

Childwall Valley Primary School



English Policy 2021-22

Introduction

English is the principal means of communication for most of us who live in this country. Children and adults communicate with each other and understand others through the use of this language. They can do this most effectively if they are taught how to speak it, understand it, read it and write it to a high standard. Children come to school with varying levels of language skill which we extend and deepen and provide them with a variety of language experience.

All English teaching will contribute to skill development in the following areas:

- Speaking and Listening
- Reading
- Writing

Vision

At Childwall Valley Primary School we believe that English is a fundamental life skill enabling children to develop their speaking, listening, reading and writing for a wide range of purposes. The knowledge and skills involved in speaking and listening, reading and writing are vital to success within all areas of education.

We believe that good English skills are a necessary preparation to allow our pupils to effectively engage in further education and training, employment and ultimately achieve economic well-being. English also fosters the ability to use language purposefully and creatively, to encourage powers of imagination and to promote spiritual, moral and cultural understanding.

The development and progress through our reading scheme provides the opportunity for our pupils to read using increasing and more advanced reading skills, to develop the ability to read accurately, fluently and with expression and to also comprehend the written text. Our schemes include both fiction and non-fiction reading materials. We uphold and strongly emphasise the main purpose of writing, which is to convey meaning as a result of learning and to use and apply the basic skills of writing, vocabulary, grammar, spelling and punctuation.

Aims

Speaking and listening

We aim that children will:

- Think critically and logically.
- Order their thoughts and express them clearly.
- Develop skills of oracy giving the children confidence and understanding, equipping them for work and leisure.
- Express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others.
- Communicate with ease in many varied circumstances for different audiences and purposes.
- Have suitable technical vocabulary to articulate their responses.

The above aims are developed through:

- Delivering our Oracy Framework including the four key strands of linguistic, physical, social and emotional and cognitive
- The use of drama and role play to explore imaginary situations.
- Class discussion and debates on topical or contentious issues, both parochial and world-wide.
- Providing a range of opportunities for children to talk and listen in formal and informal settings.
- Interviewing and hot seating carried out as part of a topic or project.
- Participation in class assemblies, school productions etc.

Reading

We aim that children will:

- Read with confidence, fluency and understanding.

- Be able to use a full range of reading strategies, e.g. phonics, word recognition, graphic knowledge, picture or context clues.
- Have an interest in books and read for enjoyment which provides them with a wealth of texts and story patterns for their own writing.
- Develop the skill of sustained reading.
- Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature.
- Have knowledge of a range of authors, poets and playwrights.
- Have experience of group, shared and individual reading.

Reading skills are developed through:

- Providing a wide range of reading material and opportunities for children to select from, for information and entertainment.
- Use of structured reading scheme- Oxford Reading Tree
- Regular one-to-one reading and for all Pupil Premium children and the lowest 20% in each class.
- A synthetic phonics programme in Early Years, Key Stage 1 and Key Stage 2 (where necessary). Read write Inc. phonics is used throughout EYFS and KS1 and where necessary in KS2.
- Regular Guided Reading and Whole Class Reading is developed throughout the school.
- Home Reading books which are matched carefully to each child's phonics in EYFS and KS1 and through use of PM Benchmarking in KS2.

Writing

We aim that children will:

- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of genres – be able to write in a variety of styles and structures appropriate to the audience and purpose.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have suitable technical vocabulary to organise their responses.
- Produce independent pieces of writing using correct punctuation and sentence construction.
- Write extended pieces of text.
- Have knowledge of a range of authors, poets and playwrights.
- Develop fluid and well formed handwriting (see Handwriting Policy).

Writing is developed through:

- A wide range of contexts for writing from role play to assembly productions.
- Punctuation, grammar and spelling which are taught on a regular basis.
- Providing opportunities for collaborative and cross curricular writing.

Phonics and Spelling are developed through:

- The marking of work and feedback to pupils.
- Sound-symbol relationships.
- The teaching of regular spelling patterns and non-standard forms.
- The structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- Vocabulary associated with topics and specific curricular areas.
- A variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, spelling journals etc.
- Read write Inc. phonics and spelling programme.
- Learning of spelling lists according to Statutory Requirements.

Handwriting is developed through:

- Use of the Letter Join handwriting scheme- a structured and consistent teaching programme that compliments the teaching in phonics sessions.
- Consistent reinforcement through modelling and marking.

Role of Subject Leader

- Scrutiny of work, ensuring it meets the minimum requirements and that an appropriate level of challenge is being planned. Scrutiny is to be carried out half termly by SLT and English Subject leaders.
- Monitor guided and individual reading files.
- Organise opportunities for in school reading and writing moderation, termly.
- Arrange discussions with pupils about English.
- Lesson observations, alongside SLT during whole school monitoring.
- Attend coordinator meetings.
- Attend moderation meetings regarding SATs.
- Keep up to date with new initiatives.
- To provide, when necessary, inset training.
- Purchase English resources.
- Review new materials for use in school.

Teaching and Learning

Our children are taught in an English rich environment where the all encompassing nature of English will be reflected in the cross-curricular links for reading, writing and speaking and listening. The English curriculum draws on a variety of teaching/learning approaches and we strive for a balance between those that concern the child's individual developing use of language and those that concern the knowledge about language and literature. The mode of working in English is a balance between whole class teaching, teacher directed group work and independent working.

Learning Support Assistants are used in English to assist:

- In the classroom, by hearing children read on a one-to-one context.
- In group and guided reading.
- On outings and visits by fostering discussion and questioning among small groups.
- In individual or small groups special needs teaching.

Subject Delivery

At Childwall Valley Primary School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. In Key Stage 1 we follow the Read, Write Inc phonics scheme. Children work in groups depending on their phonic knowledge and experience a range of activities to support their reading and writing.

In Key Stage 2 we do this through a daily lesson in which children experience a reading activity, writing activity or a focused word or sentence activity; a guided group or independent activity, and a whole class session to review progress and learning. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Members of staff have high expectations that all children can achieve their full potential. Wherever possible, Learning Support Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Phonics

Daily phonics lessons, using Read write Inc, will take place in EYFS, Y1, Y2 and only for KS2 pupils as required. This involves teaching a daily session where pupils are streamed according to the phase they are working at.

Spelling

Spelling is developed through:

- Read write Inc. Spelling programme for Y2-Y6
- Daily sessions from year 2 through to year 6
- In EYFS and Y1 spelling is delivered through Phonics sessions.

Resources

It will be the responsibility of the English Subject Leader to purchase, store and maintain new English resources. All staff members will be involved in identifying the needs for new resources and will inform the English Co-ordinator of any areas in which resources could be improved.

There is a wide range of resources to support the teaching of English across the school.

Resources listed as follows-

- Each classroom has a store of books for a class library or reading corner and their whole class reading texts
- All classrooms have dictionaries and KS2 have thesauruses.
- Book banded guided reading are stored in each phase.
- EYFS and KS1, and, where appropriate, KS2 ,have access to flash cards and magnetic letters to support the teaching of phonics.

Planning

Clear and careful planning is important to the success of the teaching and English of English. In Childwall Valley Primary School we follow a Quality Based Text approach to teaching English, where our key driver text is used to teach objectives and elicit excellent, quality writing from pupils. Weekly objectives are highlighted on planning documents and each year group produces English planning sheets. In addition to this:

- Each classroom displays subject specific vocabulary which pupils are encouraged to use regularly.
- Children have access to a school library containing high quality reading material, which is up to date, relevant and balanced in its presentation of fiction and non-fiction as well as ethnicity, culture and gender.
- identify the weekly focus in genre and text, along with the shared and guided activities relating to the focus. Independent activities and the focus for the plenary are also identified along with any homework opportunities.

Long term and medium term planning

This is based on the Primary National Curriculum Framework (2014) for English to ensure coverage. Teachers are encouraged to plan their units of work in a way that supports good cross-curricular links.

Short term Planning

This is produced on weekly plans that show the objectives for the week taken from the Primary Framework teaching sequences, where appropriate. These plans are expected to show differentiation where appropriate and progression over the week and unit in specific areas. Plans are shared with Learning Support Assistants and are annotated and adapted in the course of a unit in response to on-going assessments.

Time Allocation

English is taught using Government guidelines, on a daily basis with each class allocating teaching time to the subject. It has been agreed that additional time throughout the week is given to phonics, spelling, guided/whole class reading, handwriting and independent reading. In KS1 and KS2: phonics and spelling is taught daily for 10/15 minutes; EYFS and year 1 have a daily 20-30 minute guided reading session; each class from year 2-6 is provided with a 30minutes whole class reading session daily and a minimum of 1 handwriting session a week.

In the EYFS Communication Language and Literacy (CLL) is carefully planned so that it permeates all aspects of the child's day.

Homework

We acknowledge and value the effect that input from home has on a pupil's motivation and attainment. Homework includes:

- Reading
- Developing sight vocabulary.
- Developing spelling skills and knowledge.
- Reinforcing class work. (mainly GPS in KS2)
- Preparing work for use in English and other lessons.

The emphasis in our teaching of English is in extending pupils' knowledge about language, starting from what children can do, from their positive achievements in language and from the implicit knowledge about language that all children possess. We work together in order to make the learning experience of our pupils as smooth and continuous as possible and as diverse and exciting as possible.

Equal Opportunities

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (i.e. SEND, EAL, Pupil Premium, CLA) is carefully monitored.
- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments will be made available to enable children to access the learning required.

Inclusion Provision

SEND

SEND Children have their particular needs recognised and are supported in the classroom by their class teacher who provides support as appropriate.

To ensure our policy of inclusion when marking children's work, all pupils are assessed on the basis of their knowledge (rather than poor spelling). This is particularly relevant for children with dyslexia. Teacher's comments should always be positive and should be written in the appropriate language for the individual child's age and ability. Marking is for success and for identifying development and improvement points.

EAL

We are aware that children with English as an additional language may have specific challenges may require tailored support in order to access the curriculum.

Monitoring

Monitoring is undertaken in various ways:

- The English Subject Leaders /SLT observes lessons usually with a focus that is a whole-school issue or area for development.
- Scrutiny of teachers' planning if presented.
- Scrutiny of pupils' work.
- Pupil interviews.

Assessment

Assessment is a vital part of planning and teaching English. It is both formative and summative.

Formative

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a regular basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

It includes:

- Focused marking.
- Short assessment tasks.
- Keeping notes on those achieving below or above expected outcomes.
- Individual reading records.
- Letters and Sounds phonics

Summative

This provides end of year information on pupils' progress.

- Statutory Teacher Assessment in English are undertaken in Year 2.
- In Year 6 SATs tests are set in accordance with legal requirements at the end of KS2.
- At the end of Foundation Stage children are assessed in line with EYFS 0-5 criteria under statutory regulations.
- Phonics screening test undertaken at the end of Year 1 and for some children in Year 2.
- KS2 – NFER assessments

Cross Curricular Links

The skills developed in the teaching of English are generic. It is a component of all other subjects. This will be particularly true of computing and Foundation Subjects and in our Topics. One extended piece of writing (minimum) per topic/half term will be independently completed by pupils