



'What we learn with pleasure we never forget'

ENGLISH POLICY

Date Written: October 2016

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Headteacher.....

Date.....

Chair of Governors.....

Date.....

English Policy

At Carlton Colville Primary School our children undertake a learning journey, beginning in the Early Years Foundation Stage and building on those early experiences. The entire planned learning experience of our children is encapsulated in our creative, skills based thematic curriculum, underpinned by our school mission statement- "What we learn with pleasure we never forget" and built around three 'curriculum drivers':-

- Knowledge of the world - Who am I? What is my locality? How do I fit into the wider world?
- Possibilities - How can I "Be the Best I Can Be"? How can I make the most of my opportunities?
- Community - How can I take responsibility for my school and my local community? How does my community compare with others? How can I help others?

Language and communication underpin everything we do.

Aims

The overarching aim for English at Carlton Colville is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We aim to ensure that all our children:

- read easily, fluently and with good 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;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

This policy needs to be read alongside other school policies including:-

Teaching and Learning policy

Early Years Foundation Stage policy

Homelearning guidelines

Special Needs policy

Assessment policy

Monitoring and Feedback policy

Organisation and Environment

At Carlton Colville Primary School literacy is embedded into our creative, theme-based curriculum in order to provide a flexible, meaningful and 'joined up' approach to learning, but discrete targeted teaching is also undertaken, eg Phonics, Spelling, Grammar and Punctuation.

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. We achieve this through a range of strategies. In some lessons we do it through mixed ability or differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We use Teaching Assistants to support groups of children of all abilities, and to enable work to be matched to the needs of individuals.

There is a range of resources to support the teaching of English across the school. Every classroom has a reading corner with a good range of quality fiction, poetry and non-fiction, much of which will be linked into the current year group theme. The school library is well stocked and children are given access to it both during and after school hours. Junior Librarians [from Year 5 and 6], who act as reading ambassadors in our school, help to run the library alongside a designated adult.

All classrooms have dictionaries and a variety of age-appropriate small apparatus. Some classrooms have speaking and listening areas, with a tape recorder and a number of audio texts. Many have role play areas with "small world" equipment, story boxes etc. Books for independent and guided reading are banded and stored and shared within year groups. Children have access to the Internet through their classroom computer and in the ICT suite.

Recommended reading lists appropriate for different age groups are available on the school website together with links to other suitable websites and APPs. Our year group 'reading challenges' promote reading at home and our home/school reading diaries contain helpful hints to parents to encourage them in supporting their children's reading development. Reading Cafes are also organised for parents across the school. Years 4, 5 and 6 take part in 'Reading Gladiators' and 'Reading Eagles' schemes which encourage them to read more widely from a range of quality contemporary and classic fiction. 'Secret' Book Clubs are organised for reluctant readers to develop their interest and engagement in reading.

English curriculum planning

English is a core subject in the National Curriculum. Our planning is based around:-

- The new National Curriculum
- Our own identified 'curriculum drivers'
- Chris Quigley 'Essentials' materials
- The ideas and interests of our children linked to the themes they are immersed in.

We carry out the curriculum planning in English alongside our flexible theme-based planning and work towards learning 'milestones' as exemplified in the 'Essentials' materials.

Teachers always plan together in year groups and phases and, using the school curriculum overview [long term planning], integrate English as much as possible into the termly or half-termly themes [medium term planning]. Weekly (short-term) plans for the teaching of English are then produced but these may be adapted as the week progresses in response to needs identified through continual on-going teacher assessment (AFL). Plans list the specific learning objectives and expected outcomes for each lesson, and give details of how the lessons are to be

taught. They also include details of the different levels of learning 'challenge' the children will encounter. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

Communication, Language and Literacy in the Early Years Foundation Stage

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write is supported and extended in the Nursery and Reception classes. As the Nursery and Reception classes are part of the "Foundation Stage" we relate the Communication and Language and Literacy aspects of the children's learning to the objectives set out in the EYFS Practice Guidance.

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and each other, to listen carefully and to practise and extend their vocabulary and communication skills. Our 'Playbag' initiative encourages parents to support their children in developing these vital skills at home.

The "Letters and Sounds" programme is begun in Nursery and continued in Reception to develop children's phonological awareness. As children's sight vocabulary grows and they become more confident in the use of phonic strategies to decode unfamiliar words, they will begin short, twice weekly guided reading sessions.

Letter formations are taught [see Handwriting Policy] and children are encouraged to write through adult initiated activities linked into the thematic curriculum and extended in the opportunities given during child initiated play.

A variety of 'Learning Together' and 'Storytime share' sessions are held annually in Nursery and Reception to encourage and engage parents in their children's learning, together with an annual 'Phonics Workshop /Playbag launch' in Reception.

Reading

We believe that reading is the key that unlocks learning and we understand the vital connection between learning to read for pleasure and academic success.

We teach reading through a rigorous phonics programme ['Letters and Sounds' together with some 'Jolly Phonics'] in Key Stage 1 while in Key Stage 2 we teach spelling and word level through the 'No-nonsense Spelling' and 'Big Spelling' schemes. These have been adjusted to be compatible with the requirements of the new National Curriculum.

We use a range of reading books for our children, some of which are from published schemes and some are 'real' books. All of these have been book banded in order that the children can progress in their reading at an appropriate level. Shared reading is undertaken with the whole class but the teaching of reading mainly happens in 'guided' ability groups, when the children are ready for this.

Some children require more rigour and structure when learning to read. These children may have a daily one to one reading session with a Teaching Assistant alongside their regular guided sessions. They will follow a structured reading scheme - 'Project X Alien Adventures' in Key

Stage 1 and 'Rapid Reading' in Key Stage 2. All our staff have been trained in Reciprocal Reading which encourages independence in reading and the development of comprehension. Extra support is also offered through our 'Rainbow' provision where children may use the ARROW or NESSY programs, overseen by Learning Support Assistants.

The focus of all our school's themes for the Autumn term is stories. Children are read to regularly by their teachers and each year group is encouraged to study and read books by certain authors.

Writing - Storytelling

At Carlton Colville we believe that writing should be an integrated part of our thematic work so it is pertinent and for real purposes. Some writing skills may be taught in isolation [eg. grammar, spelling and handwriting] but longer writing tasks will always be linked into our creative thematic curriculum. Great writers emerge from great readers so much of our wider curriculum is built around quality fiction and non-fiction which the children experience through storytelling. We are currently seeking accreditation as a 'Storytelling School' so this approach is being used systematically across the school as a way into narrative and non-fiction writing. Storytelling is linked closely to the Talk4Writing approach which we also use with our younger children to encourage them to learn stories by heart. Our school 'Literacy Spine', linked to our thematic curriculum is the bedrock for all our writing in school. Every year group learns six stories and six pieces of non-fiction each year [one of each of the non-fiction genre] and builds and innovates on these through shared and independent writing. Each Year group also identifies 'non-negotiables' for writing as the academic year progresses. These are aspects of writing which most children should routinely be using with accuracy and consistency.

Drama, Speaking and Listening

Drama is taught as an intrinsic part of the storytelling process in order to deepen the children's understanding of texts and as a means of enabling them to interpret their own responses to those texts. Strategies used might include:-

- Role-play
- Visualisation
- Use of puppets, props etc.
- Story telling games. songs etc.
- Group discussion
- Storyboxes/small world play

All our children are screened for language problems in Reception and Year 3 using Speech Link, and 'catch-up' support established for vulnerable children delivered by trained TAs.

Special Needs

All children, whatever their ability and individual needs, have full access to the English curriculum which forms part of the school provision of a broad and balanced education. Through our English teaching we provide learning opportunities that enable all pupils to make good

progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies.

When progress falls significantly outside the expected range, the child may have special educational needs [see Special Needs Policy]. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations. This ensures that our teaching is matched to the child's needs. We have a range of strategies and interventions to support children with learning difficulties. [see Appendix 1]

Children working at greater depth are provided with challenging activities within lessons but they may also access extra provision such as Special 'Able Writers' and Maths events which are held every term for KS2 pupils together with some transition events organised by the High Schools.

Assessment for learning

All Summative and Formative assessments and procedures are listed in Appendix 1.

Each child has their own pupil assessment book which provides a complete, on-going profile of their attainment in English and other subjects.

Reading and writing are assessed each term [half termly in Year 6] using 'milestones' in line with the new National Curriculum. Achievement is celebrated and next steps in learning are decided upon and reviewed regularly. On-going formative assessment of reading takes place during guided and one-to-one reading sessions and High Frequency Word and phonic assessments are updated regularly. Each term, writing is moderated and scrutinised in order to ensure continuity and consistency within year groups and across the school. Reception, Year 2 and Year 6 moderate with other schools.

All children are rigorously tracked to monitor progress in reading and writing. Areas for development in English are identified by staff and 'next steps' decided by the subject leader.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in English, as well as identifying and responding to pupil perceptions in this subject, is the responsibility of the subject leader. Termly [half termly for Year 6] progress meetings are held where the progress of all the children, especially vulnerable groups, is monitored and discussed. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader evaluates the strengths and weaknesses in the subject, indicating areas for further improvement to be included in the School Development Plan. They also maintain the English portfolio.

The named governor responsible for literacy meets regularly with the subject leader in order to review progress and governors monitor the subject as part of school evaluation.
This policy will be reviewed at least every two years.

Appendix 1 – Intervention resources

Salford Reading Test [for decoding and comprehension]

Youngs Spelling Test

Speechlink

FFT Wave 3 intervention

Reciprocal Reading

Rapid Phonics

Rapid Writing

Toe by Toe

Accelerread/ Accelerwrite

Personalised one to one mentoring in reading and writing

Project X Alien Adventures catch-up reading scheme [KS1]

Rapid Reads catch-up reading scheme [KS2]

ARROW [Aural- Read- Respond -Oral-Write] -a multisensory intervention to develop reading and spelling in Years 4,5 and 6.

NESSY - catch-up program for phonics, reading and spelling for children across the school.