



Opening minds, learning through challenge and celebrating God's world

POLICY FOR ENGLISH

Reviewed: September 2018
Review Due: Autumn 2021

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect,
Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

English and Literacy Policy

Mission Statement

Opening minds, learning through challenge and celebrating God's world.

Aims

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. 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 reinforce taught literacy skills.

At Skerton St Luke's we strive for children to be a 'Primary Literate Pupil'.

By the end of Key Stage 2 we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2017).

In the Early Years Foundation Stage children should be given every opportunity through effective teaching, adult led and child initiated learning experiences to work towards and achieve age related expectations and end of year ELG's (Early Learning Goals) in both the prime area of CL (Communication and Language) and the specific area L (Literacy). The expectations are that:

- children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories and events.
- children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas and events.
- children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular

words. They demonstrate understanding when talking with others and about what they have read.

- children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

At the end of Key Stage One (Year 2) pupils working at age related expectations will be able to:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words
- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation
- check the text makes sense to them
- answer questions and make some inferences on the basis of what is being said and done
- demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- use sentences with different forms in their writing (statements, questions, exclamations and commands)
- use some expanded noun phrases to describe and specify
- use past and present tense mostly correctly and consistently
- use co-ordination (and/or/but) and some subordination (when/if/that/because)
- segment spoken words into phonemes and represent these by graphemes spelling them correctly
- spell many common exception words
- spell some words with contracted forms
- add suffixes to spell some words correctly in their writing, e.g. -ment,-ness, -ful, -less, -ly
- use the diagonal and horizontal strokes needed to join letters in some of their writing
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letter

At the end of Key Stage 2 (Year 6) pupils working at age related expectations will be able to:

- read age-appropriate books with confidence and fluency including whole novels
- read aloud with intonation that shows understanding
- work out meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader

- make comparisons within and across books
- create atmosphere, and integrating dialogue to convey character and advance the action
- select vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- use passive and modal verbs mostly appropriately
- use a wider range of clause structures, sometimes varying their position within the sentence
- use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spell most words correctly (Years 5 and 6)
- maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

Subject Organisation

The skills of English are delivered using the National Curriculum, KLIPs and LAPs with cross-curricular opportunities provided to rehearse, reinforce and consolidate those skills. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to National Curriculum. Pupil provision is related to attainment not age.

In Reception, Phonics is taught daily and discretely. Opportunities are then planned for pupils to rehearse, use and apply their phonological awareness and knowledge through continuous provision for pupils to access. A balance of adult led Literacy and child-initiated activities are ensured to enable all pupils achieve their full potential in C&L and Literacy.

In Key Stage 1, Phonics and Handwriting is taught/modelled daily in addition to a daily Literacy lesson.

In Key Stage 2, Literacy is taught daily which includes a GPS mental/oral starter to discretely teach GPS. GPS is taught within context providing opportunities for pupils to use and apply their prior learning/skills. Handwriting is taught at least weekly in Key Stage 2 and when further support as and required for intervention.

Guided Reading is planned using the agreed planning format and delivered weekly for all pupils from Reception to Year 6 to teach and model how to read, reading behaviours, specific skills, extend/develop vocabulary, etc.

Teachers take ownership of how to plan daily English and Literacy lessons following agreed weekly planning format while ensuring all non-negotiables fit into weekly schedules and timetables.

Pupil records of their work

In the Early Years, work is evidenced through adult observation, AFL and photographs in a Literacy book for every pupil. Independent learning and child-initiated use and application of skills, knowledge and understanding are recorded in a child's individual learning journey under the areas of C&L or Literacy.

In Key Stage 1 & 2, pupils record writing tasks in lined exercise books. Big write is evidenced in a separate book and a book used for discrete practise of handwriting. All pupils have a word book to develop their use and understanding of vocabulary. This is to record alphabetically interesting words, wow words, HFW and tricky words to aid independent writing.

Approaches to Speaking and Listening

Spoken language which consists of speaking, listening, group discussion, interaction and drama permeate the whole curriculum.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. At Skerton St Luke's we provide opportunities to work in groups of different sizes – in pairs, small groups, large groups and whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers will focus on increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole across the curriculum.

Pupils will receive constructive feedback on their spoken language and listening to improve their knowledge and skills and to establish a secure foundation for effective communication in later life.

Approaches to Reading

Reading is the key that unlocks the curriculum. At Skerton St Luke's we aim to provide children with every opportunity to relate reading for pleasure with reading to learn.

Teachers should develop pupils' reading across the curriculum to support acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. We will promote wider reading and provide library facilities in school and information for both children and families to become members of local libraries. Reading will be taught through a variety of methods and strategies in school and encouraged at home:

- Shared reading
- Guided reading
- Independent reading
- Phonics
- Class novel
- Rainbow Reading challenge – Key Stage 1 to ensure early reading practise
- Wider reading - arranged visits to local libraries
- Home reading – homework
- Reading buddies – Year 6 reading to Reception

Approaches to Writing

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar and build on what they have been taught to expand the range of their writing and the variety of grammar they use. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations;

such writing supports the skills of rehearsing, understanding and consolidating what they have heard or read.

Writing will be taught through a variety of methods and strategies in school and encouraged at home:

- Phonics
- Spellings
- Shared writing
- Guided writing
- Independent writing
- Extended writing
- Handwriting

Handwriting

Handwriting will be taught explicitly in all year groups. Daily practise in EYFS and Key Stage 1 and at least weekly in Key Stage 2. Intervention for handwriting for handwriting will also take place for pupils that require further support, modelling and practise. Teachers will model handwriting then provide activities for pupils to use apply and develop a handwriting style.

In order to develop a legible style pupils are taught:

- how to hold a pencil/pen correctly
- to write from left to right and top to bottom of a page
- to start and finish letters correctly
- to form letters of regular size and shape
- to put regular spaces between letters and words
- how to form lower and upper case letters
- how to join letters
- the importance of clear and neat presentation in order to communicate meaning efficiently
- to write legibly in both joined and printed styles with increasing fluency and speed

Reference can be made to National Handwriting Association and to schools Handwriting policy.

All pupils in Years 1-6 at the start of an academic year to write the pangram in their neatest handwriting. This is to be photocopied and stuck inside the front cover of all books pupils use through the year across the curriculum. Teachers will expect all writing to be of that standard or better. If any piece of writing falls below the standard pupils will be asked to rewrite part/all in their own time to raise the awareness and importance of presentation, handwriting and pride in own work.

Cross-Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise, use and apply acquired skills, knowledge and understanding through literacy lessons to other areas of the curriculum.

The Use of ICT

Opportunities to use ICT to support teaching and learning in Literacy are planned and used as and when appropriate.

Assessment and Target Setting

All work is marked in line with the Marking and Feedback policy.

Inclusion

We aim to provide for all children so that they achieve their full potential 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 through suitable intervention programmes. AGT pupils are identified and suitable challenge is provided.

Pupil Premium, Pupils with SEND, boy, girls, EAL, GRT, term of birth groupings can all be tracked using our assessment grids to ensure all children are achieving and making progress.

Intervention Programmes

Teachers to identify pupils requiring intervention half termly. Teachers to set targets to individualise learning and liaise with TA as to how and when intervention takes place. All children requiring intervention identified and shared with SEND leader. Children receiving intervention to be assessed regularly to ensure targets meet children needs and requirements to make progress.

Equal Opportunities

All pupils are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, religious beliefs or home background.

Role of Subject Leader

The subject leader is responsible for improving standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy:-
 - Pupil progress
 - Provision of Literacy (including Intervention and Support programmes)
 - The quality of the learning environment
 - The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in English and Literacy

The Governing Body

Regular reports (termly) are made to the governors on the progress of English provision and to our Literacy Governor Kath Foster.

The literacy governor visits school regularly, observes literacy lessons and attends curriculum meetings to discuss the standards of English and Literacy in school.

This policy will be reviewed every year or in light of changes to legal requirements, shared with staff, SLT and Governors for full approval.

Parental Involvement

We encourage parental involvement through keeping parents informed of their child's progress, encouraging them to support their child with English homework and attendance at English led workshops. Parent volunteers in school listen to individual pupils read along with Rotary Readers that come into school weekly to hear pupils read.

Conclusion

This policy is in line with other school policies and therefore needs to be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Marking and Feedback policy

SEND policy

ICT policy

Equal Opportunities policy

Health and Safety policy

Appendices

Year group Long Term Curriculum Maps

Weekly Planning format

Guided Reading planning format

Pangram – handwriting contract

Teaching and Learning non-negotiables in English and Literacy