

Delph Primary School



English Policy

Aims

- To enable children to develop their skills in speaking and listening, reading and writing
- To enable children to communicate with others clearly and effectively and to express themselves creatively and imaginatively
- To help children become enthusiastic and critical readers of a range of texts
- To enable pupils to understand how the English language works by looking at its patterns, structures and origins

Speaking and Listening

Objectives for Speaking and Listening:

- To provide different contexts in which children can listen, converse, argue, discuss, persuade and entertain others
- To explicitly teach the skills of speaking and listening

Activities for Speaking and Listening:

- Speaking for different audiences e.g. friends, class, peers, adults, assembly.
- Listening and responding, face to face, to performances and to recorded/broadcast material.
- Discussion and group interaction, in settings of different group sizes and at different levels of formality. The range of purposes might include:

1. investigating, selecting, sorting
2. planning, predicting, exploring
3. explaining, reporting, evaluating

- Drama activities, including improvisation and role-play, as well as writing and performing their own scripted drama and that of well known authors.
- Learning about the grammatical structures which are characteristic of spoken Standard English.

Resources for Speaking and Listening:

Production scripts at different Key Stages

Storybooks and CD-ROMs
Broadcasts, digital media
Turn taking materials, e.g. circle time 'eggs', hand puppets
Listening stations
Computers
E-books
School Council opportunities
Class assemblies
PSHE/Circle Time activities
Opportunities for entry to Oldham Choral Speaking Festival

Reading

Objectives for Reading:

- To enable children to engage with texts with fluency, accuracy, understanding and enjoyment
- To develop children's appreciation of, and engagement with, literary texts

Activities for Reading:

- Individual, group and shared reading from a broad variety of fiction and non-fiction texts and different genres.
- Word recognition tasks, exposure to high frequency keyword flashcards/games/worksheets/software.
- Phonic games/worksheets/software.
- Exercises to enable knowledge of the grammatical structures of Standard English, including display of Standard English posters in each classroom
- Context cueing and oral/written comprehension activities at literal, inferential and evaluative levels.
- Making connections between different text parts.
- Use of organisational features and systems to find texts and information. (E.g. Junior Dewey library codes, alphabetical order, chapters, headings, etc.)
- Skimming and scanning texts for information.
- Using the wider features of texts to obtain meaning (pictures, layout, print, style, etc.)
- Discussion relating to distinguishing between fact and fiction.
- Visits to village library.

Resources for Reading:

Our main reading scheme is Read Write Inc, supplemented by other publisher's scheme books (e.g. Oxford Reading Tree, Barrington Stokes) and recommended group readers

In Key Stage 2, group reading sets are available

Big books and e-books are available in class

Class bookshelf
Group reading sets
School non-fiction library
Espresso and YouTube videos and resources
Literacy games
Five-minute box
PAT intervention
Read Write Inc. Phonic Books and resources (EYFS / KS1 / lower KS2)

Reading Practice:

In Reception, children will be introduced to Read, Write Inc. Books and the main characters of the Oxford Reading Tree and the first high frequency words. All children will have their reading monitored in class at least once per week.

From Year 1 onwards, children whose reading ages are commensurate with their chronological ages will be heard to read on an individual basis. The session will involve reading together and/or around, together with some, oral work on vocabulary and comprehension. Small-group reading sessions begin in the Summer term of Year 1.

Children whose reading attainments are below expected levels will continue to receive individual adult support in class for as long as this is required.

Children in Key Stage 2 participate in guided reading sessions for at least 4 sessions / week. This will involve at least one session working with an adult on the group book (incorporating developing reading strategies, discussion about the text and response to the text), plus other sessions involving independent activities based around deepening understanding of the text and responding to it.

Partner/peer work will also be used to further enhance reading.

An effective partnership with parents is essential to ensure the continued progress of all pupils.

Writing

Objectives for Writing:

- To enjoy writing, understand its communicative purposes and realise that it is essential for clarifying thought/recording learning
- To use writing as a means to express creative ideas
- To learn the main rules and conventions of written English, including appropriate use of Standard English
- To use the planning, drafting and editing process to improve writing

- To develop effective grammar, spelling and punctuation skills in line with year group objectives, including learning subject-specific terminology

Activities for Writing:

- The school's published handwriting scheme, Spectrum, will be followed from Early Years upwards. Children achieving a fluent, fully joined handwriting style will be invited to work in ink; otherwise pencil will be the norm.
- Spellings will be based on high frequency words and phonic groupings. Every child in KS2 will have an alphabetically ordered personal vocabulary book (Word Bank) in which to record own spelling attempts/teacher models.
- KS2 pupils will compete in a termly written Spelling Bee to consolidate spelling of HF words.
- Writing Weeks may be organised to focus on specific authors / themes.
- Pupils will experience skills sessions to develop grammar, spelling and punctuation, but will also have access to Big Writing sessions to express their creative ideas.
- Visiting poets/authors may be invited to promote a love for writing and to engage pupils in workshops / assemblies.
- The local environment will be used to give pupils the opportunity to write in response to outdoor learning.
- Visits / shared experiences will be used as engaging stimuli for the starting point of writing activities.

Resources for Writing:

Computers for word processing
 Writing frames
 Spectrum Handwriting Scheme
 Read Write Inc. Books and resources
 Writing Corner (KS1)/ Writing Wall (KS2)
 Pie Corbett grammar resources (Talk4Writing)
 Alan Peat sentence type resources
 Sue Palmer Skeleton Grammar
 Espresso and other online resources

Assessment for Writing:

This will be carried out in line with the school's Assessment policy, using Assessing Without Levels resources and recording progress in an ongoing manner, using OTrack.

Role of the English Leader

- ✓ To procure, organise and record resources within the available subject budget

- ✓ To liaise with colleagues, offering support and guidance, as appropriate
- ✓ To keep aware of national and local subject developments and inform colleagues of these, arranging INSET as appropriate
- ✓ To keep the policy and scheme of work guidelines up to date
- ✓ To organise or promote enrichment relating to English
- ✓ To monitor and evaluate the implementation of the policy across school

Role of Governors

To participate in the development and review of this policy, monitoring its effectiveness across the school. Questions might include: Is the policy being implemented across the school? Are the children being taught the main rules and conventions of English? Are pupils engaging with texts with fluency, accuracy, understanding and enjoyment?

Assessment

Assessment is an integral part of the teaching and learning process. It is the responsibility of the class teacher to assess pupils within the class. We aim to make assessment purposeful, allowing us to match teaching activities to the needs of the pupils to ensure progress. Information for assessment will be gathered in various forms:

- ❖ by talking to pupils
- ❖ by observation and marking work
- ❖ by reading and writing ‘tests’
- ❖ by SATs at the end of Key Stage 1 and 2

Assessing Without Levels materials are used for ongoing assessment, both formative and summative, locating pupils on a seven-point scale, which relates to their progress in relation to each year’s objectives. Pupils scoring 1-3 are Emerging in their progress towards the year group objectives; pupils scoring 4 have Met the objectives; pupils scoring 5-7 are Exceeding the year group objectives and are deepening their ability across a wider range.

Monitoring and Evaluation

The English leader, in consultation with the headteacher, governors and staff, will monitor the effectiveness of this policy via monitoring of planning, and teaching and learning (through lesson observations). Pupils’ work may be scrutinised and pupils will be encouraged to get involved in discussion about their work.

Approved by: **Governors Curriculum & Standards Committee**
Date: **January 2016**
Review Date: **Spring Term 2019**