



## CROSBY-ON-EDEN SCHOOL

**“Enjoying achievement; achieving enjoyment”**

# ENGLISH POLICY

<b>Date Policy adopted by Governors</b>	<b>December 2015</b>
<b>Review date</b>	<b>February 2019</b>
<b>Review schedule</b>	<b>Every 3 Years</b>
<b>Review responsibility</b>	<b>Learning &amp; Teaching Sub-Committee</b>
<b>Signed (Head)</b> 	<b>Signed (Chair of Governors)</b> 



# Crosby-on-Eden CE Primary School

## English Policy

### Rationale

At Crosby-on-Eden CE Primary school we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and allows pupils' learning to be coherent and progressive.

### Aims

We aim for all children to become confident critical speakers, listeners, readers and writers with a capacity to express themselves through a variety of different literary activities. Pupils are given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills. Following the new National Curriculum 2014 and the guidance contained within the Early Years Foundation Stage Framework, our planning will give the children the opportunity to achieve the aims set out by the new National Curriculum.

We have incorporated the new National Curriculum 2014 aims into all of our literacy planning across the school. The current aims are to:

- read easily, fluently and with a depth of 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
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Crosby-on-Eden CE Primary, we seek to maximise children's learning across all areas of Literacy and therefore we include opportunities for cross-curricular literacy activities. As a school we embrace every opportunity to enable the children to engage in purposeful writing within and beyond the curriculum, including purposeful activities planned for our Forest Schools sessions. Our planning is creative and engages the children with key literacy texts that will excite and engage them in the literary process.

All children have opportunities to participate in a range of drama activities which challenge and develop their skills as Speakers and Listeners both within the classroom and as part of their Key

Stage activities or whole school performances. These activities give the children the opportunities to rehearse, perform and evaluate in small groups, to other classes or to the whole school and parents.

### Speaking & Listening Aims

- To encourage children to speak confidently to different audiences, using appropriate language and demonstrating an awareness of Standard English
- To encourage children to listen and respond appropriately in a variety of different situations, including pairs, small groups and whole class groups
- To develop the ability to express ideas clearly, fluently and with purpose
- To learn to consider a range of opinions, put forward an argument and understand and respect that others may hold different opinions
- To use discussion and speaking and listening activities as a means of developing understanding and furthering children's learning across the curriculum
- To encourage children to evaluate their own Speaking and Listening activities

### Reading Aims

- To sustain the continuous development of fluent, accurate reading so that children can understand and respond to all types of writing and thus develop their independence as readers.
- To promote enthusiasm, interest and enjoyment in reading and establish good habits of reading for both pleasure and information.
- To introduce children to a wide variety of literature and poetry and develop their understanding of different genres.
- To develop strategies for reading for information so that children will readily turn to books and ICT based texts as a resource for learning in all areas of the curriculum.

### The Reading Scheme

Initially, when children enter Class 1 (EYFS), they spend time sharing and enjoying texts as well as becoming familiar with letter sounds. Once the children are equipped with an understanding of the sound system and are able to blend and segment to word build, they are moved onto a reading scheme.

Children progress with their reading through a scheme and are assessed using the PM Benchmark system to ensure that the level of book they are reading is appropriate to their own individual ability. Children are encouraged to select their own book from the appropriate section of the reading scheme. The children move along the reading scheme, when told to do so by the class teacher, progressing through coloured levels. Having progressed through the scheme, children may become a Free Reader which allows them to make choices about the books they read. Free readers are able to select books of their choice from the class library, the school library or choose a book from home or the local library. The class teacher and teaching assistants continue to monitor and ensure the child reads from a broad range of genres and authors.

### Parents and Reading Records

Parents are encouraged to become involved in their children's reading by sharing books at home, discussing their reading, encouraging children to choose their own books and visiting the school and local library. Reading record books are used as a means of exchanging information about children's reading at home and at school and parents are encouraged to comment positively on the child's achievements. We encourage parents to read as much as they can with their child, with an expectation of 5 to 10 minutes each day and support with key questions that will help with their child's comprehension skills.

## Reading in Class

We create opportunities to listen to children read in a variety of contexts. Reading to a teacher from a reading book is only **one** of the ways children practise reading. Other opportunities include:

- Shared reading in Literacy lessons
- Guided reading led by a teacher or teaching assistant
- reading to adult supporters in class
- reading their writing to an adult or to a friend
- reading notices, lists, display materials, etc. around the classroom
- reading instructions, plans, recipes etc.
- reading someone else's work to help with redrafting
- sharing a book or poem with another child
- reading play scripts
- reading extracts from literature or poems for discussion, prediction, cloze procedure
- sharing Story Sacks and Curiosity kits
- annual book week with occasional visiting authors
- school Book Fair – second hand book sale/commercial publisher book sale

Each classroom has a reading section which provides a wide range of reading material including magazines. In addition, a wide genre of reading materials have been specifically selected for guided and group reading activities.

We also have a school library which offers a wide range of books for children to use and enjoy both in class and at home.

## Writing Aims

- Using a variety of stimuli, we want to encourage children to value writing as a means of communicating their thoughts and ideas in all areas of the curriculum.
- To develop understanding of the variety and function of written language and be able to write effectively and confidently in different forms, with regard to audience and purpose.
- To provide opportunities for children to reflect, to evaluate and to revise their writing.
- To foster interest, enjoyment and a sense of pride and satisfaction in writing.
- To encourage and enable children to see themselves as independent writers.
- To be able to write in a legible, fluent cursive style

We aim to create a classroom environment which encourages children to write. Dictionaries, Thesaurus and word banks (wow words); lists of connectives are attractively displayed together with ideas for improving work. Interactive displays and working walls support the children's literacy learning in class. Displays of writing value children's work and encourage them to think about presenting it attractively to their audience. Each year group follows the guidelines set out in Early Years Foundation Stage and the new National Curriculum 2014.

- Writing skills are taught as part of Literacy lessons and in addition, we allow time for extended writing, especially at the end of a unit of work. Quick write is also used in KS2, where peer marking is also widely used to develop children's critical analysis skills
- Texts are used as models to provide ideas and structures for writing and children are given the opportunities to build upon this during guided writing sessions, in ability set groups and mixed ability groups within the classroom.
- Grammar and punctuation are closely linked to texts and to the children's own writing. Grammar lessons are taught in KS1 and 2.
- Shared writing sessions children are taught how to plan, revise and edit their writing.

- Discussion of writing, evaluating their own work and that of others is an important and regular feature of Literacy lessons
- Cross curricular writing is widely used across the key stages to enhance the children's writing and provide a wider context for writing opportunities across the curriculum.
- Our planning is based on the new National Curriculum but also focuses on the needs and abilities of the children. Questioning and group activities are differentiated, where appropriate, to cater for different abilities within the class.

### Spelling Aims

- We want children to develop confidence with spelling through learning to spell correctly, in the course of their own writing, words which they use regularly.
- We believe that a systematic approach to spelling, based on an understanding of how skills develop, is essential to children's development as writers.

We teach spelling first with the guidance of the Letters and Sounds document which sets out the order in which we teach phonics and spelling patterns and rules. In Reception, there is a daily phonics session, in Class 2 (KS1), there is a 20 minute session 3 times a week. In Key stage 2, children are organised into four ability groups and have a 20 minute spelling session 3 times a week, focussing on a particular spelling pattern.

Spelling enters into all areas of the curriculum and is part of our regular classroom activity. The words which children learn are those which they need to use in their writing and are taken from the new National Curriculum. We encourage parents to help children with spelling through finding words which fit the child's weekly spelling pattern, which are then followed up in the classroom.

### Handwriting Aims

- We aim for our children to become fluent and confident with handwriting by developing a neat, legible style which they will enjoy using and which will enhance their work.
- During the Early Years Foundation Stage, children are taught the correct letter formation as they learn the letters through their phonics lessons. When the child is ready and shows that they can form letters correctly, they are introduced to cursive handwriting.
- In KS1 and KS2 children follow a taught cursive handwriting programme.

### Inclusion

In line with our Equal Opportunities and SEND Policies, we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

### Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication, such as signs and symbols;
- using translators and amanuenses.

### **Assessment and Recording**

Teachers assess children's work in English using the school's own assessment system, which incorporates the new National Curriculum standards, for writing and reading half termly. We also assess children's work in English by making informal formative judgements during each lesson.

On completion of a piece of work, the teacher marks the work and comments as necessary in line with the school marking policy. Children are encouraged to create a first draft which they then edit and redraft as necessary.

Teachers gather work samples and moderate together at least twice per year, these samples of children's written work are assessed against the national standards / year group expectations and kept in a portfolio.

### **Parental Involvement**

Parents are encouraged to support their child's learning in many ways.

- Throughout the school parents' evenings/ open evenings are held termly to discuss individual progress and targets for the future
- Reading records are used throughout the school to aid communication between home and school.
- Regular reading homework is set throughout the school – timings are age dependent
- Reading comprehension homework may be set in KS2.
- Regular Talk homework is encouraged as a basis for pupil writing.
- End of key stage assessments are reported to parents in line with statutory guidance.

### **Monitoring and Reviewing**

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. Mrs Lorraine Welsh is the English subject leader for Crosby on Eden School. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The leader has specifically allocated co-ordinator time in order to enable him/her to review samples of the children's work and undertake lesson observations of English teaching across the school.