



Calow Church of England (V.C.) Primary School

English Policy

Introduction

English is a core subject in the National Curriculum. Its importance is obvious in that the skills involved in speaking, listening, reading and writing are critical to success in all areas of the curriculum and in life. English is a vehicle of learning for all other subjects and as such is vital to pupils' development.

English is a vital way of communicating in school, public life and internationally. Pupils are enabled to express themselves creatively and imaginatively and to communicate effectively. The study of English will help pupils to understand how language works. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

The School Policy and The National Curriculum

As a core subject in the National Curriculum, all three of the English Attainment Targets are covered in each year group.

Speaking and Listening

The National Curriculum states that pupils should:-

- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Aims

In the area of speaking and listening our aims are to enable children:-

- To understand that talking and listening are pleasurable and worthwhile
- To foster self-confidence, self-reliance and social skills including the conventions and courtesy of discussion and conversation
- To increase the ability to adapt spoken language to different purposes and audiences
- To respond to language diversity in and out of the classroom and to encourage language awareness

Our Objectives

To achieve this children will be given the opportunity:

Foundation Stage

- To listen with enjoyment and respond appropriately
- Use language to imagine and recreate events
- Use talk to organise ideas and clarify thinking
- To sustain attentive listening and respond appropriately
- To interact with others
- To explore the meanings and sounds of new words

Key Stage 1 and 2

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Particulate and justify answers, arguments and opinions

- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Reading

The National Curriculum states that pupils will:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage

These skills will be learned through two key areas; word decoding and comprehension, both listening and speaking.

Our Aims

In the area of reading our aims are:

- To provide a motivating reading environment with a wide range of literature, poetry, non-fiction and reference books
- To enable pupils to read fluently and with confidence
- To enable pupils to find pleasure in and be voluntary users of reading for a variety of purposes
- To help pupils to appreciate that books are an important source of knowledge and phonemic awareness

Our Objectives

To achieve this children will be taught:

Foundation Stage

- The sounds and names of the letter of the alphabet
- To use phonic knowledge to write simple words
- To make plausible phonetic attempts at more complex words
- To know that print carries meaning
- To understand the principle elements of stories
- To know information can be found in non-fiction texts

Year 1

Word decoding:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and words of more than one syllable that contain taught GPCs

- read words with contractions
- read and re-read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Comprehension:

- develop pleasure in reading, motivation to read, vocabulary and understanding.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Year 2

Word decoding:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read and re-read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Comprehension:

- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- understand both the books that they can already read accurately and fluently and those that they listen to by
- develop pleasure in reading, motivation to read, vocabulary and understanding.

Year 3 and 4

Word Decoding

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 5 and 6

Word Decoding

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- maintain positive attitudes to reading and understanding of what they read
- understand what they read
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

In both Key Stages I.C.T. based information and reference materials will be used to enhance breadth of study.

Writing

The National Curriculum document states that pupils will:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

These skills will be learned through three key areas of writing; composition, handwriting and Vocabulary, Grammar and Spelling.

Our Aims

In the area of writing our aims are:

- To enable pupils to understand the purposes of writing
- To develop a broad and relevant range of writing
- To provide skills for children to freely and confidently express themselves in written language

- To foster an enjoyment of writing in all its creative forms
- To encourage in children a growing understanding of how and when writing can be improved
- To use spelling, punctuation and grammar accurately
- To have a legible, fluent style of handwriting

Our Objectives

To achieve this children will be given the opportunity:

Foundation Stage

- To attempt writing for different purposes
- To write words, captions and begin to form simple sentences
- To sometimes use punctuation
- To use phonic knowledge to write simple words and make plausible attempts at more complex words
- To use a pencil to form recognisable letters

Year 1

Spelling

- Spell words that contain each of the 40+ phonemes already taught, common exception words and the days of the week.
- Name the letters of the alphabet
- Add prefixes and suffixes

Composition

- Write sentences by saying out loud what they are going to write about and composing orally.
- Discuss what they have written.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, Grammar and Punctuation.

- Develop their understanding of the concepts set out in the English Curriculum Appendix 2.
- Use the grammatical terminology in English Curriculum Appendix 2 in discussing their writing.

Year 2

Spelling:

- Spell using the concepts and rules set out in English Curriculum Appendix 1.
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Composition:

- develop positive attitudes towards and stamina for writing in a range of genres including narratives, personal experiences, experiences of others, real events and poetry.
- Consider what they are going to write before beginning by saying out loud, writing down key words or ideas including new vocabulary and encapsulating what they want to say sentence by sentence.
- Make simple additions, revisions and corrections to their own writing
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – Vocabulary, Grammar and Punctuation.

- Develop their understanding of the concepts set out in the English Curriculum Appendix 2.
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Use the grammatical terminology in English Curriculum Appendix 2 in discussing their writing.

Year 3 and 4

Spelling

- Spell using the concepts and rules set out in English Curriculum Appendix 1.
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary.
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition

- plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – Vocabulary, Grammar and Punctuation

- Develop their understanding of the concepts set out in the English Curriculum Appendix 2.
- indicate grammatical and other features by using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 5 and 6

Spelling

- Spell using the concepts and rules set out in English Curriculum Appendix 1.
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Composition

- plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

- draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Writing – Vocabulary, Grammar and Punctuation

- Develop their understanding of the concepts set out in the English Curriculum Appendix 2.
- indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

In both Key Stages I.C.T. will be used to enable pupils to compose texts digitally and on paper.

Teaching and Learning

The English skills, knowledge and concepts set out in the National Curriculum are taught through daily Literacy lessons, Extended Writing lessons, phonics lessons, spelling lessons, Fast Spelling, grammar and punctuation lessons and through other subject areas of the curriculum.

Our aims for Literacy are:

- To make Literacy an enjoyable, stimulating and valuable experience
- To ensure that Literacy learning is in a meaningful context using real texts
- To use a range of interactive and investigative approaches and strategies
- To promote cultural empathy using diverse texts from around the world

Teachers use a wide range of teaching strategies which include modelled and shared reading and writing, work at word and sentence level, guided reading and writing and working independently, Fast Spelling approaches and Learning Sequences. Opportunities for working with Learning Partners are also planned for to promote speaking and listening skills within English, as well as to support learning in reading and writing.

Foundation Stage 1 and Foundation Stage 2 (FS1 and FS2) follow the Statutory Framework for the Early Years Foundation Stage. This is divided into seven areas of learning which are interconnected. There are three prime areas within this, one of which is Communication and Language. There are also four specific areas, one of which is Literacy. Within Communication and Language there are three strands, which are Listening and Attention, Understanding and Speaking. The area of Literacy is divided into Reading and Writing. Learning is assessed against age related expectations as set out in the EYFS profile and children are identified as meeting expectations, exceeding or not yet reaching. Provision for English within FS1 and FS2 also makes use of the Every Child a Talker (ECAT) materials, which aim to create a developmentally appropriate, supportive and stimulating environment in which children can enjoy experimenting with and learning language.

Clear priority is given to the teaching of phonemic awareness tied closely to knowledge of the sound, spelling relationships and the teaching of correct letter formation in Foundation Stage and Key Stage One. In Foundation Stage and Key Stage One the systematic teaching of synthetic phonics should follow the outlined progression given in the phonics programme Letters and Sounds. This is supported by the Phonics Play online resource. Children in FS2 and Key Stage 1 work in whole class with differentiated activities according to the phase they are working in. The Phonics Screening Check is implemented in June for pupils in Year 1 to check that they have made the expected level of progress at this stage and to identify children who will need additional support.

Objectives and activities relating to grammar and punctuation are planned using Curriculum 2014 Appendix for each year group and supported using Grammar for Spelling. Lists of words for the Key Stage One and Two spelling objectives are outlined in the National Curriculum's Spelling Appendix. Grammar, punctuation and spelling lessons take place on a daily basis for 15 minutes for pupils in Key Stage 2. Phonics programmes are also provided for children who still require them in Key Stage Two using the schemes and resources outlined for Key Stage One, as well as the computer based intervention for phonics, Lexia.

Home Learning is used to support English through:

- Home/School reading, which involves each child taking a book home to read either alone or with parents. Home and School reading is recorded in pupil's reading records, which are tailored to each key stage.
- Specific tasks to support a child's I.E.P. or other individual learning needs.
- Specific Literacy tasks linked to Literacy learning in lessons.

Staffing and Resources

The Governing Body has overall responsibility for the development and implementation of English throughout the School. The Head teacher is responsible for ensuring the governors' framework for English in School is implemented.

The Subject Leader has the responsibility for the day-to-day implementation of English throughout School, including co-ordination of the teaching of the Literacy curriculum and the purchase of new materials. The Subject Leader will try to support colleagues and disseminate information from any relevant courses.

Each class teacher is responsible for implementing the English curriculum in their own classrooms.

Professional development for all staff in accordance with the School Improvement Plan will be ongoing.

A budget is allocated within the School Allowance for the purchase of Literacy resources.

Books and resources are vetted to ensure they give a true reflection of our current multi-cultural society and do not portray inaccurate stereotypical views of male and female roles.

Health and Safety

Consideration is given to matters of health and safety when planning and delivering the curriculum for English, including the safety of activities planned within School, e-safety and the completing of risk assessments for any educational visits linked to English. Details of any health and safety considerations linked to the teaching of English within School are detailed on teacher's planning.

Inclusion

Calow Church of England (V.C.) Primary School is committed to promoting an educational community which takes account of the needs of individuals, where barriers to learning are reduced and participation is encouraged to ensure that all learners are striving for and attaining their highest levels of achievement.

All children are taught the English National Curriculum but children of differing abilities are catered for by activities of varying degrees of difficulty, different expected outcomes, the amount of adult support given and the range of materials provided. Teachers' planning details differentiated objectives and activities for children working above or below age related expectations and for children in vulnerable groups, including children who are Gifted and Talented, children who have Special Educational Needs, children who receive FSM, looked after children and children who are travellers. The progress of children in these vulnerable groups is closely monitored through analysis of cohort tracking and interventions are identified through cohort tracking forms submitted to the Head teacher if appropriate progress is not being made. A Gifted and Talented register is kept in School, which includes children who are Gifted and Talented in Literacy and details of planned provision for them. There is also a Special Educational Needs register and children with Special Educational Needs have IEP (Individual Education Plan) targets relating to Literacy when appropriate to their needs.

Assessment for Learning and Marking and Feedback

Assessment plays a vital role in informing future learning by building on previous work and achievement. It is centred on judgements teachers make about a child's attainment based on knowledge gained through techniques such as observing, questioning and marking.

Assessment for learning and layered targets are used for individual target setting. The pupils also carry out self-assessment in order to set their own targets. Targets are present in the front of books and pupils are aware of the targets through pencilled stars to identify those being worked on and highlighted targets for those achieved. In addition, children are made aware of the progress they are making and targets for development through the School's 'Bubble and Block' system used for marking and feedback. Children progress their learning through responsive marking and feedback. Pupils respond to effective 'Action, Question, Challenge' marking. Feedback for reading may also be recorded in children's reading records, which are tailored to each key stage.

Formal assessment is carried out in line with the School's policy on Assessing, Recording and Reporting. This includes the use of Assessing Pupils' Progress (APP) for reading and writing and for speaking and listening. This is completed using Babcock assessment grids. It also involves the administration of the National Tests at the end of each Key Stage and the Phonics Screening Check in Year 1.

For reading and writing, Babcock APP grids are completed for three children each term who act as a benchmark for the less able, average ability and higher attainers in each class. These are kept in the APP file for each class so that the progress of these groups can be carefully monitored. Although this is only for three pupils in each class, termly assessments for reading and writing are recorded in cohort tracking for every child. Progress is closely monitored through analysis of cohort tracking and interventions are identified through FSM, Higher Attainer and Pupil Progress forms submitted to the Head teacher if appropriate progress is not being made by any individual pupil. Speaking and listening grids are completed for every child in March as part of the Whole School Assessment Cycle.

Attainment of pupils in writing in each year group is also monitored through the Whole School Writing Exercise, which is carried out at the beginning and end of each academic year. Samples of pupils work from the less able, average and higher attainers ability bands are collected for a portfolio which can be used to monitor the progress being made by pupils within each year, the difference in attainment between different cohorts compared to previous year groups and to compare the attainment of pupils with National expectations.

Recording and Reporting

A written report of children's progress is sent home annually, including the results of the KS1 and KS2 SATs. Parents also have the opportunity to discuss their child's progress at two parent consultation evenings each year or by appointment at other times.

Parents can see regular recording and reporting of their child's progress in reading through their child's reading records, which parents can also contribute to.

Monitoring and Evaluation

English is monitored across School in a variety of ways, including: professional dialogue with staff; lesson observations; sampling of pupils' work; a portfolio containing samples of children's writing from the 'Whole School Writing Exercise'; work scrutiny; monitoring of APP files; analysis of cohort tracking; data analysis of SATs, Optional SATs and the Year 1 Phonics Screening check and feedback from School Council. This evidence is used to form judgements on the attainment of pupils and teaching and learning in English at Calow Primary and to identify areas in which further development is needed.

The Subject Leader reports progress to the Link Governor who has responsibility for monitoring the delivery of Literacy at Calow Primary. The information collected feeds into a Position Statement, which is produced on an annual basis. This then feeds into an action plan for English, which is shared with all staff and forms part of the School Improvement Plan.

Reviewed July 2016

