

High View Primary Learning Centre



Policy:	English	
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1. Intent and Aims:

Policy Statement

The national curriculum, Trust writing intent and daily Literacy lessons, along with opportunities throughout the wider curriculum will provide structure and time management to deliver our objectives and be a driver of this policy. Literacy is fundamental to the whole education process and is a medium through which much of the curriculum is taught.

We aim to develop, through the study of English, skills in reading, writing, grammar and speaking and listening. We will give children the opportunity to express themselves creatively and imaginatively and to communicate with others effectively. We aim to make them enthusiastic, fluent and responsive readers who can learn and gain pleasure from the written word. We aim to nurture creativity and imagination to enrich the learning/life process.

Writing will be celebrated and shared not only through class, but also through school and further networks; making the process purposeful and an opportunity to develop and perfect a range of skills.

At High View Primary Learning Centre we will strive to ensure all our children achieve their full potential regardless of their gender, race, ability or economic circumstance. Through Literacy and the key skills aforementioned, our children can access the other joys of curricula and become literate citizens too.

Expectations

By the time our children leave school, we expect them to communicate through speaking and listening and reading and writing, with confidence, fluency and understanding, in a range of situations.

We will make every effort to foster an enjoyment of literacy – reading and writing - and instil a confidence to speak and listen with understanding.

2. Legislation and Guidance

- Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

3. Roles and Responsibilities

Reading

Rationale

Children learn to read using linguistic methods such as segmenting words and sounds to decode and understand meaning. This then leads to children becoming fluent readers. Enjoyment of reading comes with understanding and we aim to help our children understand and then realise the exciting and rewarding experience that reading can deliver.

We aim to create a climate of fun, success and discovery through literacy, whilst on the way inspiring our children to develop a passion for the written word.

To develop our pupils as readers we:

1. Provide all children with stimulating fiction and non-fiction texts which includes books suitable for children at ARE in all key stages. KS1 children and KS2 still accessing RWI will be provided with a book which matches the RWI level they are currently reading at.
2. Use a strong and systematic approach to the teaching of phonics and spelling (RWI) in Key Stage 1 and 2 which is in line with the recommendations within the Programme of Study for English 2013.
3. Provide daily opportunities for reading (shared, guided and/or individual).
4. Teach guided reading using the agreed key objectives as a formative assessment of reading which includes assessing the cognitive domain each child is capable of working within; this runs alongside summative assessments of reading.
5. Teach children to use a range of strategies to understand the meaning of a text, including graphic, phonic, contextual and grammatical cues.
6. Read aloud to children and discuss texts at a level beyond that which they can read independently, to develop amongst other things, understanding and to model fluency and expression.
7. Build up a sight vocabulary from Foundation Stage onwards, using the Read Write Inc. programme and the Programme of Study for English to identify the words at each stage.
8. Develop inferential readers through the encouragement of questioning and responding.
9. Encourage children to become independent and reflective readers who are able to develop their own personal tastes.
10. Teach the higher order reading skills of skimming and scanning to obtain specific information.

Writing

Rationale

Successful writers need to be exposed to a wide variety of texts and authors, learning the structure, style and vocabulary needed to find their own particular voice. Writing a range of genres for different audiences and purposes will equip our children to be able to write independently and confidently themselves.

Focused teaching of the framework objectives from the writing intent relevant to the age and abilities of our children, and the opportunity to use taught techniques independently, should ensure pupils progress.

Writing will be assessed using a tracker which is updated during every cycle of writing using the independent text. The interim framework for KS2 will be used to support these judgements. The interim framework for KS1 will still be used to support teacher judgements in writing. This will enable staff to have a clear view of progression over each period. It will also enable efficient target setting to be shared with the children and parents as pupils advance through the expected.

To develop our pupils as writers we:

1. Give opportunity for children to participate in shared, guided and individual writing activities.
2. Model the writing process through shared and guided writing.
3. Develop the writing process through supported composition.
4. Provide opportunities to write for specific audience and purpose.
5. Ensure children access a variety of different genres.
6. Teach children the writing processes of planning, drafting, revising, proof-reading in a systematic way.
7. Use the objectives for each year group from the Writing Intent to level our writing and set targets.
8. Provide opportunities to develop children's skills in punctuation and grammar through the Read Write Inc. phonics programme, stand-alone lessons and continuously throughout all other lessons.
9. Encourage children to be adventurous and extend their vocabulary – through class, visible word banks, the use of dictionaries and thesauruses and via extensive reading.
10. Provide suitable and relevant ICT programs and opportunity for word processing throughout the curriculum.
11. Provide additional time for celebration of writing where children will be chosen to be displayed on a whole-school display.

Handwriting

Rationale

At High View we encourage children to develop pride in their work and its presentation. Children should develop clear legible handwriting for all curriculum areas.

We aim to develop handwriting by:

1. Developing fine motor skills from the earliest stage through manipulation activities e.g. scissors, painting, drawing etc.
2. Encouraging children to hold writing implements correctly and sit appropriately
3. Regular opportunities for handwriting sessions across both Key Stages (daily from Year 1 onwards)
4. Using the Achieving Excellence in Handwriting in both Key Stages.
5. Using cursive style of handwriting once children enter Key Stage 1 with the expectation that the children will achieve the required standards, as set out in the Programme of Study for English, by the end of each key stage.
6. Writing in pen once a child has developed a proficiency in their handwriting across all subjects.

Speaking and Listening

Rationale

Communicating effectively through confident speaking and listening is tantamount to successful learning and High View intends to develop this aspect of language throughout school and the curriculum using the Oracy Intent developed by the ECM Trust.

In Foundation, KS1 and KS2 oracy is taught and modelled using the strands 'Talk for Life' and 'Talk for Learning'. Using a structured, progressive approach, we can ensure that children develop the spoken skills which are vital to support their progression both academically and socially.

Exposure to reading, rhyme, alliteration and sounds of words aid the process of understanding, whilst creating the fertile environment for learning. Each year group has opportunities to explore and develop different forms of talk and also includes opportunities to practise these skills in different situations.

To develop our pupils as speakers and listeners we:

1. Give them opportunities to express their ideas to a range of audiences and purposes.
2. Give the children opportunities to play, perform, debate and use drama opportunities.
3. Encourage them to listen and respond appropriately to others.
4. Help them to understand the need to adapt their speech to different situations.
5. Give them opportunities to evaluate and reflect on their own speech.
6. Encourage them to use the vocabulary and grammar of Standard English whenever appropriate.
7. Give the opportunity to use debate and use questioning skills.
8. Give the opportunity to listen and respond to stories, poetry, rhymes and songs.
9. Give opportunities for children to develop form, use and content to support their language use and development.

Aims

Children need to be able to:

- Speak audibly and clearly in full sentences, using Standard English in different contexts.
- Express their opinions with confidence, clarity and fluency (more than one word sentences).
- Articulate ideas and thoughts clearly using appropriate tone and vocabulary for the audience.
- Participate in drama activities and performance to hone their speaking and listening skills e.g. hot-seating, plays, assemblies, discussions.
- Be a sharing reader, speaker and a non-selfish listener, respecting the work and opinions of others.

Spelling

Rationale

The ability to spell enables an individual to write more effectively. When spelling becomes automatic, more thought could be put into what is actually written. The English language is not a regular language but is systematic and patterned to an extent. Learning to spell involves exploring these patterns and applying them to new words.

Spelling at KS1 is largely part of the progression in learning phonics and so closely linked to reading. Alongside this there are specific spelling rules and patterns taught within each year group as set out in the English Programme of Study 2013, such as the introduction of prefixes and suffixes.

Spelling at KS2 involves building on the earlier foundations and further developing the range of strategies such as word families, root words, suffixes, prefixes, consolidating and exploring new rules as progress allows.

To develop our pupils as accomplished spellers we:

1. Follow the English Programme of Study stages of spelling development for each year group.
2. Teach using the systematic approach of the RWI spelling programme from Year 2 to Year 6.
3. Teach children to use a range of strategies for spelling confidently
4. Ensure familiarity with the teaching of phonics (Read Write Inc.) and spelling
5. Teach regularly alphabet and dictionary skills
6. Encourage blending and segmentation
7. Encourage proof reading and redrafting
8. Follow school approach to misspelt words.

4. Implementation: Organisation/Planning/Inclusion

- Our teaching is planned from the Writing Intent which has been developed using the *English Programme of Study for Key Stage 1 and Key Stage 2*. There are daily literacy lessons per week within each year group with further literacy coverage throughout the other curriculum areas. We ensure that the appropriate balance of whole class, group and individual teaching is retained. Extra time in the week is set aside for independent reading and writing when this is appropriate.
- We make clear to children the qualities we are looking for in their work, through teaching, sharing of objectives, regular marking, feedback (written and oral), time allocated to act on feedback and through assessment and target setting.
- Cross curricular opportunities are put into planning and delivered as much as possible where appropriate.

SEN

Children who experience difficulty in particular aspects of literacy will – according to their individual needs and requirements – receive support as outlined in their School Focused Plans (SFPs).

Children at risk of underachieving will have targeted intervention programmes to reduce the attainment gap between them and expected levels, through Wave One teaching. Wave 2/3 will be delivered when targeted children are not accessing Wave One at the expected levels.

Both Key Stages receive regular TA class support, in group and one-to-one situations.

5. Impact: Monitoring Arrangements

- Evidence of progress in writing is provided by a child's individual Perfect Piece Folder, the work in books and a class tracker which has the objectives which have to be taught in the year group. Teachers assess summatively using these to support their judgements.
- The school attend Trust wide moderation meetings to compare standards and ensure consistency in expectations.
- The English Co-ordinator will be assigned weekly half hour slots plus one half day session and staff meeting time every half term to monitor English within the school.

6. Links to other policies

Drama Policy

Marking and Feedback Policy

Special Educational Needs Policy

Teaching and Learning Policy