

BURE PARK PRIMARY SCHOOL

ENGLISH POLICY



**Learning, Caring, Growing,
Sharing**

| Role | Name | Signature | Date |
|----------------------|---|------------------|-------------|
| Co-ordinators | Louisa Colquhoun Tara Kelly Nicola Whitelock | | |
| Headteacher | Yvonne Hewson | | |
| Governor | | | |

| | |
|--------------------|-----------------|
| Next Review | May 2023 |
|--------------------|-----------------|

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

National Curriculum for England

English 2014

Aims:

Our overall aims are:

To help the children to enjoy reading and writing

To become confident, enthusiastic and critical readers

To develop a confident and positive attitude to both written and spoken language

To listen carefully to discussions and have the confidence to put forward their own opinions whilst valuing the opinions of others

To develop their understanding of the English language in order that they can adapt it to their purpose or audience

Principles:

Teaching pupils to use spoken and written language competently and confidently should recognise the importance of:

- Teaching pupils how to craft language for particular effects, through an understanding of how texts are created in relation to genre, purpose and audience
- Providing interactive opportunities for pupils to practise language in relevant, 'real life' contexts
- Providing opportunities for pupils to communicate independent views and opinion, respond imaginatively and express feelings through spoken and written language
- Enabling pupils to make critical responses about the language which they read, view and hear in a variety of media
- An integrated approach to reading and writing, speaking and listening

- The need to develop language skills in ALL curriculum subjects
- Recognising the language experiences of pupils at home and in the wider community
- Increasing pupils' understanding of how language is used in the world beyond school

Learning and Teaching:

The planning of the curriculum should take into account the following statements, which integrate the requirements of The National Curriculum 2014.

Speaking and Listening:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

(The National Curriculum in England Handbook for Primary Teachers 2014)

Reading:

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the

curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

(The National Curriculum in England Handbook for Primary Teachers 2014)

Writing

It is essential that teaching develops pupils' competence in transcription and composition. In addition, pupils should be taught how to plan, revise and evaluate their writing.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

(The National Curriculum in England Handbook for Primary Teachers 2014)

Teaching and Learning:

As part of our target to raise pupil attainment, Key stage 1 and 2 use The National Curriculum Handbook for Primary Teachers 2014. Teachers use their experience and teaching knowledge to apply the framework appropriately. The framework is also used as a basis for the creative curriculum, where literacy skills are taught in other areas of the curriculum. Medium term plans are organised so that it is possible to teach literacy skills in other subject areas. Foundation stage use Read Write Inc and Letters and sounds to imbed early phonic awareness for speaking, reading and writing. Key Stage 1 use Letters and Sounds to teach and imbed phonics with RWI used as an intervention to those that require it. Phonics Booster groups are also implemented when required to enhance and consolidate phonic knowledge. KS2 use phonic interventions where relevant and a progressive spelling scheme to ensure children are equipped with the appropriate phonic and spelling knowledge.

Children have opportunities to work on literacy activities in mixed ability groups during Literacy lessons and when it is part of cross curricular teaching in other curriculum subjects,

At Bure Park we employ a range of strategies to ensure our children are equipped with the necessary skills to meet the expectations of the National Curriculum in Literacy. We incorporate a range of the following strategies to ensure that our Literacy curriculum is relevant, engaging and exciting

- Talk4writing strategies (Pie Corbett)
- Drama
- ICT as stimulus and as a tool
- Use of quality text as a stimulus
- Modelling reading, writing and speaking techniques
- Links with creative curriculum (Clive Davies)
- Focussed/targeted/differentiated questioning
- Emphasis on drafting and editing process for writing
- Providing good quality texts (appropriately aged) for free reading and a structured whole class guided reading curriculum
- Motivational reading challenges

Assessment:

Assessment is an integral part of the teaching and learning process and should be clearly linked to learning objectives and targets. All assessment is meaningful, purposeful and ensures progression in individual children's learning.

Short term assessment:

Learners should be actively involved, through explicit understanding of learning objectives, self-evaluation and next step targets for personal improvement through guided (in the beginning and independent in Years 5 and 6) editing sessions. Teaching is mastery inspired so that all children have the opportunity to meet the year group expectations.

Informal assessment is ongoing during every lesson. The purpose of this assessment is to check that the children understand the objectives and to provide the teacher with information to be used to inform future planning and flexible grouping (where needed). Constructive oral feedback is continuous in all classrooms where we believe it is most effective.

Marking of work through the use of coloured highlighting of the WALT and elements of the work provide the children and the teacher with a clear indication of whether a child has understood the objective set. Extended writing will be marked in depth (in line with the marking policy) with thought bubbles for the children to learn where they can

edit and improve their work. Follow up time is given to the children to respond to the feedback with the aim of improving their work. (See AfL policy for more information.)

Weekly spelling investigations assess children's ability to apply spelling rules. A zero tolerance approach is taken with High Frequency Words (HFW) in writing across the curriculum.

Medium term assessment:

This assessment is done on a regular basis and is used to inform planning and to review the children's progress in relation to key objectives set. It is used to monitor individual children's progress and to provide information for Pupil Profiles and end of year teacher assessments. Medium term assessments include:

Reception have ongoing assessment ('Evidence Me' on iPads), writing books, a phonics assessment booklet and reading records.

Writing is formally assessed at 4 points throughout the year. This assessed piece will be kept in children's writing profiles as evidence of progression throughout their primary schooling. The assessed piece is a piece (chosen by the teacher) from a completed unit of work. This medium term assessment uses statements from the Oxford Writing Criterion Scales 2014.

Spelling

Spelling is assessed in independent writing tasks that are assessed at 4 points throughout the year.

Reading

Reading interviews / miscue analysis/ weekly guided reading will aid teacher assessment. Guided reading is whole class based using text extracts and test style comprehension questions so sessions can be used to assess how children are progressing.

Standardised tests to be taken for Years 1, 3,4 and 5 to be taken half way through the academic year.

Long Term Assessment:

The purpose of long term assessment is to assess children's work against key objectives for the year, to inform the next teacher, provide supplementary information for the reports to parents and to help the school set targets for the future National Curriculum tests. They provide information for the children against national standards at the end of the key stage and can inform the headteacher who can then brief governors, staff and others.

Long term assessments include:

Early Years Foundation Stage (Reception) assess at four points throughout the year to fall inline with the rest of the school, this is a recorded assessment that we do 1:1 with each child, with independent writing and teacher knowledge. The first assessment point for each child in school is now a government baseline that becomes statutory from September 2021 that we supplement with a piece of writing and a phonics booklet.

End of Key Stage 1 and 2 Statutory tests and tasks

Standardised tests to be taken for Years 1, 3,4 and 5

Diagnostic spelling tests are used at the beginning and end of each academic year to help identify any children not meeting the expectations in spelling and track progress of spelling through the school using standardised scores.

Monitoring:

The Literacy team and head teacher/deputy head teacher will monitor Literacy through a triangulated process which includes: rigorous planning, lesson observations and book scrutinies. Lesson studies, and pupil interviews also take place. Opportunities to monitor these areas will be provided every half term, ensuring that all areas are monitored at least once during the year. At the end of the summer term the end of Key Stage 1 and 2 statutory assessments and tasks and standardised tests for Years 3,4 and 5, the Rising Star assessments and the Foundation Stage Profiles will be analysed and the information will be used to inform targets in Literacy for the following year.

Differentiation:

We believe that all children have the potential to succeed so differentiation is mostly by outcome, questioning and support. If required, the task will be differentiated to ensure that all children can flourish.

For children with specific requirements, refer to school policy on Special Educational Needs.

Cross curricular links:

Opportunities for language development should be incorporated into all curriculum subjects, through speaking and listening activities, research and note making and through the presentation of all written work. Literacy is an integral part of the creative curriculum. We encourage the same expectation of Literacy skills in all subjects across the curriculum.

Spiritual, moral, social and cultural development:

Through Literacy and speaking and listening lessons it is possible to promote spiritual, moral, social and cultural awareness. Children will be encouraged to determine the differences between right and wrong and to become responsible and caring citizens who feel a sense of responsibility for the care of their own environment. When discussing characters and their behaviour in texts they will have the opportunity to explore acceptable behaviour and how to treat others. Through discussion they will develop

their knowledge, understanding and appreciation of their own and different beliefs and cultures.

Home/School links:

As a school we recognise that the role of the family is central in supporting the child's language development as a speaker, reader and writer. Therefore each child is provided with a reading record into which they are encouraged to record their daily home reading; and a list of spelling/phonetic sounds to read, specific to their needs, is supplied on a weekly basis. Each year group in school has a reading incentive, racing through stages by reading aloud with parents/grandparents at home. Reading diaries are signed to show frequency of reading. The reading raffle also encourages frequent home reading, exchanging three signatures per week in a reading diary for a raffle ticket to be drawn weekly in assembly (Year 1/2, Year 3/4, Year 5/6 draws). Reception hold a monthly reading raffle to encourage children to complete a range of reading at home.

There are opportunities for parents to be informed of their child's progress through parent's evenings, reports and through informal visits to the teacher. These are an opportunity for teachers to provide guidance on what families can do to extend their child's competence in using spoken and written language.

Parents are positively encouraged to come in and help with reading with regular reading helpers targeted in KS1 to encourage daily reading with as many children as possible.

Regular parent workshops regarding the teaching of Literacy and ways in which parents can support their child with literacy at home are provided by the school.

Equal Opportunities:

The full and effective participation and progression of all pupils should be achieved by:

- acknowledging and valuing the variety of different experiences, interests, social and cultural backgrounds of pupils; using such differences constructively to raise confidence and self-esteem
- ensuring access to learning at an individual level, through differentiated teaching and learning strategies; planning should set high expectations and provide appropriate learning opportunities for pupils from all social backgrounds, ethnic groups and for those who are disabled
- providing texts from a range of cultures and which are free from discrimination and stereo typing

Refer to school policy for further information

Management:

Literacy Co-ordinator

Louisa Colquhoun

Literacy Governor

Support/Staff Development:

All staff will be supported by the Literacy team, the Headteacher and the Literacy Governor. In addition to this, inset courses will be offered to staff where applicable/available.

Record Keeping:

The school uses Oxford Writing Criterion assessment sheets to formally track children's progress in writing. Year 2 and Year 6 until further notice assess work using the Teacher Assessment Frameworks

Teachers to record reading assessment scores for tracking progress.

Marking:

Refer to School Assessment Recording and Reporting Strategy for guidance on marking Literacy.