reading for Pleasure*.

## **6. Within Writing Transcription, Composition & Vocabulary, Grammar and Punctuation children are taught to:**

- Write appropriately for a range of audiences and purposes, wherever possible using a real audience and purpose.
- Understand and use the main rules and conventions of written English, through the daily teaching of aspects from the Grammar, Punctuation and Spelling (GPS) objectives.
- Know the correct grammatical terms for GPS objectives.
- Develop their written vocabulary by understanding the relationship between words, understanding differences in meaning and how to use figurative language.
- Clarify meanings of unknown words and words with more than one meaning.
- Be self-critical and to use planning, drafting and editing processes to improve their work.
- Understand the skills of spelling and to use a range of spelling strategies in order to become independent and accurate spellers.
- Apply these spelling strategies to all written work.
- Understand and use the statutory spelling words across the whole curriculum.
- Practise spellings through weekly spelling activities and tests.
- Use a fluent, legible style of handwriting to make them aware of the importance of clear, neat presentation in order to communicate effectively. The use of an appropriate writing style is encouraged for each written task e.g. Capital letters for newspaper headlines; printing for map labels.

## **7. Pupils with Special Needs**

Pupils with diverse learning needs are provided for through:

- Teachers planning for the pupils' full participation - quality first teaching.
- Setting high expectations for all pupils.
- Providing opportunities for all pupils to achieve.
- Creating effective learning environments.
- Providing equality of opportunity through teaching approaches.

- Regular intervention work.
- Setting learning targets.
- Liaison with SENDCOs / Gifted and Talented leaders who monitor the development and delivery of appropriate interventions.
- Liaison with outside agencies, e.g. psychological services.
- Allowing pupils access to specialist equipment and approaches where necessary.
- Continuous consultation with and involvement of parents.

## **8. Dyslexia Friendly**

Castle Primary is supportive of a Dyslexia Friendly environment having gained the Entry Level Status in 2014.

## **9. Assessment and Recording**

Pupils' development in English is constantly monitored and assessed in order to inform future planning, teaching and reporting. A variety of record keeping methods are used to suit the purposes of the assessment. Staff keep class assessment records, to take advantage of incidental and informal assessment opportunities. All formal assessments are passed to the receiving teacher at the end of the academic year. Regular Pupil Progress Meetings are held with the Headteacher or SEND staff.

## **10. Assessment of Spoken Language**

Pupils' progress in Spoken Language is assessed informally using a variety of methods in differing situations, through:

- Shared class work involving reading, writing, hypothesising or exploring ideas and questions.
- Independent and collaborative work.
- Group and whole class discussion and interaction.
- Debate, presentation, performances and improvisations.
- Drama and role play activities.
- Independent play activities.

Evidence is gathered formally and informally to support the assessment and this forms the basis for the annual report to parents.

## **11. Assessment of Reading**

- Pupils' reading behaviour (attitude to reading, chosen texts etc) is observed and noted by the class teacher in the pupils' individual reading record books, taking account of reading both in school and at home.
- Pupils' progress in reading is assessed through guided reading. This forms part of the assessment procedure and deals with the reading of both fiction and non-fiction texts.
- Statutory assessment of reading occurs through baseline assessment and the reading SATs at the end of each Key Stage. The results of these assessments are monitored closely in order to inform targets for subsequent year groups.
- Y 2 – 6 undertake reading assessment tests at the end of each half term.
- Assessment against the 2014 National Curriculum objectives are used and evidenced.

- Year 1 pupils (and year 2 who did not achieve the year before) undertake the statutory Phonics Screening in June of each year.

## **12. Assessment of Writing**

- Pupils' writing is assessed regularly against the appropriate learning objectives as detailed in the 2014 National Curriculum.
- Pupils' progress in writing is assessed through guided and independent writing.
- Monthly whole-school writing sessions are used to create pieces of work which are assessed to monitor pupils' progress in writing – these are displayed in separate writing folders and moderated at whole-staff meetings.
- Statutory assessment of writing occurs through the writing and spelling elements of the SATs at the end of each Key Stage.
- Y6 and Y2 undertake the Grammar, Punctuation and Spelling Tests during SATs in May of each year (2016 onward).

## **13. Monitoring and Evaluation**

The Head Teacher, English Subject Leader and Governors manage a programme of monitoring and evaluation of the teaching and learning in the school through:

- The implementing of a monitoring cycle
- The monitoring of planning
- Lesson observations
- Staff consultation
- Book scrutiny
- Analysis of SAT results
- Scrutiny of teacher assessments
- Monitoring of standards in writing and subsequent setting of targets

## **14. Parental Involvement / Home Study**

Encouraging parents to take an active part in their child's learning is paramount to us. To this end parents are involved by:

- Listening to their child read on a daily basis.
- Ensuring their child completes weekly homework tasks set by the child's teacher – these include maths, English and spellings (related to class work during the week).
- Using Sound Books (EYFS only) to support their child's early reading.
- Communicating any progress / difficulties through a reading or homework diary.