

PERRYFIELDS PRIMARY PRU



English Policy

Review Date	Reviewed Date	Reviewer	Action
September 2017	October 2017	Staff	Ratified by Management Committee:17.10.2017
September 2020			

ENGLISH POLICY 2017/18

Updated September 2017 by Rob Harrison

1. AIMS

Considering Perryfields Primary PRU's vision, of pupils 'Enjoying their Learning' coupled with our aim for excellence in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing but with the emphasis on engagement, enthralment, awe and wonder and providing a real life stimulus for writing whenever possible.

Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills. Pupils at Perryfields Primary PRU will leave Year 6, or for mainstream/specialist provisions:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012). In the Foundation Stage (Reception) children are 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 opportunities to communicate.

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

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

The Management committee in particular the members on the Education sub-committee, receives regular reports on the progress of English provision conduct focused governor visits.

3. SUBJECT ORGANISATION

Key Stage 1

In Key Stage 1 daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability English lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in Literacy and reading comprehension sessions.

Key Stage 2

In Key Stage 2 children have daily Literacy lessons. Spelling and grammar skills are initially taught discretely before being embedded within literacy lessons. Additional Literacy sessions include guided reading, spelling, grammar, handwriting (refer to Handwriting Policy) and daily reading aloud of a class novel. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes (e.g. Phonics, RWI, Rapid Reading) and differentiated class teaching.

4. APPROACHES TO SPEAKING AND LISTENING

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: a yearly speech competition, debating, commendable and class assemblies, talk partners, drama and many, many shows! As the National Curriculum says: '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.' (pages 3, 4 and 7, 2013) All of these speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too. Children who require extra support in speaking and listening benefit from small group sessions lead by Teaching Assistants and draw on the expertise of a Speech and Language Therapist and Educational Psychologist .

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to encourage children to 'Say it like the Queen' and use our 'Posh' voice. This promotes Standard English.

Key Stage 1 children have the benefit of additionally rehearsing their speaking and listening skills through a weekly activity linked to Social skills where they get the opportunity of 'physicalising the curriculum through the performing arts... to boost achievement, improve speaking & listening skills and build confidence and self-esteem.'

5. APPROACHES TO READING

We use the Read Write Inc and Rapid Reading programme to deliver daily discreet phonics lessons in KS1, enabling children to decode efficiently. This is continued into KS2 where necessary, with the 'Fresh Start' intervention being used in upper KS2. Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during 1:1 daily guided reading sessions. All pupils read daily 1:1 to an adult during IEP time. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them. A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults. Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week'. Book Weeks include visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts.

Children have the opportunity to take home a book every day to be shared with parents, as well as a Project X or Oxford Reading Tree schemes books when able. In addition to this, children have the opportunity to visit the local library to select books for their class. Parents are encouraged to read with their child daily. We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stages, children become more independent in recording what they have read in their reading journals. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

6. APPROACHES TO WRITING

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2013). To support our teaching of writing, staff refer to Alan Peat, Ros Wilson and Pie Corbett's strategies. Teachers are flexible in their selection of these Literacy experts' strategies to suit the needs of the children and text type being taught. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the

end of each unit. The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types which are required to be covered by The National Curriculum (2013) are outlined in our long term plans for each year group to ensure that there is a breadth of coverage. They may be asked to produce their writing on their own or as part of group. We recognise the important role that computing has to play in our school in the development of Literacy skills. There are many opportunities for children to improve their writing inspired by drama techniques and film clips– each year group studies a film as their ‘text’ at least once a year. Children will also be given the opportunity to produce multimodal texts and develop their understanding of visual literacy. Interactive technology is used on a daily basis to enhance the teaching of literacy. We use the cursive script Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing (see Handwriting Policy for further details).

7. APPROACHES TO GRAMMAR AND SPELLING

The teaching of Grammar and Spelling (SPAG) is in line with the requirements of The National Curriculum (2014). Grammar is timetabled to be taught discreetly for at least two half hour sessions a week in KS2. In KS1 specific sessions each week are dedicated to the teaching of grammar. Of course, grammar skills are also embedded within English lessons where appropriate. To be able to spell correctly is an essential life skill. When spelling become automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer’s self-image. We aim to use explicit, interactive teaching which draws children’s attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns. In KS1, daily phonics is the key to the children’s learning of spelling. This is taught using the Read Write Inc programme. Children are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonically regular (common exception words). From year two and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. Research suggests that weekly spelling tests are an ineffective way of learning and retaining the spelling of words. Instead, we teach children to use their growing understanding of the morphology and etymology of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Spelling skills are taught each week during two twenty minute sessions and are also embedded in Literacy lessons so as strategies and rules can be taught in the context of writing. When actually writing children should be concentrating on higher order thinking skills and should simply ‘have a go’ at spelling and underline words that they are unsure of with a dotted line. When marking children’s work, we do not correct all spelling errors, instead we focus on high frequency words, topic words and those studied in spelling sessions. Spelling and reading ages are assessed every term.

8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

9. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. Teachers will report pupils levels every half-term and identify the next steps in their learning at regular intervals.

10. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Gifted children will be identified in consultation with the G&T leader and suitable learning challenges will be provided.

11. EQUAL OPPORTUNITIES

Perryfields Primary PRU has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

12. ROLE OF SUBJECT LEADER

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

- monitoring and evaluating English:- pupil progress - marking and planning - curriculum coverage - provision of Literacy - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments.

13. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum letters provide

information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom. Strategies for supporting children are shared at phase meetings and reading workshops as well as at parent helper training sessions. SATs results are published in accordance with Government legislation.

This policy should be read in conjunction with the following school policies: - handwriting policy -Teaching and Learning Policy - Assessment and Record Keeping - Marking policy - SEND Policy - ICT Policy - Equal Opportunities Policy - Health and Safety Policy - Continuing Professional Development Policy This policy will be reviewed every three years or if changes are required

Policy to be reviewed September.2020