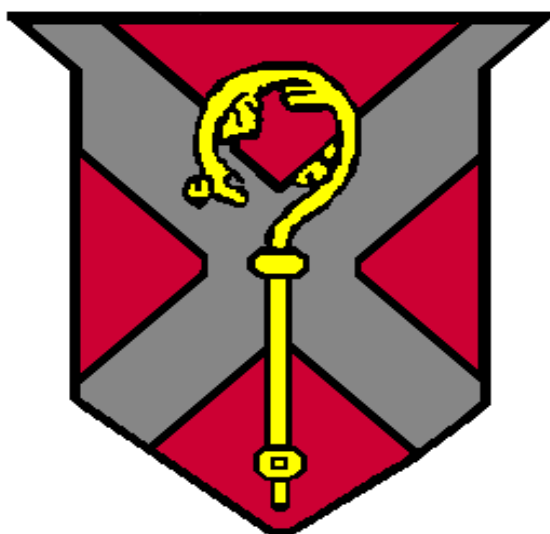


Worksop Priory C of E Primary Academy



English policy

VISION

The teaching and learning of English will be a high profile, flexible part of the daily curriculum that is enjoyed by both children and the staff team. The Literacy curriculum will enrich the lives of children attending Priory and provide opportunities to be creative, expressive, entertained and have fun. It will offer a chance to talk, debate and analyse. In the age of electronic literacy, it will be a subject where technology is used for efficiency and gaining information, but where there is still a taught respect for books. It will be a subject where a growing love of literature in its many forms is encouraged and an enthusiasm for literacy positively promoted. There will be a balance between fiction and non-fiction to ensure pupils have the skills to access and develop their knowledge of the world around them. More importantly, the skills and attitudes taught in the literacy curriculum will equip every child for life socially, for lifelong learning and give them the chance to take up their chosen career path.

AIMS

We aim to develop pupils' abilities within an integrated programme of Spoken Language, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We aim for each child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- be developing the powers of imagination, inventiveness and critical awareness
- have a suitable technical vocabulary to articulate their responses

SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum programmes of study for Key Stages 1 and 2 and the EYFS document to ensure continuity and progression from entry to the Foundation Stage through to Year 6. Provision is planned against age related expectations, but this is differentiated appropriately so that it can be accessed by all children. Where children have gaps in their skills, they are filled through intervention.

Planning

Long term plans form part of our curriculum framework and incidental literacy links are written into the school's topic plans, which have been developed from the National Curriculum programmes of study for non-core subjects. Day to day planning incorporates the strands of Spoken Language, Reading and Writing within units of work and as discrete skills lessons. Opportunities for cross-curricular learning are planned for in addition to stand-alone skills lessons. As planning is delivered, it is refined and annotated using our whole school traffic light system using formative and summative assessment to ensure every child's individual needs are met.

CURRICULUM DELIVERY

Spoken Language

In our setting, many of the children enter the Foundation Stage with increasingly low levels of communication and language skills. To counteract this, every teacher plans for daily integrated opportunities for a range of

Spoken Language tasks; target children are also identified on entry and daily intervention is carried out by the FSU team. Due to the children's home experiences, Spoken Language, by necessity, remains a school priority to facilitate the raising of individual achievement and end of key stage attainment. Oracy, and its development, is high profile at Priory and permeates every aspect of the curriculum. Opportunities for the teaching and modelling of high standards in Standard English and Spoken Language underpin all learning with a view to developing our *children cognitively, socially and linguistically* – lifted straight from NC

Reading

Our main aim in delivering the strands of word reading and comprehension is to encourage all pupils to become readers for life. Not all of our children encounter quality literature and reading modelled in the home; we try to compensate for this by ensuring the teaching and modelling of reading using high quality texts is planned into the curriculum every day from Foundation 1 to Y6 in a cross-curricular way. The teaching and learning of reading is carried out in whole class, shared and guided reading sessions; on a 1:1 basis with children who cannot read fluently at the level of their year expectations; through research; ensuring time is reserved to share a class novel at a level beyond that which the children can access independently and through everyday incidental reading. We also incorporate 'on-screen' reading through use of the internet via the Activ whiteboards to demonstrate the value of *all* reading.

Phonics:

In early reading, we follow the 'Letters & Sounds' programme to systematically teach phonemes, phonic choices, blending skills and the necessary sight vocabulary required for fluent reading in discrete daily phonics sessions, five minute starters/warm ups, guided reading sessions and in the 1:1 intervention reading recovery programmes. Wave Three interventions are in place to support every child that may not meet year expectations.

Shared and Guided Reading:

Shared reading sessions are delivered by the TA team during Guided Reading time. Each teacher maintains ongoing assessments in reading so that the skills achieved by each child can be tracked and used to inform future planning. Guided Reading sessions are planned according to ability where all children take part in a guided group session with the class teacher. Once children have mastered word reading, the sessions are planned to include a focus on comprehension, inference, taking reading into writing and authorial techniques. Early readers, children with SEND and those children who are in danger of not meeting ARE are also listened to individually and precision taught to targets on a 1:1 basis.

Independent Reading:

All children are expected to read at home regularly and have at least one book that they take home to read. ***In the Early Years and KS1, all books have been banded according to difficulty and the teachers support and guide the choice of reading material. Whilst the school does not use one specific reading scheme, it pulls resources from a number of established providers.*** Home reading is tracked in Early Years and KS1 through the use of our self-made reading records, where there is the opportunity for staff and parents to record and comment on each child's reading. In KS2, all books have also been book banded and each class has their own library run by class librarians. Children independently choose reading material (at the appropriate level) for use both at home and school, which is overseen by the class teacher. Class teachers track progress within book bands and monitor the quality and quantity of reading undertaken at home. Opportunities are created within school for those children who are not supported to read at home. To record their independent reading, the children use a commercially bought reading record as well as to make more detailed comments about what they are reading.

Writing

Teachers seek to take advantage of opportunities to make cross-curricular links. They 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 ICT to support teaching and learning in English are planned for and used as appropriate.

Transcription: Phonics & Spelling

Across school, children are ability grouped for twenty minute daily phonics and spelling sessions. The 'Letters & Sounds' programme is followed to Phase 6 and then the National Curriculum spelling appendices for each year group inform planning thereafter. For those children who are deemed to have mastered the end of KS2 ARE, we have an in-house progression document for spelling which is taught with secondary-readiness in mind. Do I need to add in about our commitment to Visual here??

Transcription: Handwriting

Children come into school at various stages of development in their handwriting. In Foundation Stage, we build upon these skills by concentrating on pre-writing pattern work, and allow the children to perfect their patterns and letter formation, before the demands of the task become greater. Alongside pattern work, we believe that children need a language to cue in to the formation of letters. Handwriting is taught daily from FS to Y2 with joined handwriting taught from Y1 in the autumn term following the statutory requirements from the National Curriculum. In Y3 to Y6, the statutory requirements are taught and there is the expectation that joined, legible handwriting will be maintained. Staff follow an agreed letter formation format and ensure good teacher modelling by using this style throughout all teaching.

Composition and Vocabulary, Grammar & Punctuation:

Early Years teaching incorporates many different genres of writing and ensures progression whilst remaining true to the Early Years Curriculum. In KS1 and KS2, the programmes of study for writing composition and vocabulary, grammar and punctuation are planned for. These can be in the form of a unit which combines all elements and culminates in a particular genre based extended piece of writing but more often these skills are taught in individual skills lessons with the expectation that they inform all pieces of writing. Units are planned to include teacher modelling, shared writing and guided writing focussed on the next steps for learning. Children can see what they need to do to improve their own work through the provision of success criteria, which are also used for self, peer and teacher marking.

Extended Writing:

Half termly, every child in school undertakes a piece of independent writing for the 'Priory's All Write' analysis undertaken by the subject leader. This is used to give a best-fit snapshot of the cohort's general standard of writing. Successes and next steps are identified for the class teacher to use to inform class targets. Years 1 to 6 have a long term plan that identifies a minimum amount of extended writing that will be completed each year. From Year 4 onwards, the children begin to compose a greater number of independent extended pieces of writing to give a wider evidence base for formative and summative assessments.

Early Years

The literacy curriculum for the early years is founded on the principles and practice laid out in the EYFS document. Daily systematic teaching of phonics and a planned offered curriculum is designed with focused learning objectives. Speaking and Listening skills are the key focus as they underpin all learning at this stage, help bridge the gap between the low levels of speaking and listening skills the children have on entry to school and prepare the children effectively for the more formalised work required in Y1. The quality literate environment immerses the children in the written word; environmental print ensures that the reading skills the children have gained from home and life experiences are built upon. Emergent writing is encouraged through role play e.g. in the shop, office, cafe etc. where children are provided with a range of writing materials. This balanced taught and offered literacy curriculum remains in place throughout the Foundation Stage.

ASSESSMENT AND TARGET SETTING

Work is assessed in line with the Assessment Policy. In addition to this, assessment for learning is integrated throughout English, and learners are encouraged to identify their own successes and targets for improvement.

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.

INTERVENTION PROGRAMMES

The current intervention programmes used in school are: FFT in Years 1 and 2; Five minute Box; Black Sheep Narrative; Stareway to Spelling; Stride Ahead and KS2 intervention which is designed to fill skills gaps, improve comprehension and understanding of cross curricular texts. Identified children are allocated a 'Structured Conversation', whereby parents are invited into school to discuss the school's provision for their child as well as being offered suggestions and targets for them to work on at home to help raise their child's attainment.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADER:

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating pupil progress and the provision of English (including Intervention and Support programmes)
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments

PARENTAL INVOLVEMENT

Workshops are held for phonics and early reading on entry to share the teaching and learning methods; welcome meetings in the Autumn Term explain the daily English routines and answer any concerns or queries; family interviews give an opportunity for the parents to discuss summative assessments and plan their future involvement in raising their child's attainment; and topic presentations allow the parents to see and review the learning that is involved within each term's topic.

Please read this policy in conjunction with:

- Assessment and Record Keeping policy
- Marking Policy
- SEN and Inclusion policy
- Equal Opportunity policy
- Individual subject policies
- Homework policy
- Early Years policy
- Governor curriculum links and visiting policy

Reviewed: January 2016

Next planned review: Summer 2018