



**“Let your light shine” Matthew 5:16**

## ***Governor Policy 58 - ENGLISH***

### **POLICY AND TERMS OF REFERENCE DATES:**

- **Policy and Terms of Reference first agreed: May 2013**
- **(Local Authority Guidance Adopted)**
- **Review undertaken by the School Development Group**
- **Link Governor: Wendy Taylor**
- **Policy Review Period: Biennially**
- **This revision: June 2020**

**Article 29 (Goals of education):** *Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents.*

### **INTRODUCTION**

At All Saints CE VC Primary School we believe that Literacy is a fundamental life skill. Literacy develops children’s ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### **AIMS AND OBJECTIVES**

The overarching aim for English in the national curriculum is to provide high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading enjoyment. The national curriculum for English aims to ensure 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, and understanding of grammar and knowledge of linguistics conventions for reading, writing and spoken language.
- appreciate our rich and varied literacy heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of context, 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 art 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 (July 2013) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2000).

In the Foundation Stage (Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities
- use communication, language and literacy in every part of the curriculum
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

## **STATUTORY ORGANISATION**

The English Curriculum is delivered using the National Curriculum in England Framework Document. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Pupils will tackle English work as individuals, as a whole class or in small groups. The groups are arranged by ability where appropriate to enable differentiation to be addressed more effectively.

## **APPROACHES TO SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening: Speaking, Listening, Discussion and debate, and Drama permeate the whole curriculum. 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.

## **APPROACHES TO READING**

We aspire to best practice in our provision:

*“The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities. We are becoming one of these schools. At our school we believe in ensuring that ‘Every Child’s a Reader’.”*

Teaching Standards 2012 inform us that **teachers must demonstrate good subject and curriculum knowledge**

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

**“Reading by Six” highlights the following essential common features to which our school aspires**

- high quality, committed and direct leadership of reading, especially from the headteacher
- high quality, consistent teaching, ‘especially discrete phonics teaching’
- ongoing rigorous assessment of every child, especially identifying difficulties early on so that well-matched and timely support and intervention could be provided.

## **Shared Reading**

Shared reading is planned for within Literacy teaching.

### **Guided Reading**

Guided Reading is a part of every child's provision. Teachers plan and assess Guided Reading using a range of resources.

### **Independent Reading**

Independent reading takes place regularly across the school. The school operates a Reading Rewards Scheme to encourage independent reading.

### **Phonics:**

#### **Reception**

Pupils begin their journey to confident and independent reading through the discrete teaching of phonics. By the end of their Reception year, we aim for children to confidently read and write a variety of simple word (pseudo and real) structures.

#### **Year 1**

By the end of Year 1 we aim for children to be able to read a variety of more complex word structures (real and pseudo).

#### **Year 2**

- By the end of Y2, our aim is for children to be able to read and write a range of complex word structures, read and write a range of tricky words and be able to spell a range of frequent and uncommon words.

#### **Years 3-6**

- All children should make maximum progress as they progress through the recommended book band levels, with most children being able to enjoy reading independently by the end of year 3.

#### Home learning

- Across the school children are set home learning activities to extend their literacy skills and are expected to read at home regularly each week
- Children are given reading journals, which are monitored by teachers in order to achieve a termly reading reward.

#### Wider Reading (including Library, class novel etc)

Across the School, children are encouraged to use the school library to support curriculum learning.

## **APPROACHES TO WRITING**

### Phonics, spelling, grammar and punctuation

- children are taught to spell using their phonics knowledge
- in Reception, Year 1 and Year 2 children are taught phonics in ability groups for approximately 30 minutes daily by either a teacher or a teaching assistant
- In KS2 (and when Year 2 children have the appropriate phonic knowledge) the children are taught Spelling strategies and how to apply these to their writing through the use of the Babcock Spelling scheme. This takes place through 5 20 minute sessions in a 2 week period. Emphasis is given to applying this knowledge to all writing sessions.
- In KS2, those children who need extra phonic teaching do so through ability groups using e.g. *Letters and Sounds/CLLD for KS2*

Once children have demonstrated a secure knowledge of Phonics, Babcock Spelling will be used as a planning tool to learn spelling patterns and rules.

### Emergent writing

- Children are encouraged to mark make and write across EYFS with a wide variety of tools and equipment available. Children's mark marking and writing is valued and put up on display/ shared with parents regularly.

- This continues into KS1 with writing areas are available to encourage children to write.

#### Shared Writing

- Shared Writing is planned for and taught during whole class and group sessions with the teacher modelling specific genres or aspects of genres to the children

#### Guided Writing/Independent Writing

- Guided writing is an important element of the teaching sequence and is a key step between whole-class teaching and independent writing. It is during the guided writing session that children are supported to improve their writing and to work with increasing independence.
- During guided writing, teachers work with carefully selected groups of children according to their current targets or needs and plan the content of the session accordingly.

#### Independent Writing

- Independent writing is planned for and carried out throughout the school regularly and across the curriculum where possible.
- Children are given regular opportunities to write and to edit and improve their work before producing a final 'published' piece of writing.

#### Handwriting

- Cursive handwriting is introduced in reception using 'flying with phonics'.
- As children are taught graphemes in phonics sessions they are taught how to join them correctly
- All children are expected to ensure their handwriting is increasingly joined from Y2 onwards.
- Children who demonstrate neatly joined handwriting in upper KS2 receive a handwriting pen with which to write.

### **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

English skills are highly transferable and form part of the teaching and learning of English across the curriculum. Teachers plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

### **THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

### **ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy. In addition to this:

- assessment is made through ongoing formative teacher assessment made at least termly using a range of the children's writing.
- In the Foundation Stage, assessments are ongoing, with attainment judged against the Early Learning goals in the summer term
- In KS1 and KS2, reading and spelling ages are calculated through a twice yearly summative assessment
- In Year 2 and 6, formal NC assessments are undertaken; in GPS and Reading. Writing is assessed by TA
- In Year 1 children take part in a phonics screening check during the summer term
- Across the school, literacy targets are set. These are displayed in classrooms and discussed with parents.

### **INCLUSION**

In addition to the general levels of differentiation in lessons intervention on a 1:1 basis or for a group is delivered as appropriate. The class teachers / SENDco will identify which pupils or groups of pupils will benefit following tracking progress. More able and gifted children will be identified and appropriate learning provided.

### **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. EAL (English as an additional language) pupils would be supported in accordance with guidance from specialist support services.

### **ROLE OF SUBJECT LEADERS**

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

Monitoring and evaluating Literacy:

- pupil progress
- provision of English (including Intervention and SEN provision)
- 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 English developments.

### **PARENTAL INVOLVEMENT**

- Parents are regarded as important partners in the process of developing children's language skills. Therefore parents are encouraged to play a full part in their children's education by:
- involving parents in the school's reading programme throughout their child's time in school
- updating guidance for parents, e.g. through welcome meetings with class teachers as their children move through the school so that they can continue to offer valuable support
- welcoming offers of help from parents to assist in school by listening to readers, talking with children and helping with writing
- contributing to reading journal where comments about reading can be shared between home and school.
- Parent Consultation evenings

### **APPLICABLE CROSS-REFERENCING**

This policy should be read in conjunction with the following school policies:

- Teaching and Learning policy
- Assessment policy
- Marking and Feedback policy
- SEN policy
- ICT policy
- Equality policy
- Health and Safety policy

*'This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.'*