

Churchside Federation

English Policy

Reviewed : June 2018

At Churchside Federation we recognise competence in the three areas, Spoken Language, Reading & Writing, underpin learning across the curriculum. We believe that providing children with a well-balanced, enriching and engaging curriculum will aid them in developing into self-assured communicators. Whilst the three areas will be considered individually, it is essential to remember that our literacy skills are dependent upon their inter-relationships; teachers will build upon these links. We will provide opportunities to develop our skills in all three areas in a meaningful and purposeful environment, through experiences and opportunities that contextualise learning. In order to become confident users of language, children need to be able to speak, read and write Standard English with fluency and accuracy. It is essential that this is modelled by all adults in school.

For further content detail refer to the National Curriculum English Programmes of Study: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Planning

Long Term – This follows the National Curriculum and shows age related expectations.

Medium Term – teachers organised the long term plan into blocks of work that include a spread of genres and ensures even coverage of all aspects of English across the year.

Short Term – planning sheets for each lesson will identify the learning objective and success criteria for each lesson.

Spoken Language

Jeff Daly – “Two monologues do not make a dialogue.”

Children’s understanding of the spoken word and capacity to express themselves is central across the whole curriculum. Spoken language skills support the development of reading and writing and form the starting point for teachers when planning for progression in these areas.

Throughout the school day children may be involved in activities including:

- Listening to talk, stories, poems
- Communicating with their talking partner
- Asking and answering questions
- Playing where fictional roles are explored
- Role play
- Small group story reading
- Oral recital of poetry
- Using spoken language to get things done
- Circle Time & Class Council
- Adjusting what they say depending on others’ response
- Participating in School Productions

The school must:

- Provide a stimulating environment, which arouses children’s interest and curiosity.
- Provide good role models
- Listen carefully and with respect and interest to what the children say
- Extend the children’s range of vocabulary by encouragement, explanation and interpretation. Vocabulary walls can be found in all classrooms allowing children to explore new and unfamiliar words.
- Give all children equal opportunities to develop their oracy.

Reading

Dr. Seuss — 'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'

Competence in reading is the key to independent learning and is given the highest priority. Success in reading has a direct effect upon progress in all other areas of the curriculum and has a significant impact upon pupil self-confidence and motivation.

The teaching of reading skills will include:

- Daily teaching of phonics (using the systematic, synthetic phonics framework 'Letters and Sounds' which is used until children are secure within Phase 5 of the programme)
- Basic sight vocabulary
- Regular guided reading, if children have progressed beyond daily phonics lessons.
- Class reading book (including whole books and not just extracts), read by teacher who will model appropriate reading skills including deeper thinking skills.
- Junctions and Gatherings to include parents in the variety of reading skills we are teaching their children.
- Hearing children read daily either through discrete reading sessions or across the wider curriculum.
- Teaching reading comprehension skills e.g. simple text retrieval, simple or complex inferences.
- Providing every child with a 'reading' book to take home that they will be encouraged to share with their parents/carers – this will continue throughout all classes.
- Providing all children with the opportunity to access independent reading activities that will enhance their skills and nurture an enthusiasm for reading a range of texts through a variety of media types.
- Identifying children working below age related expectations in order that intervention programmes can be delivered.

The school must:

- Regularly change reading books, ensuring that reading books provide the right level of challenge and are a variety of genres.
- Ensure parents and children are aware of their current reading targets and how to achieve them.
- Choose texts that match the reading level of their reading groups in terms of fluency—they should be able to read between 90-94% accurately and with understanding.
- Plan reading schedules to ensure there are opportunities to listen to all children read. While the class teachers/teaching assistants are reading with groups, the other children will be engaged in reading activities.
- Ensure equality and inclusion when teaching reading to EAL and SEN children, it is important to use pictures and visual cues to support discussion in order to aid comprehension whilst more able children must be extended through questioning that requires deeper thinking skills and extends vocabulary.
- Gender equality will be promoted by making sure texts avoid stereotyping and by ensuring boys and girls have access to all the resources available.
- Assess pupil progress half termly, through age related expectations and descriptors as shown on our tracking system - Pupil Asset.
- Use assessment information to inform planning, identify children who require further support and next steps.

Writing

Robert Cormier- "The beautiful part of writing is that you don't have to get it right the first time, unlike, say, a brain surgeon. You can always do it better, find the exact word, the apt phrase, the leaping simile."

Winston Churchill - "From now on, ending a sentence with a preposition is something up with which I will not put."

Real life experiences and writing for a purpose motivates children to write independently. We provide writing opportunities within a rich, broad and purposeful curriculum. Writing is a vital skill for life. It is often the way that individuals are judged when they communicate in a letter, complete a job application etc. Writing includes composition, grammar, vocabulary, spelling and punctuation.

The teaching of writing skills will include:

- Developing the skills to be efficient and effective writers for a variety of audiences within a variety of contexts.
- Ensuring all children can use the conventions of written language and grammar
- Ensuring that all children experience a range of purposes and forms of writing
- Ensuring all children follow the school's agreed handwriting policy.
- Promoting high standards of presentation.
- Providing opportunities to plan, edit, draft and present work
- Providing opportunities to write across the curriculum.
- Identifying children working below age related expectations in order that intervention programmes can be delivered.
- Opportunities for extended writing in English lessons and across the curriculum.
- Writing dictated sentences, allowing children to apply and practise their spelling.
- Recognising when to use Standard English or less formal language in written work.

The school must:

- Ensure that children are exposed to all genres and written forms.
- Ensure parents and children are aware of their current writing targets and how to achieve them.
- Provide guided and shared Writing (Shared writing is a whole class activity where the teacher models the writing of the text. The children will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Guided writing is similar but working with small groups of children of a similar ability.)
- Focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time.
- Plan for Extended Writing in all KS1 & KS2 classes half termly
- A unit of writing must start with a cold task, giving a baseline of the children's skill set in that area. The lessons will then be planned in sequences addressing areas of development and assessed at the end in the hot task. Differentiation must not be based on outcome alone but based on the thinking skills the activity requires. Differentiated questioning and high expectations during the main teaching can be used to challenge the more able children and develop other children.
- Assess pupil progress half termly in *Writing Composition* as well as *Grammar, Punctuation & Spelling*, through age related expectations and descriptors as shown on our tracking system - Pupil Asset.
- *Writing Composition* assessments must be made using independent written work that has not been completed in an English lesson where a particular writing skill has not been the focus.

- *Grammar, Punctuation & Spelling* assessments will be made through half termly testing.
- Use assessment information to inform planning, identify children who require further support and next steps.