

CHINLEY PRIMARY SCHOOL

ENGLISH POLICY

INTRODUCTION

This policy reflects the teaching and learning of English at Chinley Primary School. It provides a framework of which staff can use to support and guide their planning of English. This includes reading, writing, punctuation and grammar, handwriting and spelling. The policy is written with the National Curriculum (2014) in mind and covers a range of objectives which should be covered across various year groups and/or key stages.

AIMS

The National Curriculum aims to ensure that children in KS1 and KS2:

- 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.

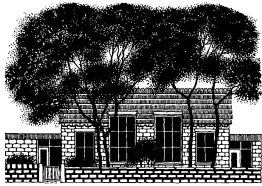
TEACHING AND LEARNING

The National Curriculum 2014 forms the basis of teaching and learning at Chinley Primary School. Teachers use it as a starting point for creating their medium term plans. We also ensure that age appropriate and inspiring texts, which often have links to our topics, are part of the introduction or stimulus to new areas of learning. A variety of staff members are sharing and enjoying a variety of texts for pleasure and information across school and these can be found within our medium term plans. Teacher's medium term plans are adapted whenever necessary to meet the needs of all children in the class. Medium term plans are shared with senior members of staff, TAs, support staff, students and governors and are readily available on the school website.

As well as the National Curriculum, we are also using materials from Reading VIPERS, which can be found on the LiteracyShed website. We use the year group based recommended reading texts on <https://www.booksfortopics.com> as a starting point for classroom reading collections, books for class shared reading and our planning for reading. The stems of VIPERS are designed to tackle different comprehension skills when reading for meaning. We are building a range of activities to support this, including vocabulary builders, word of the week challenges and comprehension of age appropriate but challenging texts.

Teachers plan using a variety of teaching styles, including collaborate work, paired work and independent work. Lots of activities are practical and engaging and designed to spark a love of reading and writing. We also endeavour to identify cross-curricular links with our History, Geography and Science topics where appropriate and purposeful.

Teachers differentiate according to the needs of pupils and interventions are used for targeted support for both high achievers and those working towards their expected levels.



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ICT is used where it enhances, extends and complements the teaching and learning of English.

Year group specific teaching and learning expectations are shared with parents via our school website class pages. In particular, recommended reading lists, advice for home support for reading and writing, and parent-friendly 'year group expectations' are uploaded for information.

EQUAL OPPORTUNITIES

All children receive quality first teaching on a daily basis and activities and these are differentiated where appropriate. When pupils are identified as requiring support, interventions are planned, implemented and evaluated by teachers, TAS and senior management.

ASSESSMENT

Assessments are made in line with the school assessment policy. This can be found on our website. Teachers use formative assessment for learning on a daily basis. This ensures that English planning is adapted to suit children's prior learning, to move their learning on and to allow children to understand what their next steps are in order to make progress. Teachers also use summative assessments for learning which are carried out on a termly basis. This helps to track children's progress throughout the year, support our judgment about whether they are working towards, at or above expectations for their age and also identify the gaps in learning that need to be address in the following term.

Marking of English is in line with the school marking policy and regular observations of children's books ensure work across school is both progressive and consistent. Teachers keep records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the pupil's needs.

Children are encouraged to be increasingly responsible for addressing their own next steps and time is given to children during lessons to work on these. As well as using the teacher's marking and comments, we also promote self-assessment and peer-assessment as the children become more able to do so. This allows them to track their own progress and identify their own next steps.

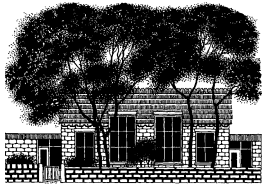
RESOURCES

A comprehensive range of resources are available in school.

Every class has a selection of reference books e.g. dictionaries and thesauruses. Each class also has a class library for children to choose from freely. All classes have a box with a selection of age appropriate books chosen from the top 50 recommended reads for that year group. These lists can be found at <https://www.booksfortopics.com>.

Teachers have a range of resources in class including sets of guided reading books and activities. They can also access all the VIPERS reading comprehension resources on the LiteracyShed website via our school subscription.

All children have access to the school's reading scheme which is located in the school hall at the top of the steps. The scheme has also been expanded into the fictional library downstairs. The books are banded by colour and sorted in relation to reading ages. Class teachers use assessments to make informed decisions about which book band children should be reading from with a combined judgment of word recognition and comprehension skills.



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KS1 teachers manage the swapping of books on a weekly basis for children in their class. KS2 children are able to choose their own books from the box chosen by their class teacher.

We also have two library areas in school. The upstairs library is our non-fiction library, which offers a range of information texts often used in class to support learning through Geography, History and Science. The downstairs library is our fiction library, which has a range of picture books, series books and newspapers for children to enjoy during lunch time and at other times as appropriate. All teachers ensure their classes have time to choose books from the Library. Children in KS2 can also take books home to enjoy.

READING

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

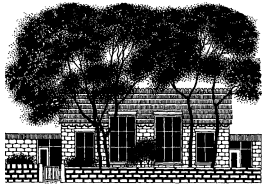
- guided reading
- whole class reading
- independent reading from the reading scheme
- independent reading where children select texts of their own choice
- home/school reading
- hearing books read aloud on a daily basis
- reading through other subjects

Much of the Programme of Study will be taught through English lessons. However, we aim to incorporate reading through all aspects of learning where suitable and appropriate.

PROVISION

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In guided and shared reading, the teacher (and TAs) differentiates activities and models the skills of an expert reader, providing a high level of support through discussion. Teaching objectives are pre-planned and sessions are resourced using supporting materials from Reading VIPERS. Although texts are rich and varied, they are suited to the current reading ability of the group.



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In whole class reading, texts are chosen to challenge the ability of the majority of the class. It provides the opportunity for children to read more regularly with the teacher and move faster through longer texts. It also allows children to work collaboratively to model, share and support each other in becoming expert readers. Teachers plan for independent reading during any point of the school day. This may be part of an English lesson or a slot during the day to simply enjoy a text of appropriate challenge. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and promote a love of reading.

Every class has a 'daily read' which is a book shared by any member of staff and this provides an opportunity for children to simply listen to a book that is being shared with them. Parents are also encouraged to listen and read with, and to, their children on a daily basis, recording this in their reading records where appropriate.

Where pupils are working below age-related expectations, they have the opportunity to participate in reading intervention programmes.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are rich in vocabulary and special displays should promote authors and books.

All teachers are responsible for ensuring children read aloud to an adult regularly in school where appropriate. Children reading below age-related expectations should read aloud to an adult in school daily, where possible.

WRITING

Aims

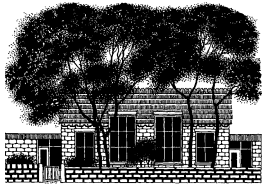
Children should learn to:

- write in different contexts for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- modelled writing
- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting



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- handwriting practice
- using ICT

PROVISION

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. In writing lessons, children are taught to:

- plan
- draft and redraft
- evaluate and edit
- proofread
- read their writing aloud and share with peers.

Subject-specific texts that link to work being undertaken in other areas should also be used in English lessons to support the wider curriculum.

Modelled writing demonstrates skills for excellent writing, where writing is produced by the teacher in front of the children. This should model the process of being an expert writer. For example, writing a sentence, thinking aloud, editing as you write and re-reading what you have written.

Shared writing is a collaborative way of producing excellent writing, where the children work as a class to contribute ideas to the teacher's writing. This is an opportunity for children to begin to share their ideas whilst still having support from the teacher.

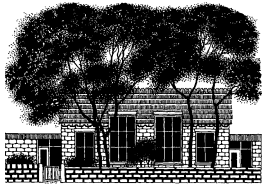
Guided writing is an opportunity for teachers to work with small groups that have similar writing needs. This allows group to work together with the teacher on specific objectives to help them move their writing on and achieve their targets and next steps.

Independent writing is an opportunity for children to show the learning and skills they have been taught in the previous weeks. The teacher will often use this piece of work to assess the children's standard of writing in terms of age-related expectations and from this, targets and next steps will be provided.

HANDWRITING

It is paramount that children are rigorously taught the correct skills for handwriting from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit correctly in order to have the correct posture for writing, hold a pencil in the correct tripod grip, form lower case letters in the correct direction, form capital letters, form digits 0-9 and understand which letters belong to which handwriting 'families'. The school follows the Nelson handwriting programme. A mixture of whole class, small group and individual teaching is planned for and delivered depending on children's individual needs.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.



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By the end of Key Stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

COMMUNICATION AND LANGUAGE

Aims

Children should be able to:

- communicate effectively, speaking with increasing confidence, clarity and fluency
- participate in discussions and debate in a variety of contexts
- listen to the views, opinions and ideas of others with increased interest
- articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- respond to questions and opinions appropriately
- retell stories and poems which are known by heart
- ask questions with increasing relevance and insight
- listen to ideas and opinions of adults and peers
- take part in role-play and other drama activities across the curriculum.
- use dramatic techniques, including work in role to explore ideas and texts
- create, share and evaluate ideas and understanding through drama

PROVISION

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

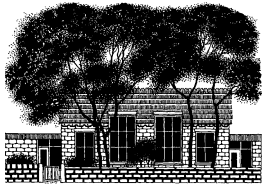
Spoken language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading. Spoken language will be a focus across the curriculum and across the school day in a variety of settings.

SPELLING AND PHONIC KNOWLEDGE

We use the Letters and Sounds programme along with Jolly Phonics and other resources at KS1. Where needed, children in Year 2 continue with support and provision for phonics. Across KS2 we use Read, Write Inc. for spelling. Children that require extra support or intervention for spelling have the opportunity to take part in interventions such as Beat Dyslexia, Toe by Toe, Sound Discovery and Precision Teaching.

Aims



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Children should be able to:

- blend and segment sounds easily
- learn that segmenting words into their phonemes for spelling is the reverse of blending phonemes into words for reading
- spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- use a range of approaches to learn and spell irregular words.

Entitlement

Pupils have access to a range of phonics opportunities at FS and KS1, which may include:

- whole class teaching of specific spelling patterns
- daily discrete phonics teaching
- using phonics knowledge in real life contexts
- applying skills in cross curricular contexts

Pupils have access to a range of phonics and spelling opportunities at KS2, which may include:

- whole class teaching of specific spelling conventions and rules
- discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- using phonological knowledge in real life contexts
- applying skills in cross curricular contexts

Policy Reviewed by Carrie Eyre and Jade Marshall

May 2022

Next Review May 2024

Agreed by Governing Body: Date..... Minute Number:.....