

Savile Town CE (C) Infant and Nursery School
English Policy 2017

This policy needs to be read alongside other school policies including:

- Curriculum policy
- Early Years Foundation Stage policy
- Special Needs policy
- Assessment policy

This policy also should be read alongside the new National Curriculum in England (published September 2013) and in the communication, language and literacy section of the practice guidance for the Early Years Foundation Stage (2012).

Our Curriculum overview, medium and short term planning can help support this policy.

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

In the Early Years Foundation Stage (Reception) children are given opportunities to:

- speak, listen and represent ideas in their activities
- use communication, language and Literacy in every part of the curriculum;
- Listen to and read a range of texts.
- Become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available.

- Literacy in Reception is taught as an integral part of the children's work. The children have experience of aspects of literacy every day, e.g. phonics, shared reading, writing, etc. As the Reception class is part of the Foundation Stage of the National Curriculum, literacy aspects of the children's work are related to the objectives set out in the Early Years Foundation Stage Profile, which underpins the curriculum planning for the children. All the children are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and exchange their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations.

1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

4.1 Our aims and connected provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- Class assemblies to parents
- Weekly assembly
- Events within the community
- School Council
- Talk partners

- Book talk sessions
- Drama / role play
- PSHE and circle time

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

2.1 Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in Key Stage One and Reception, regular reading to adults in school, and incentives to read at home.
- Pupils are encouraged to read widely, through our use of differing class texts, reading passports, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure by having quiet reading time, listening to an adult read, reading a variety of text materials.
- Pupils also need to read to find information in lessons and comprehension is assessed in a formal way every term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Pupils often look at books in guided reading sessions

3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

3.1 Our aims and connected provision

- We teach grammar within starter activities where necessary
- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote 'talk for writing'
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil
- We success criteria's for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joined handwriting to support spelling and speed
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Display of key words linked to topics and subjects

- Using the correct vocabulary orally
- Using dictionaries, thesaurus and similar programmes

5. Planning and Assessment:

5.1 Planning:

- Long term overviews can be found in the literacy co-ordinators file
- Medium term (half -termly) planning is stored centrally.
- English is planned for separately to other subjects using set proformas
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils entitled to Pupil Premium funding will be given additional English support which is tracked and monitored termly
- Pupils with EAL will be given additional English support which is tracked and monitored termly

5.2 Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Children's reading ages are tracked using Hertfordshire reading test
- Writing levels are assessed using APP, new assessments are currently being developed. These are tracked termly
- Staff attend moderating sessions with schools in the local area
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management

6. Professional development:

- The English Co-ordinator attends termly training and reports back to all staff
- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house, within the local area

7. Specific groups:

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and plans made
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly
- Pupils who are gifted and talented receive additional support, differentiated curriculum
- Pupils with SEN will have English based targets on their IEP. These are reviewed termly