

**Bramley Vale Primary School**



# **ENGLISH POLICY**

**November 2018**

**LT44-18/19**

## ENGLISH POLICY

This policy is a statement of the aims, principles and strategies for the teaching and learning of English at Bramley Vale Primary School.

### VISION STATEMENT:

To create an excellent and challenging learning environment for the future through the promotion of creativity, high aspirations and perseverance.

To create a supportive, caring atmosphere of mutual respect, extending to the wider community.

### AIMS:

**Safe** – To provide a safe, secure environment, with equality for all.

**Healthy** – To promote healthy hearts and minds.

**Achieve** – To provide an enjoyable education where children achieve and meet their full potential.

**Responsibility** – To instill responsibility for themselves, others and the wider world.

**Enterprising** – To develop learners who understand their future well-being and aspire to be the best they can be.

**Diversity** – To develop learners who accept, embrace and celebrate diversity in our ever-changing world.

### RATIONALE

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. We aim to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of every subject. Pupils will be given opportunities to connect to and reinforce their English skills through project based teaching and learning to ensure literacy skills are maintained and strengthened throughout school.

At Bramley Vale Primary School and in accordance with the National Curriculum, we strive to ensure children achieve their full potential and that all pupils:

- 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
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- 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.

### STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England Framework Document (September 2013) and in The Early Years Foundation Stage Document (September 2012).

**In the Early Years Foundation Stage (Nursery and Reception)** provision must involve activities and experiences for children in the prime area of **Communication and Language** and the specific areas, through which the prime areas are strengthened – **Literacy**.

**Communication and Language** development should give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Literacy** development opportunities should encourage children to link sounds and letters and begin to read and

write. Children must be given access to a range of reading materials (books, poems, and other written materials) to ignite their interest.

**At Key Stage One (Years 1 and 2) and Key Stage Two (Years 3-6)**, pupils will be taught to speak clearly and confidently. They will be taught to convey ideas, justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select appropriate register for effective communication.

Pupils will develop their reading and writing in all subjects to support their acquisition of knowledge. Pupils have access to library facilities and reading is expected to take place at home.

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

### **THE GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision and to our English lead Governor Karen Nichol.

This policy will be reviewed every two years or in the light of changes to legal requirements.

### **CLASSROOM ORGANISATION**

The English Curriculum is delivered using the Focus Education – Making English Work in the 2014 Curriculum which enable staff to ensure progression in the National Curriculum (2013)

The Early Years Foundation Stage is followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. During English lessons pupils work in groups according to their ability and may work in a variety of groupings dependent upon the nature of the activity. These include whole class, group, paired and individual work.

Both planning and delivery of this area of the curriculum are done in regular consultation with all staff – assessment, training and support, both internal and external. All teachers plan visual, auditory and kinesthetic (VAK) activities in order to appeal to all pupils' learning styles. All class teachers are responsible for weekly planning, based on the agreed medium term plans and the overarching long term planning theme.

Planning for English is

- year by year, term by term, reflecting the Statutory Framework for the Early Years Foundation Stage and The National Curriculum Framework for English (EYFS, KS1 and KS2)
- on a two year programme in mixed year groups with a progressive approach to phonics and spelling (EYFS, KS1 and KS2)
- cross curricular and project based, where possible.

In the Early Years Foundation Stage the necessary modifications are made, towards the end of Reception year, so that the English sessions become more structured, ready for the transition to Year 1.

### **TEACHING AND LEARNING**

Opportunities for teaching and learning include:

#### **Spoken language**

**Reading** (Word Reading, Comprehension) **and writing** (Transcription – Spelling and Handwriting AND Composition – Grammar and Punctuation)

**Vocabulary development** as set out in the National Curriculum and these elements are de-constructed further by the Focus materials (see elements above\*)

In order to support Spoken Language

- Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

At Bramley Vale...

- Pupils are offered a language-rich environment where their opinions are sought and valued and opportunities are

given to participate in talk within formal and informal situations.

- Regular shared reading takes place where pupils are encouraged to listen, discuss, re-enact and develop their own ideas in co-operation with others.
- CDs, C.D. Roms, video clips, Netbooks and iPads are used to extend the learning and include the use of computing skills in the English lesson.
- Class debates, interviewing and role-play, improvisation situations are provided in order to develop confidence and self-esteem, also the ability to listen and respect the views of others.
- Staff emphasise the importance of listening and waiting their turn to speak which is reinforced throughout the school day - pupils chose this as a school rule. Speaking and listening skills are further reinforced when Visible Thinking Routines are being used in project-based sessions.
- Assemblies, school productions and key calendar events provide the opportunity to perform to a larger audience, when their effort and skill are acknowledged by staff, parents, carers and friends.

## **Reading**

- To support the pupils in the complex skill of learning to read we use phonics systems for developing knowledge and understanding of how words are built. In Nursery the pupils are exposed to a variety of activities from 'Every Child A Talker' programme and play with sounds during self-directed, guided activities and group time. From Reception (and for more able Nursery children – if appropriate) all children follow the more formal 'Read, Write Inc' Programme, (which supports Letters and Sounds) and is a multi-sensory system of learning letter sounds. This system is carried forward into Key Stage 1.
- Children take part in shared reading activities, guided reading activities and independent reading activities during English lessons, RAT time (Reading All Together time) and within other subjects.
- We have adopted the "Oxford Reading Tree" as the core scheme with which we support the acquisition of reading skills. This is supplemented by a range of reading books from other complementary schemes and "real books" from the library.
- The pupils are encouraged to take their reading book home daily to enable parents and carers to share the experience of learning to read along with their pupil. Accompanying the reading book is a School Organiser and within that is a home/school Reading Record providing an opportunity for dialogue with the pupil's teacher.
- RAT time takes place every afternoon for 20 – 30 minutes to encourage focused, independent or guided reading tasks – (Reception, Key Stage 1 and 2)
- Each classroom has a book corner of appropriate books which may support class projects or subjects and may be read during the school day.
- All reading resources available in school are carefully selected to ensure equal opportunity for all pupils in consideration of gender, ethnic origin and special educational needs.
- The use of computers, Netbooks, iPads and the interactive whiteboard provide opportunities to reinforce reading skills in an enjoyable way.
- Regular visits are made to the school Library by all children.
- Buddy Reading encourages enjoyment and discussion of text with more experienced readers. It takes place termly with different small groups each term for Year 2 children supported by year 5/6 children. This is run by the learning mentor who chooses year 5/6 children to work with the year 2 children selected by the class teacher. The children attend weekly 20 – 30 minute dinner time sessions where they read, chat and discuss the story and draw pictures/make book marks. All year 2 children attend over the course of the year.
- Early morning Reading takes place daily with the Learning mentor on a daily basis for children in Key Stage one.

## **Writing**

- Children take part in shared writing, guided writing activities and independent writing activities during English and within other subjects.
- Children are taught how to form and join letters to enable their writing to be fluent and legible using the Oxford (EYFS) and Penpals for Handwriting scheme (Key Stage 1 & 2)
- Children are taught the conventions and rules for their weekly spellings in spelling lessons.
- Pupils are provided with a wide range of stimuli for producing their own writing. Sometimes there will be a whole school focus to moderate the same piece of work throughout the classes.
- They are given opportunities to write for a range of purposes and audiences, adapting their language and style

according to purpose.

- Displays/posters on the walls/working walls support the use of relevant vocabulary and pupils are encouraged to contribute and use these ideas
- Pupils are given opportunities in all areas of the curriculum to write collaboratively and to produce their final drafts on the computer - when suitable.
- In the Early Years Foundation Stage (EYFS) writing areas are set up in to give pupils the opportunity to experiment in a fun way with writing and writing materials. Emergent writing is encouraged from Pre-school onwards and praise and rewards are given.
- Pupils are encouraged to enter national competitions which provide an opportunity for high expectations and great motivation to write.
- We celebrate good work by sharing it with peers occasionally during the plenary of the English lesson, by displaying it on the walls both in classrooms and display boards around the school. Also by showing parents, carers and staff our efforts during Celebration Assemblies.
- Project work also encourages pupils to use their creative ability in writing, art and drama.
- Handwriting – see Handwriting Policy

### **TIME**

- 5 hours per week (Key Stage 1 & 2)
- X3 spelling lessons (Key Stage 1 & 2)
- 20 – 30 minutes per day allocated for RAT time (Reception, Key Stage 1 & 2)
- 15 minutes per week for handwriting (Key Stage 1 and Key Stage 2)
- 20 - 30 minutes per day for Phonics (Reception & Key Stage 1)
- 1:1 reading takes place during RAT or as appropriate in class

### **EQUAL OPPORTUNITIES**

- All pupils have equal access to the English Curriculum, irrespective of race, gender or ability.
- Pupils are grouped into abilities, allowing teachers to pitch the lesson accordingly, which allows more effective learning to take place.

### **INCLUSION**

- We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.
- Differentiated activities are given to support less able and to extend more able pupils.
- Children with learning difficulties are identified and are on the SEN Record and provisions for their needs are met in various ways. For example, through specific work provided by the SSEN or teaching assistant, the use of Read, Write Inc. material, Write from the Start or Toe by toe.
- Where appropriate or necessary, outside agencies, are involved.
- Parents are kept informed and are encouraged to support their children.
- Teaching assistants are used to support individuals and groups.

### **IT and OTHER SUBJECTS**

- Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.
- Opportunities to use IT to support teaching and learning in English will be planned for and used as appropriate.
- Video cameras, annotated digital photographs, Dictaphones, and interactive whiteboards are used by adults or children
- English is taught through IT and computing using class computers.
- Texts used in English are linked to other subjects wherever possible.
- Skills learned in English are transferred to other subjects wherever possible.

## **ASSESSMENT**

Half termly assessments report levels in reading and writing.

Parents receive an annual written report and are invited to two parental interviews throughout the academic year.

### **Reading**

In addition, readers are teacher assessed on a regular basis and through their S.A.T.s at (Yr2 and Yr6).

The Suffolk reading test takes place in Key Stage 2

A weekly reading club is available

Buddy reading and Early Morning Reading runs as required/appropriate

### **Writing**

Children's narrative and non-narrative writing is teacher assessed throughout the term to provide summative reports for Target tracker and pupil progress reviews with the Assessment coordinator (S.James). Writing can be assessed through the statutory and non-statutory end of year tests.

### **Spelling**

Spelling lessons take place three times a week and tests are given on a weekly basis (Key Stage 1 & 2). Spelling errors are highlighted in their work through thorough marking. Phonics is assessed formally through the Year 1 Phonics screening check.

Spelling, Grammar and Punctuation is assessed formally in the Year 2 and Year 6 Grammar, Punctuation and Spelling test (GAPS).

### **Handwriting**

Handwriting is leveled as part of on-going school development and it is also assessed through the statutory and non-statutory end of year tests.

### **Speaking and Listening**

Speaking and listening is assessed by the teacher and recorded on Target Tracker and on end of year reports.

## **ROLE OF THE CO-ORDINATOR**

- The Subject Leader should be responsible for improving the standards of teaching and learning in English through:
- Monitoring and evaluating English:-
- pupil progress
- provision of English (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

## **CONCLUSION**

- This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:
- Teaching and Learning Policy
- Assessment and Record Keeping
- Reading Policy
- Library Policy
- Handwriting Policy
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy

- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

**Policy Review**

Evaluation and review will take place on a bi-annual basis in consultation with colleagues and governors.